QQI
Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Component Specification NFQ Level 6

Coastal and Maritime Ecosystems and Culture 6N20257

1. Component Details

Title	Coastal and Maritime Ecosystems and Culture
Teideal as Gaeilge	Éiceachórais agus Cultúr Cósta agus Muirí
Award Type	Minor
Code	6N20257
Level	6
Credit Value	15
Purpose	The purpose of this award is to equip the learner with the relevant knowledge, skill and competence to facilitate an understanding and appreciation of coastal ecosystems, safety and cultural heritage related to coastal guiding activities.
Learning Outcomes	Learners will be able to:

1. Outline the key features of a range of coastal ecosystems and habitats.
2. Explain the impact of abiotic factors on coastal ecosystems.
3. Explain the key principles of how ecosystems function.
4. Describe the basic biology, migration patterns and factors affecting the distribution of coastal birds, common fish species, marine mammals and sharks in Ireland.
5. Describe the history and uses of Ireland's traditional boats and the lifestyles of their owners.

6 Outline the impact of human settlement and culture on the coast of Ireland.

7 Describe typical field monuments found around Irish coasts and offshore islands, their historical context, location and accessibility.

8 Describe how fish and shellfish caught off the Irish coast is typically prepared and served.

9 Appraise the work of the various bodies and organisations responsible for aquatic mammals, bird life and fish in Ireland.

10 Evaluate the role and responsibilities of the outdoor leader.

11 Evaluate the relevant statutory legislation which applies to a guide in their role as leader.

12 Identify fish species, marine mammals, sea birds and coastal flora for the visitor and know where these can be located in Ireland seasonally.

13 Explain historical maritime links between Ireland and other countries.

14 Explain the meaning of Irish place names, including common prefixes and suffixes.

15 Develop narratives of sea-lore and mythology relevant to a locality, including the narration of a sea shanty, maritime ballad, story or legend.

16 Present narratives of sea-lore, mythology and history of ‘wreckers’ relevant to the locality.

17 Explain the history and development of local lighthouses.

18 Identify a range of sea shore foraging techniques.

19 Prepare a route card for a coastal experience clearly showing; Timing distances on maps and sea charts, taking compass bearings and grid references and interpreting common legends and symbols.

20 Outline the procedures for ensuring access permissions prior to the beginning of a coastal experience.

21 Describe the role, use and maintenance of safety equipment and any policies that need to be in place regarding this equipment.

22 Use appropriate tools for predicting water conditions and levels which are safe and conducive to the coastal experience, for example, tide tables, charts and marine weather forecasts.

23 Explain the causes of a range of accidents in the coastal environment and mitigating measures which can be taken to minimise them including the preparation of an action and evacuation plan to ensure client safety.

24 Develop a coastal experience encompassing the philosophy of 'Leave no Trace' aimed at raising awareness of protecting the coastal environment.

Assessment

General Information

All assessment should be planned in accordance with the programme assessment strategy developed as part of the programme submission for validation. See **Policies and Criteria for Validation of Programmes.** Assessment should be undertaken consistently and reflect current assessment guidelines. See www.qqi.ie.

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence consistent with the **minimum intended programme learning outcomes**.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are reliable and valid but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. See current FET validation guidelines at www.qqi.ie.

Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and QQI's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. All learning outcomes **must** be assessed and achieved in accordance with the **minimum intended module learning outcomes** set out in the validated programme.

Examination - Theory	60%
Skills Demonstration	40%

Description

Examination - Theory

An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions.

A theory-based examination assesses the ability to recall, apply and understand specific theory and knowledge.

The assessor will devise one or more examinations covering learning outcomes: 1, 2, 3, 5, 7, 9, 11, 12, 15, 16,17,18, 20, 22, 24

Skills Demonstration

A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills.

The assessor will devise one or more skills demonstration covering learning outcomes: 4, 6, 8, 10, 13, 14, 19, 21, 23

Recognition of Prior Learning (RPL)

To support the development and implementation of RPL with regard to access, granting credit/exemptions and achievement of awards/parts of awards, providers should refer to **QQI's Statutory Guidelines for Quality Assurance,** the **Policies and Criteria for Validation of Programmes** and the **Principles and Operational Guidelines for the Recognition of Prior Learning**

	in Further and Higher Education and Training available at www.qqi.ie
Grading	Pass 50% - 64% Merit 65% - 79% Distinction 80% - 100%
Specific Validation Requirements	.
Supporting Documentation	1. www.leavenotraceireland.org 2. http://www.pointofsinglecontact.ie/ 3. Current relevant legislation
Access	To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.
Transfer	Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.

2. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), http://www.nfq-qqi.com. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see www.qqi.ie).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for FET awards are contained within the associated specifications:

AWARD CLASS	STANDARDS	AWARDS
Major Award	Certificate Specification	Certificate (Levels 1 to 5) Advanced Certificate (Level 6)
Supplemental Award	Supplemental Specification	Supplemental Certificate (Level 3 to 6)
Special Purpose	Specific Purpose Specification	Specific Purpose Certificate (Levels 3 to 6)
Minor Award	Component Specification	Component Certificate (Levels 1 to 6)

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

3. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

Table 1: FET Credit Values

NFQ Level	Major Awards Credit Values	Default Credit Values Minor Awards	Other Permitted Minor Award Credit Values	Special Purpose and Supplemental Award Credit Value Ranges
1	20	5	10	
2	30	5	10	
3	60	10	5,20	>5 and<60
4	90	10	5,15,20	>5 and<90
5	120	15	5,10,30	>5 and <120
6	120	15	5,10,30	>5 and <120

Guide to Level

Learning outcomes at this level include a comprehensive range of skills which may be vocationally-specific and/or of a general supervisory nature, and require detailed theoretical understanding. The outcomes also provide for a particular focus on learning skills. The outcomes relate to working in a generally autonomous way to assume design and/or management and/or administrative responsibilities. Occupations at this level would include higher craft, junior technician and supervisor.

Strand	**Sub-strand**	**Nature of learning**
Knowledge	Breadth	Specialised knowledge of a broad area
	Kind	Some theoretical concepts and abstract thinking, with significant underpinning theory
Know How & Skill	Range	Demonstrate a comprehensive range of specialised skills and tools
	Selectivity	Formulate responses to well defined abstract problems
Competence	Context	Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical

	concepts and/or technical or creative skills to a range of contexts
Role	Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form and function within, multiple and complex heterogeneous groups.
Learning to Learn	Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs
Insight	Express an internalised, personal world view, reflecting engagement with others.

Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI