



Arrangements for:

**National Progression Award in Angling
and the Aquatic Environment**

at SCQF level 3

Group Award Code: GF67 43

and

**National Progression Award in Angling
and Fisheries Conservation**

at SCQF level 4

Group Award Code: GF68 44

Validation date: 8 June 2012

Date of original publication: September 2012

Version: 01

Contents

1	Introduction	1
2	Rationale for the development of the Group Awards	1
2.1	NPA in Angling and the Aquatic Environment at SCQF Level 3.....	2
2.2	NPA in Angling and Fisheries Conservation at SCQF level 4	3
2.3	Relationships of the NPAs to National Occupational Standards	4
3	Aims of the Group Awards	5
3.1	Principal aims of the Group Awards	5
3.1.1	Additional principal aims of the NPA in Angling and the Aquatic Environment at SCQF level 3	6
3.1.2	Additional principal aims of the NPA in Angling and Fisheries Conservation at SCQF level 4	6
3.2	General aims of the Group Awards	6
4	Recommended access to the Group Awards	7
4.1	Formal Qualifications	7
4.2	Recommended Core Skills Entry Profile.....	7
5	Group Award structures	8
5.1	NPA in Angling and the Aquatic Environment at SCQF level 3.....	8
5.2	NPA in Angling and Fisheries Conservation at SCQF level 4	9
5.3	Core Skills.....	9
5.4	Conditions of Awards	10
5.5	Mapping Information	10
6.	Approaches to delivery and assessment	10
6.1	Content and context	10
6.2	Delivery and assessment	10
6.2.1	NPA in Angling and the Aquatic Environment at SCQF level 3.....	11
6.2.2	NPA in Angling and Fisheries Conservation at SCQF level 4	11
6.2.3	Approaches to delivery.....	11
6.2.4	Integrated assessment and e-assessment.....	12
6.3	Delivery of Core Skills	13
6.4	Open learning	14
7	General information for centres.....	14
8	General information for candidates	14
9	Glossary of terms	17
10	Appendices	18
Appendix 1:	Core Skills mapping of the Group Awards.....	19
Appendix 2:	Progression Pathway	21
Appendix 3:	Mapping of aims to Units.....	22

1 Introduction

The new National Progression Awards in Angling and the Aquatic Environment at SCQF level 3 and Angling and Fisheries Conservation at SCQF level 4 have been developed under the design principles for National Qualification Group Awards.

These Group Awards offer candidates opportunities to participate safely in angling, motivating them to develop a basic knowledge and understanding of the aquatic environment and fisheries conservation. Field work skills, particularly regarding the identification of aquatic flora and fauna, including fish, will be developed.

Candidates will gain an appreciation of the fragility of a range of aquatic environments that support angling activities and knowledge of how fisheries and other water-based activities are managed to provide outdoor recreational opportunities, including angling, whilst conserving the environment, aquatic flora and fauna and safeguarding fish welfare. The candidates are expected to become more environmentally responsible and carry this attitude into whatever walk of life they enter in their post-school careers.

For many, the skills, knowledge and interest gained will provide a platform for progression to careers in sports fishery management, aquaculture or environmental management.

Candidates undertaking both NPAs will learn how to fish competently and on successful completion of the NPA Angling and Fisheries Conservation level 4 should be able to fish safely, unsupervised.

2 Rationale for the development of the Group Awards

The rationale for the NPA in Angling and the Environment at SCQF level 3 is provided, followed by the NPA in Angling and Fisheries Conservation at SCQF level 4, without reiterating any rationale that is shared by the two awards (see Sections 2.1 and 2.2).

These NPAs are not designed to meet specific occupational requirements as defined by National Occupational Standards. Their development has originated from the pioneering work undertaken by the Angling Development Board of Scotland (ADBoS) who have been providing licensed coaches within their Club Angling Programme launched in 2011, targeting secondary schools in Scotland. The SCQF level 3 NPA provides the opportunity to progress to SCQF level 4. Thereafter, successful motivated candidates could progress to either a college or work-based qualification (see Section 2.2).

The demand from secondary schools in particular for these two new NPAs was evident from market research and can be segmented as follows:

- ◆ schools that are currently participating in the recently established ADBoS Club Angling Programme, with candidates who would welcome the opportunity to undertake a recognised SQA qualification.
- ◆ schools not currently participating in the ADBoS Club Angling Programme but wish to offer the two NPAs in order to widen their curriculum, as a part of their response to Curriculum for Excellence.

Both NPAs have been designed to be very practical in nature. The delivery will make full use of accessible local aquatic environments, providing many opportunities for activity based learning, supplemented by some formal learner-centred and teacher-led delivery in the classroom.

2.1 NPA in Angling and the Aquatic Environment at SCQF Level 3

The NPA in Angling and the Aquatic Environment at SCQF level 3 has been designed to meet the needs of a wide range of candidates though it is anticipated that a more specific target audience, namely, secondary school-based candidates entering the senior phase, (S3 to S6), will particularly benefit from undertaking either or both of these National Progression Awards.

Some potential candidates may be unresponsive to a traditional more academically based curriculum and many of this cohort are in danger of becoming disengaged, joining a lost generation of those not entering education, employment or training on leaving school, (often referred to as the 'NEET group'). Remedial action has been identified as a priority by Scottish Government. This situation requires an alternative and more innovative offer from the Scottish education system at secondary and tertiary stages, in order to support the learning and personal development of the target group more successfully.

The NPA in Angling and the Aquatic Environment at SCQF level 3 will use the sport of angling as a practical, interesting and challenging incentive to engage young people, (and mature candidates wishing to discover more about the sport of angling), from a wide variety of academic and social backgrounds. The award is aimed at developing candidate understanding of natural science, in particular aquatic ecology. In accordance with the Curriculum for Excellence, employability skills and responsible citizenship will be embedded within programme delivery, through developing knowledge as well as a responsible attitude towards the protection of the aquatic environment.

The type of senior phase secondary school pupils (S3–6), who are likely to form a significant part of the market for the qualifications, include a high proportion of kinaesthetic learners who are likely to respond well to a practical, vocationally-based curriculum. This proposed new NPA at SCQF level 3 will be delivered through a tripartite collaboration between school staff, the body of Nationally Accredited Angling Coaches and college tutors. The latter group will provide support and learning resources, assessment processes and quality assurance systems.

The main target audiences anticipated are:

- ◆ S3 candidates who have some interest in learning a practical skill such as angling, and/or learning more about the aquatic environment
- ◆ S3-6 candidates who are keen to pursue vocational training or employment in a fish-related field on leaving school and undertake the programme to gain an initial insight
- ◆ S3 candidates who wish to broaden and enrich their senior phase school experience and personal development by undertaking the NPA programme
- ◆ College-based candidates, including mature adult returners, who undertake the programme as a pathway for personal development and to develop an appreciation of angling and the aquatic environment.

There is evidence, among schools, of a significant demand for the NPA programme based on the establishment of the Club Angling scheme, driven by the Angling Development Board of Scotland (ADBoS), in association with the sport's representative bodies. The growth in new angling clubs, supported by accredited coaches, provides an 'infrastructure' for the development and delivery of the NPA in Angling and the Aquatic Environment.

2.2 NPA in Angling and Fisheries Conservation at SCQF level 4

The NPA in Angling and Fisheries Conservation at SCQF level 4 has been designed to meet the needs of a wide audience, but a more specific target audience may derive greater benefit from it as is the case with the SCQF level 3 Award. This potential market group are secondary school-based candidates in their senior phase (S3 to S6). The NPA in Angling and Fisheries Conservation at SCQF level 4 is better suited to those candidates who have had some previous angling experience or have undertaken a science subject at Standard Grade.

This NPA will use the sport of angling as an incentive to engage young people and to develop their understanding of natural science, in particular, aquatic ecology and fishery conservation. The NPA is designed to ensure effective progression from the NPA in Angling and the Aquatic Environment at SCQF level 3. In keeping with the Curriculum for Excellence, employability skills and responsible citizenship will be embedded within programme delivery and assessment, through developing responsible attitudes towards the conservation of sport fisheries.

This proposed new NPA at SCQF level 4 is designed to fully address Scottish Government Curriculum for Excellence objectives through a tripartite collaborative delivery as described above for the NPA in Angling and the Aquatic Environment.

The main target audiences anticipated are:

- ◆ S4 candidates who have successfully completed the NPA in Angling and the Aquatic Environment (level 3).
- ◆ S3–6 candidates who are keen to pursue vocational training or employment in a fish-related field on leaving school.
- ◆ S5–6 candidates who are planning to enter the FE or HE system, have an interest in the natural sciences and wish to enrich their senior phase school experience and personal development through the NPA programme.
- ◆ college-based candidates, including mature adult returners undertaking the NPA as an access programme to further and higher vocational courses.

On completion of the NPA in Angling and Fisheries Conservation at SCQF level 4, candidates have several options regarding progression opportunities:

- ◆ College-based programmes in Aquaculture and Sport Fishery Operations (SCQF levels 5/6).
- ◆ Work-based NPA in Fish Husbandry, once employed, leading to the NPA in Fish Health and Nutrition and thereafter to the SVQ/Modern Apprenticeship in Aquaculture.
- ◆ Level 1 Coaching within the ADBoS National Standards for Coaching and Coach Licensing for Angling.

In future it is anticipated that systems for accrediting prior learning (APL) will be developed by ADBoS to allow those candidates successfully completing the NPA in Angling and Fisheries Conservation at SCQF level 4 to fast track to the ADBoS level 1 in Angling Coaching.

2.3 Relationships of the NPAs to National Occupational Standards

The National Progression Awards at both SCQF levels 3 and 4 are intended to stimulate candidates' interests in fish related careers. However, as the awards target S3-S6 candidates and are related to the sport of Angling they are not designed to develop competence in relation to Fisheries Management or Aquaculture, the two main related vocational areas. Therefore, there was no plan to map the National Occupational Standards (NOS) for either sector in order to inform Unit development.

The knowledge gained and skills developed through these awards should assist candidates in their studies, while undertaking subsequent specialist programmes and qualifications, into which they may progress. Progression opportunities are illustrated in more detail in Appendix 2.

The Angling Development Board of Scotland (ADBoS) and Scottish Federation of Coarse Anglers have been instrumental in guiding the development of the Units *Angling Participation* (level 3) and *Angling Techniques* (level 4). Both these Units are recognised by the Angling Development Board of Scotland (ADBoS) in terms of the relevance of their content. Furthermore, the angling knowledge and competences contained in Units at both SCQF levels 3 and 4, align to the level 1 National Standards for Coaching and Coach Licensing Standards, and thus facilitate progression to a Coaching qualification. Further investigation and signposting of the content of these Units and the Coaching qualifications could be developed in the future to help provide a more detailed mapping guide for any candidates selecting the Coaching progression route.

3 Aims of the Group Awards

The NPAs in Angling and the Aquatic Environment at SCQF level 3 and Angling and Fisheries Conservation at SCQF level 4 have been designed to meet the needs of a wide target audience. However the specific market of secondary school-based candidates, in the senior phase, with an interest in gaining practical skills such as angling, but who may be unresponsive to a traditional academically based curriculum, are likely to derive greater benefits from undertaking these NPAs at either/or both levels.

The aims outlined below reflect the intention to provide introductory level general vocational courses, which will facilitate access to further study and/or work based training.

The principal and general aims of the awards can be mapped to the Units contained in both awards and this mapping information is presented in Appendix 3.

3.1 Principal aims of the Group Awards

The Principal aims applying to both NPAs are as follows:

- 1 To engage potentially 'disengaged' candidates and improve their academic performance and vocational prospects.
- 2 To develop candidates' knowledge and skills to assemble and use fishing tackle and equipment safely so that they are competent to fish, with due regard to fish welfare.
- 3 To develop candidates' knowledge of the hazards that anglers commonly encounter and ability to take action to ensure their own safety when angling.
- 4 To stimulate candidates' general interest in the natural sciences and to develop their lasting respect for the environment.
- 5 To offer nationally recognised qualifications that are credible with candidates, their guardians, school staff and professional bodies.

3.1.1 Additional principal aims of the NPA in Angling and the Aquatic Environment at SCQF level 3

The principal aims specific to the NPA in Angling and the Aquatic Environment at SCQF level 3 are as follows:

- 6 To develop candidates' confidence to assist with the planning and organisation of an angling-related event.
- 7 To prepare candidates for progression to the NPA in Angling and Fisheries Conservation.

3.1.2 Additional principal aims of the NPA in Angling and Fisheries Conservation at SCQF level 4

The principal aims specific to the NPA in Angling and Fisheries Conservation at SCQF level 4 are as follows.

- 8 To stimulate candidates' interest in the protection of the aquatic environment and fisheries conservation.
- 9 To develop candidates' knowledge of the natural and human influences on water quality and the requirements of different water users.
- 10 To develop candidates' knowledge of the angling methods and techniques that are used to catch a range of common British sport fish.
- 11 To develop candidates' knowledge of fishery management and fish conservation and the fishery legislation underpinning common practices.
- 12 To develop candidates' skills and confidence to plan an angling event.

3.2 General aims of the Group Awards

The NPAs in Angling and the Aquatic Environment at SCQF level 3 and Angling and Fisheries Conservation at SCQF level 4 share the same general aims. The general aims are as follows.

- 13 To provide opportunities for personal development, in keeping with the Curriculum for Excellence objectives, including citizenship, sustainability, employability, confidence building and learning skills.
- 14 To develop candidates' Core Skills in all five areas at SCQF levels 3 and 4, as well as a range of essential skills in an angling context
- 15 To provide progression routes within the SCQF framework to college-based programmes and work based qualifications in related subject areas, such as Fish Husbandry, Aquaculture and Sports Fishery Operations.

4 Recommended access to the Group Awards

There are no specific formal access requirements for these NPAs and entry will be at the discretion of the presenting centre. An interest in angling would be an advantage and it is expected that all candidates will be offered a pre-guidance meeting at centres offering the awards.

All Unit specifications indicate that entry is at the discretion of the centre.

The frameworks for these NPAs do not place or represent unnecessary barriers to achievement. Due to the practical content of each award it is envisaged that candidate achievement will be enhanced. Attention to the safety of individuals exposed to the aquatic environment is of paramount importance prior to, during and following all practical activities.

4.1 Formal Qualifications

No specific formal qualifications are required for these NPAs although it is anticipated that candidates would have successfully completed the first two years of secondary education.

4.2 Recommended Core Skills Entry Profile

Suggested Core Skills entry levels for these NPAs are provided in the table below.

Core Skill	Core Skill SCQF Entry Level	
	NPA Angling and the Aquatic Environment (L3)	NPA Angling and Fisheries Conservation (L4)
Communication	2	3
Numeracy	2	3
ICT	2	3
Problem Solving	2	3
Working with Others	2	3

5 Group Award structures

All Units in both awards are mandatory. This structure of each award is designed to ensure that all candidates receive adequate development in key subjects, thereby satisfying all principal and general aims of the awards (see Section 3).

By design, the Units have been written to ensure that candidates are able to develop their knowledge and experience within a range of aquatic environments and by undertaking various forms of angling. Within the context and content of the Angling Units, there is a degree of choice regarding the type of angling which can be carried out, according to the aquatic environments available in the geographic location of study.

The Units F5FJ 10 *Assist with an Event* and F5A3 11 *Event Organisation* are at one level above the award in which they are located. This is proposed in order that candidates are provided with the scope for developing transferable skills in this important subject area. There are many opportunities for meeting the requirements of both these Units in an Angling context.

5.1 NPA in Angling and the Aquatic Environment at SCQF level 3

To obtain the NPA in Angling and the Aquatic Environment at SCQF level 3 candidates must achieve all three Units in the framework, totalling 18 SCQF credit points, made up of 12 SCQF credit points at level 3 and 6 SCQF credit points at level 4.

Unit title	Code	SQA credit value	SCQF level	SCQF credit points
Angling Participation	H1SL 09	1	3	6
Aquatic Environments: An Investigation	H1SN 09	1	3	6
Assist with an Event	F5FJ 10	1	4	6

5.2 NPA in Angling and Fisheries Conservation at SCQF level 4

To obtain the NPA in Angling and Fisheries Conservation at SCQF level 4, candidates must achieve all 4 Units in the framework, totalling 24 SCQF credit points, made up of 18 SCQF credit points at level 4 and 6 SCQF credit points at level 5.

Unit title	Code	SQA credit value	SCQF level	SCQF credit points
Angling Techniques	H1SM 10	1	4	6
Aquatic Environments and Water Use	H1SP 10	1	4	6
Sport Fishery Conservation: An Investigation	H1SK10	1	4	6
Event Organisation	F5A3 11	1	5	6

5.3 Core Skills

Although there is limited automatic certification of Core Skills or Core Skills components in these NPAs, there are opportunities to develop aspects of all five Core Skills within each programme.

Suggested Core Skills entry levels for these NPAs are provided in Section 4.2. Exit profiles are provided in the table below. This is based on the Core Skills information given in Appendix 1. It must be emphasised that, apart from *Working with Others* which is embedded in Unit F5FJ 10 *Assist with an Event* and also in Unit F5A3 11 *Event Organisation*, all other Core Skills are signposted at the level of the Units within each framework. The Units offer opportunities for the development of aspects of Core Skills to the levels indicated in the table below but do not provide certification apart from *Working with Others*

Core Skill	Core Skill SCQF Exit Profile	
	NPA Angling and the Aquatic Environment (L3)	NPA Angling and Fisheries Conservation (L4)
Communication	4	4
Numeracy	3	4
ICT	3	4
Problem Solving	4	4
Working with Others	4(E)	4(E)

5.4 Conditions of Awards

Candidates will be awarded an NPA in Angling and the Aquatic Environment at SCQF level 3 on successful achievement of all three Units in the framework (see Section 5.1).

Candidates will be awarded an NPA in Angling and Fisheries Conservation at SCQF level 4 on successful achievement of all four Units in the framework (see Section 5.2).

The NPAs in Angling meet the NQGA design principles

5.5 Mapping Information

The frameworks given above (see Sections 5.1 and 5.2) list the Units contained in each National Progression Award. Each Unit is mapped to the principal and general aims which are outlined in Sections 3.1 and 3.2 of this document. This mapping information is presented in tabular form in Appendix 3.

6. Approaches to delivery and assessment

6.1 Content and context

It is proposed that the NPAs are delivered by centres, in different geographic locations, with access to a range of different aquatic environments. The programmes at both SCQF levels are designed to be mainly practical, delivered in the outdoor environment by a team of specialist anglers. There is some theoretical teaching required in the Units at both levels and candidates must be instructed in the health and safety requirements for working in an aquatic environment prior to commencing any practical activities in the outdoor environment.

6.2 Delivery and assessment

It is envisaged that the NPAs will mainly be undertaken by school pupils selecting the award as a part of their senior phase choice, or by college-based candidates starting a vocational programme. Learning resources and support could be provided by a Virtual Learning Environment (VLE), which could be populated and managed by college fishery tutors working collaboratively with school teachers.

The programme will be predominantly practical and experiential, utilising suitable available aquatic environments local to the delivering centre.

The delivery of the practical elements of the Units H1SL 09 *Angling Participation* and H1SM 10 *Angling Techniques* should be delivered by licensed Coaches, accredited by the Angling Development Board of Scotland.

6.2.1 NPA in Angling and the Aquatic Environment at SCQF level 3

The recommended sequence for the delivery of Units is as follows:

H1SN 09 *Aquatic Environments: an Investigation*
F5FJ 10 *Assist with an Event*
H1SI 09 *Angling Participation*

The understanding of aquatic environments established early within the programme will help candidates to appreciate the hazards and risks that anglers face when fishing different environments. The Unit F5FJ 10 *Assist with an Event* precedes the Unit *Angling Participation*, allowing candidates to contribute to the planning of an angling activity having become familiar with the aquatic environment previously and developed a sense of responsibility.

6.2.2 NPA in Angling and Fisheries Conservation at SCQF level 4

The recommended sequence for the delivery of Units is as follows:

H1SP 10 *Aquatic Environments and Water Use*
F5A3 11 *Event Organisation*
H1SM 10 *Angling Techniques*
H1SK 10 *Sport Fishery Conservation: an Investigation*

By developing an initial understanding of aquatic environments and water use, candidates should appreciate the causes of conflict between water users and the hazards and risks that anglers face when fishing different environments. Candidates are also better able to appreciate the rationale behind the selection of angling techniques.

The Unit F5A3 11 *Event Organisation* precedes the Unit *Angling Techniques*, allowing candidates to contribute to planning an angling activity having become familiar with the aquatic environment and developed their confidence. Once they have developed their knowledge of angling and associated skills, candidates are well placed to investigate a specified fishery to determine how it is managed to reconcile the needs of anglers with the conservation of fish stocks and the environment.

6.2.3 Approaches to delivery

Interactive computer-based learning aids are recommended to support knowledge development when candidates are consolidating their understanding of key concepts such as the hydrological cycle, physical zones, plant and animal identification features and the natural and human influences on water characteristics. The use of ICT-based drag and drop graphical learning aids would assist the development of candidates' understanding of water movement between the atmosphere, rivers, still waters, ground water and the sea.

Maps, photographic images and diagrams could be used to illustrate the physical zones in river and still water environments, developing candidates' understanding of the influence of water movement on the physical condition of the substrate.

Field trips should motivate candidates, and develop their familiarity with aquatic environments. Access to a laboratory equipped with microscopes would be an advantage, helping candidates to identify a wider range of flora and fauna collected in the field. It is advisable to introduce candidates to commonly occurring flora and fauna by providing them with diagrams and digital photographs, prior to practical field trips, in order to familiarise them with the aquatic life forms that they are likely to encounter.

It is advisable to introduce candidates to the types of aquatic environment and fish species in their locality and to provide continuity throughout the delivery by conducting the identification of aquatic flora and fauna, angling activities and fishery investigations based on the same aquatic environments. Candidates should develop their knowledge incrementally through field trips, prior to planning an angling activity, and participating in angling. Familiarity with the conditions built up over time will help to ensure safety and success.

Water safety must be emphasised from the outset. Candidates could work in pairs or small groups to identify the dangers and specific hazards and risks in angling, later presenting them to the wider group. Candidates must be able to consider and assess the hazards and risks that they had identified and describe how each could be mitigated in order to be able to fish safely. Photographs, images and diagrams of a range of angling environments could be used to support learning.

Candidates will be required to identify a safe place to fish, select and correctly assemble the tackle and equipment required to fish the chosen venue. Once set up, angling coaches will provide a correct demonstration of the appropriate cast and how to strike, play, land and unhook a fish. These skills will then be practised independently by the candidates, supported by the coaches. The actions of striking, playing and landing a fish can be simulated in the event that no live fish are caught.

6.2.4 Integrated assessment and e-assessment

Although Units may be delivered in the sequence suggested above in 6.2.1 and 6.2.2, the assessment of the Units F5FJ 10 *Assist with an Event* and F5A3 11 *Event Organisation* could be integrated with the Units H1SL 09 *Angling Participation* and H1SM 10 *Angling Techniques*, respectively. The Units F5FJ 10 *Assist with an Event* and F5A3 11 *Event Organisation* require consideration of hazards and risks, as well as the choice of safety and angling equipment and skills in co-ordination.

The Units H1SN 09 *Aquatic Environments*, H1SP 10 *Aquatic Environments and Water Use* and H1SK 10 *Sport Fishery Conservation: an Investigation* all lend themselves to extensive use of e-assessment. An e-portfolio could be used to gather information and images of aquatic environments and fisheries investigated and their flora and fauna, including fish species.

Interactive multiple choice drag and drop assessments could be used for many of the knowledge assessments.

6.3 Delivery of Core Skills

Important principal and general aims of both NPAs include the development of all Core Skills at SCQF level 3 in Angling and the Aquatic Environment and at SCQF level 4 in Angling and Fisheries Conservation. The Units making up the awards at both SCQF levels have been designed and developed to enable candidates to achieve these aims.

Whilst four of the Core Skills are signposted at SCQF level 3, *Working with Others* is embedded in F5FJ 10 *Assist with an Event*, giving candidates automatic certification. Further details of the Core Skills mapping of this award are given in Appendix 1.

Similarly, candidates who achieve the NPA in Angling and Fisheries Conservation at SCQF level 4 will have the opportunity to develop signposted Core Skills in four areas (*Communication, ICT, Problem Solving and Numeracy*). *Working with Others* is embedded in F5A3 11 *Event Organisation*, giving candidates automatic certification. Further details of the Core Skills mapping of both awards is given in Appendix 1.

All teaching and learning activities of the programmes provide contexts and opportunities for developing and enhancing Core Skills. For example the identification of flora and fauna presents opportunities for the development of the Critical Thinking and Reviewing and Evaluating components of *Problem Solving*.

As well as having the Core Skill of *Working with Others* at SCQF levels 3 and 4, embedded in both Units respectively, the Units F5FJ 10 *Assist with an Event* and F5A3 11 *Event Organisation* are both particularly rich in opportunities for the development of numeracy skills, linked to the logistics (and perhaps some elements of costing) of planning an Angling event.

In addition, several Core Skills elements are subsumed within the context of assessment. For example, assessment evidence may require the production of a portfolio which may involve research (Accessing Information) and presenting information (Providing/Creating Information) using ICT therefore it is highly likely that ICT skills will be utilised at various stages of both NPAs.

The three Units which make up the NPA in Angling and the Aquatic Environment at SCQF level 3 and the four Units which make up the NPA in Angling and Fisheries Conservation at SCQF level 4 have detailed information about opportunities for developing Core Skills in the Support Notes of the individual Unit Descriptors (see Appendix 4).

This contextualised approach to the development of Core Skills should appeal to the target audiences for these awards and where Core Skills are naturally occurring in a vocational context, this should improve candidates' overall ability, confidence and employability.

6.4 Open learning

The NPAs lend themselves to flexible blended learning and could be undertaken at a pace chosen to suit the candidate. It is anticipated however that the timetabling requirements of individual schools and other centres, delivering the awards will determine the structure and pace of delivery.

Centre staff could be available to support school-based candidates with communications and learning assisted by Learning Technologies, including Virtual Learning Environments and Video Conferencing. Furthermore centre staff could also support ADBoS coaches and school teachers through the provision of teacher support packs and Unit delivery and assessment plans within a tripartite collaboration.

7 General information for centres

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk).

8 General information for candidates

NPA in Angling and the Environment at SCQF level 3

You will learn how to fish safely, with due regard to fish welfare and will assist in the organisation of fishing trips. By visiting either still waters, rivers and/or coastal environments regularly, you will learn how to recognise common aquatic plants and animals including the main sport fish species that inhabit different habitats.

H1SI 09 Angling Participation

This Unit provides an introduction to angling and the skills required to fish safely, sustainably and effectively, under supervision. You will develop a knowledge of angling, safety considerations and fish welfare. This Unit is suitable for candidates with little or no previous angling experience.

H1SN 09 Aquatic Environments: An Investigation

This Unit provides an introduction to aquatic environments, including the physical characteristics of freshwater and marine systems. You will develop the knowledge and skills to identify aquatic flora and fauna at an introductory level.

F5FJ 10 Assist with an Event

This Unit is designed to introduce you to the skills and knowledge required to assist with an event. You will plan, organise and take part in an event by working as a member of a team. You will follow instructions in order to obtain resources and make arrangements for people to attend an event. You will review and evaluate your contribution to the event.

NPA in Angling and Fisheries Conservation (level 4)

You will further your knowledge of angling techniques and will plan fishing trips with your group. You will learn how to identify a wide range of aquatic plants and animals, including different types of fish, and you will investigate the management and conservation practices of a chosen Sports Fishery. You will also learn about the influences of different water users on the health of the aquatic environment.

H1SM 10 Angling Techniques

This Unit provides an introduction to angling and includes an understanding of the sport from an historical perspective. Candidates will develop their knowledge of specific angling techniques, risk assessment and fish welfare. They will develop skills required to fish safely and effectively under supervision and progress to undertake an angling activity under minimal supervision. This Unit is suitable for candidates who have participated in angling activities previously.

H1SP 10 Aquatic Environments and Water Use

This purpose of this Unit is to develop the candidate's understanding of water characteristics within a range of aquatic environments and the influence of natural factors and human activities on the aquatic environment and water use. The candidate will develop the skills to identify the aquatic flora and fauna using identification keys.

H1SK 10 Sport Fishery Conservation: An Investigation

This Unit develops the candidate's knowledge and appreciation of the principles underlying fisheries conservation. The Unit includes fisheries management activities and the regulatory environment governing angling. The candidate will investigate a sport fishery to determine the fishery management practices being applied, and the regulations used to guide and control angling activity.

F5A3 11 Event Organisation

This Unit is designed to develop your skills and knowledge regarding the practicalities of organising an actual event. You will understand the pre-planning processes of event organisation, the implementation and evaluation of an event and the roles of individuals involved in organising the event. You will work with others as part of a team and develop a positive attitude by reviewing and evaluating your own performance.

Learning and assessment activities for both awards

A large part of the course is based on field trips to either rivers, still waters and/or the coast and you will learn through practical group activity. You will develop a portfolio of information on the waters that you visit and the plants and animals identified. There will be some self-study from internet resources and textbooks.

Your practical angling assessments will be undertaken by Angling Development Board of Scotland licensed coaches.

Core Skills and/or other transferable skills

You will develop transferable Core Skills, which employers require, throughout the programme, including:

- ◆ *Communication*
- ◆ *Information and Communications Technology (ICT)*

By assisting with or planning an angling event, you will develop additional skills in:

- ◆ *Problem Solving*
- ◆ *Numeracy*
- ◆ *Working with Others.*

Conditions of the awards

To gain the qualification, you must complete all Units in the framework to gain the **National Progression Award in Angling and the Aquatic Environment at SCQF level 3.**

Unit title	Code
Angling Participation	H1SL 09
Aquatic Environments: An Investigation	H1SN 09
Assist with an Event	F5FJ 10

To gain the qualification, you must complete all Units in the **National Progression Award in Angling and Fisheries Conservation at SCQF level 4.**

Unit title	Code
Angling Techniques	H1SM 10
Aquatic Environments and Water Use	H1SP 10
Sport Fishery Conservation: An Investigation	H1SK 10
Event Organisation	F5A3 11

Progression pathways

The NPA in Angling and the Environment at SCQF level 3 provides progression to the NPA in Angling and Fisheries Conservation at SCQF level 4. Thereafter, progression to college-based programmes in Aquaculture and Sport Fishery Operations or a work based NPA in Fish Husbandry following employment on a fish farm and subsequent progression to the Modern Apprenticeship in Aquaculture, are available pathways

The aquaculture industry offers interesting and varied employment and career prospects. There are also some opportunities within sport fisheries and environmental protection. A diagram illustrating the progression pathways is included as Appendix 2.

9 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk

SCQF credit points: One SCQF credit point equates to 10 hours of learning. NQ Units at SCQF levels 2–6 are worth 6 SCQF credit points, NQ Units at level 7 are worth 8 SCQF points.

SCQF levels: The SCQF covers 12 levels of learning. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Dedicated Unit to cover Core Skills: This is a non-subject Unit that is written to cover one or more particular Core Skills.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the National Certificate/National Progression Award from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised National Certificates/National Progression Awards are those developments or revisions undertaken by a group of centres in partnership with SQA.

10 Appendices

Appendix 1: Core Skills Mapping
Appendix 2: Progression Pathway
Appendix 3: Mapping of Aims to Units

Appendix 1: Core Skills mapping of the Group Awards

NPA in Angling and the Aquatic Environment Level 3

Unit Code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Graphical Information	Using Number	Accessing Information	Providing/Creating Information	Critical Thinking	Planning & Organising	Reviewing & Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
	Angling Participation	--	--	--	--	3/S	--	3/S	3/S	3/S	3/S	3/S
	Aquatic Environments: An Investigation	--	--	3/S	3/S	3/S	3/S	3/S	--	3/S	3/S	3/S
F5FJ 10	Assist with an Event	4/S	--	--	3/S	3/S	3/S	4/S	4/S	4/S	4/E	4/E

Key: 3 = SCQF level 3; 3 = SCQF level 3; S = signposted; E = embedded

Core Skills mapping of the Group Awards

NPA in Angling and Fisheries Conservation Level 4

Unit Code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Graphical Information	Using Number	Accessing Information	Providing/Creating Information	Critical Thinking	Planning & Organising	Reviewing & Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
	Angling Techniques	4/S	4/S	--	--	4/S	4/S	4/S	4/S	4/S	4/S	4/S
	Aquatic Environments and Water Use	--	--	--	--	4/S	4/S	4/S	4/S	4/S	4/S	4/S
	Sports Fishery Conservation: An Investigation	4/S	4/S	--	--	4/S	4/S	4/S	4/S	4/S	4/S	4/S
F5A3 11	Event Organisation	4/S	4/S	--	4/S	4/S	4/S	4/S	4/S	4/S	4/E	4/E

Key: 4 = SCQF level 4; 5 = SCQF level 5; S = signposted; E = embedded

Appendix 2: Progression Pathway

SCQF Level	Angling Coaching	School	Work-based or College	College/ University-based	Work-based	Occupational Level
11				PhD		
10				Masters Degree		Senior Manager
9				Degree Aquaculture		Manager or Scientist
8						
7	UKCC Level 2 Angling Coaching			HNC Fish Farming	SVQ Level 3 Aquaculture	Supervisory
6		Science Higher		Full-time college certificate in Aquaculture and Sport Fishery Operations		
5	UKCC Level 1 Angling Coaching	NPA Aquaculture	NPA Fish Health and Nutrition NPA Fish Husbandry			SVQ Level 2 Aquaculture
4	NPA Aquaculture	NPA Angling and Fisheries Conservation				School and Induction
3		NPA Angling and the Aquatic Environment				School

Appendix 3: Mapping of aims to Units

NPA in Angling and the Aquatic Environment Level 3

Unit Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9	Aim 10	Aim 11	Aim 12	Aim 13	Aim 14	Aim 15
	Angling Participation	✓	✓	✓	✓	✓		✓						✓	✓	
	Aquatic Environments: An Investigation	✓			✓	✓		✓							✓	
F5FJ 10	Assist with an Event	✓				✓	✓	✓						✓	✓	

NPA in Angling and Fisheries Conservation Level 4

Unit Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9	Aim 10	Aim 11	Aim 12	Aim 13	Aim 14	Aim 15
	Angling Techniques	✓	✓	✓	✓	✓					✓			✓	✓	✓
	Aquatic Environments and Water Use	✓			✓	✓			✓	✓					✓	✓
	Sports Fishery Conservation: An Investigation	✓			✓	✓			✓			✓		✓	✓	✓
F5A3 11	Event Organisation	✓				✓							✓	✓	✓	✓