



**QQI**

Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

## Special Purpose Specification NFQ Level 6

### Angling Guiding 6S20256

#### 1. Certificate Details

<b>Title</b>	Angling Guiding
<b>Teideal as Gaeilge</b>	Treorú Slatiascaireachta
<b>Award Type</b>	Special Purpose
<b>Code</b>	6S20256
<b>Level</b>	6
<b>Credit Value</b>	45
<b>Purpose</b>	The purpose of this award is to enable the learner to acquire the relevant knowledge, skill and competence to offer a quality angling guiding service in a safe and professional manner in accordance with relevant statutory legislation.
<b>Statements of Knowledge, Skill and Competence</b>	Learners will be able to:
<b>Knowledge</b>	
<i>Breadth</i>	Demonstrate a broad range of knowledge of the structures and profile of the tourism and hospitality sectors
<i>Kind</i>	Demonstrate a broad range of knowledge and information relating to the history and development of angling in Ireland
<b>Know How &amp; Skill</b>	
<i>Range</i>	Deliver an informative, interesting and relevant angling experience incorporating a range of angling skills and techniques across a multitude of environments
<i>Selectivity</i>	Develop digital media skills to enhance the tour experience, to promote potential products and services and exploit employment opportunities

## Competence

<i>Context</i>	Demonstrate skills in outdoor leadership, guiding and group management integrating best safety and environmental practices across a range of angling experiences
<i>Role</i>	Facilitate clients in developing and improving skills through the provision of rewarding angling experiences and evaluate the success of the angling product in relation to the customer experience
<i>Learning to Learn</i>	Take responsibility for own professional development and or assist others in identifying their own professional development needs.
<i>Insight</i>	Reflect on operational practice to inform future performance and professional development.

The learning outcomes associated with this award are outlined in the associated Component Specifications.

## 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

Achievement of this award will enable the learner to transfer to other appropriate programmes leading to awards at the same level of the National Framework of Qualifications.

## Progression

Achievement of this award will enable the learner to progress to other appropriate programmes leading to awards at the next or higher levels of the National Framework of Qualifications.

## Progression Awards

Learners who successfully complete this award may progress to a range of different awards.

## Grading

Pass  
Merit  
Distinction

The grade achieved will be determined by the grades achieved on the components

## 2. Certificate Requirements

**The total credit value required for this certificate is 45. This will be achieved by completing:**

<b>Award Code</b>	<b>Title</b>	<b>Level</b>	<b>Credit Value</b>
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**All of the following component(s)**

6N20229	Irish Tour Guiding	6	15
6N20234	Angling and Safety	6	15
<b>A minimum credit value of 15 from the following components</b>			
6N20235	Marine Angling	6	15
6N20236	Inland Angling	6	15

### 3. Supporting Documentation

1. [www.leavenotraceireland.org](http://www.leavenotraceireland.org)
2. <http://www.pointofsingletcontact.ie/>
3. Current relevant legislation

### 4. Specific Validation Requirements

The provider must have the specific validation requirements detailed in the component specifications associated with this award

### 5. Europass Certificate Supplement

The Europass Certificate Supplement for this award can be accessed at: [www.qqi.ie](http://www.qqi.ie).

### 6. 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](http://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 QQI 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.

## 7. 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*

