

Component Specification

Dinghy Sailing

NFQ Level 4

4N4636

1. Component Details

Title	Dinghy Sailing
Teideal as Gaeilge	Seoltóireacht Dingí
Award Class	Minor
Code	4N4636
Level	4
Credit Value	10
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence to sail small boats in light wind conditions.
Learning Outcomes	<p>Learners will be able to:</p> <ol style="list-style-type: none"> 1 Describe means of accessing sailing in Ireland 2 Explain basic sailing rules, port and starboard, windward boat, overtaking boat 3 Explain the cause and effect of changing tidal heights, to include spring tides, neap tides, tidal flows and the effect of wind on tidal flows 4 Explain the parts of a sail, rig, sail controls and foils 5 Explain the functions of essential sailing safety equipment 6 Explain the importance of proper clothing and footwear, personal buoyancy and boat buoyancy

- 7 Explain the importance of staying with a capsized dinghy
- 8 Explain appropriate actions to help water users in distress
- 9 Explain methods of capsize recovery
- 10 Explain appropriate action to be taken when faced with hazards, to include wind squalls and other water users
- 11 Demonstrate effective methods of attracting attention if in distress
- 12 Demonstrate one method of capsize recovery
- 13 Interpret weather information for sailing activities including the impact of onshore and offshore winds on sailing
- 14 Tie essential sailing knots, to include figure of eight, round turn with two half hitches, bowline
- 15 Complete the process of rigging and de-rigging a dinghy, showing awareness of wind direction and weather conditions
- 16 Practice a range of manoeuvres in a dinghy including using a trolley to safely launch, recover and park a dinghy, paddling a dinghy around a triangle, coming alongside and making fast a dinghy
- 17 Demonstrate a range of sailing manoeuvres in light winds including reach, stop, tack, get out of irons, sail upwind and down wind and gybe
- 18 Apply the five essential elements of boat handling including making use of the centreboard, boat trim, course setting, sail setting and boat balance
- 19 Sail a dinghy in light wind conditions including sailing from and returning to a beach, jetty or mooring, come alongside a moored boat, and sailing in close company with other boats.

Assessment

General Information

Details of FET assessment requirements are set out in [Assessment Guidelines for Providers.](#)

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

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 FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See current FET validation guidelines at www.qqi.ie.

All learning outcomes **must** be assessed and achieved

Skills Demonstration	80%
Examination - Interview Style	20%

Description

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.

Examination - Interview Style

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.

An interview style examination assesses learning through verbal questioning, one-to-one or in a group.

Recognition of Prior Learning (RPL)

Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at www.fetac.ie for further information and registration details.

Grading

Pass	50% - 64%
Merit	65% - 79%
Distinction	80% - 100%

Specific Validation Requirements

The provider must have all of the following in place:

1. The provider must confirm they have approval from the National Governing Body, Irish Sailing Association, to offer programmes leading to this award

Supporting Documentation

1. Supporting documentation is available via the National Governing Body, The Irish Sailing Association.

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

Guide to Level

Independence is the hallmark of this level. Learning outcomes at this level correspond to a growing sense of responsibility for participating in public life and shaping one's own life. The outcomes at this level would be associated with first-time entry to many occupational sectors.

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	Broad range of knowledge
	Kind	Mainly concrete in reference and with some elements of abstraction or theory
Know How & Skill	Range	Demonstrate a moderate range of practical and cognitive skills and tools
	Selectivity	Select from a range of procedures and apply known solutions to a variety of predictable problems
Competence	Context	Act in familiar and unfamiliar contexts
	Role	Act with considerable amount of responsibility and autonomy
	Learning to Learn	Learn to take responsibility for own learning within a supervised environment
	Insight	Assume partial responsibility for consistency of self-understanding and behaviour

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