



National Unit specification: general information

Unit title: Angling Participation (SCQF Level 3)

Unit code: H1SL 09

Superclass: MH

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Version: 01

Summary

This Unit provides an introduction to angling and the skills required to fish safely, sustainably and effectively, under supervision. Candidates will develop their knowledge of angling, safety considerations and fish welfare. This Unit is suitable for candidates with little or no previous angling experience. It is part of the National Progression Award in Angling and the Aquatic Environment at SCQF level 3, but may also be taken as a free standing Unit. Candidates may progress to the National Progression Award in Angling and Fisheries Conservation at SCQF level 4.

Outcomes

- 1 Outline the safety considerations that precede angling activities.
- 2 Identify the tackle and safety equipment required for a specified aquatic environment and angling experience.
3. Select and prepare angling tackle and equipment for use.
4. Participate in an angling experience, complying with all safety requirements.

Recommended entry

Entry is at the discretion of the centre. No prior knowledge and skills are required.

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Credit points and level

1 National Unit credit at SCQF level 3 (6 SCQF Credit Points at SCQF level 3*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

National Unit specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Outline the safety considerations that precede angling activities.

Performance Criteria

- (a) State the dangers associated with angling.
- (b) Identify hazards in specified aquatic environments.
- (c) State the risk each hazard presents to the angler.
- (d) Describe the action that could be taken to minimise each risk.

Outcome 2

Identify the tackle and safety equipment required for a specified aquatic environment and angling experience.

Performance Criteria

- (a) Identify the safety equipment required for a specified aquatic environment and type of angling experience.
- (b) Identify the tackle items required for a specified type of angling in a specified aquatic environment
- (c) Identify the appropriate lure, bait or fly for a specified type of angling in a specified aquatic environment.

Outcome 3

Select and prepare angling tackle and equipment for use.

Performance Criteria

- (a) Select safety equipment appropriate to the type of angling being undertaken and the environmental conditions.
- (b) Select tackle, equipment and terminal tackle appropriate to the type of angling being undertaken and the nature of the fishery.
- (c) Assemble the tackle and equipment taking account of all safety requirements.
- (d) Prepare the terminal tackle according to the type of angling activity.

National Unit specification: statement of standards (cont)

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Outcome 4

Participate in an angling experience, complying with all safety requirements.

Performance Criteria

- (a) Suggest an appropriate angling location taking account of the hazards and the equipment available to minimise the risks to an acceptable level.
- (b) Assemble the tackle, equipment and terminal tackle correctly according to the fishery conditions and accounting for all safety requirements.
- (c) Conduct a cast correctly, according to the requirements of the particular angling discipline.
- (d) Control the terminal tackle after casting to ensure good presentation.
- (e) Strike at an indication of a fish taking, applying the correct timing and the appropriate level of force.
- (f) Play and land a fish according to the procedures of the discipline and tackle used, taking account of fish welfare requirements.
- (g) Conduct unhooking and return or despatch procedures correctly, according to the type of angling and tackle in use, taking account of fish welfare requirements.

Evidence Requirements for this Unit

Assessment evidence should be gathered and judged by a UKCC accredited Angling Coach for all Outcomes.

Evidence for all Outcomes should be gathered under supervised open-book conditions.

Outcome 1

Written/oral evidence stating three general dangers from the following list that anglers may encounter:

- ◆ weather conditions
- ◆ water
- ◆ diseases
- ◆ slippery surfaces
- ◆ hooks

For one of the following three aquatic environments, identify two specific hazards, stating the risk to the angler and at least one action for each identified risk that could be taken to minimise the risk:

- ◆ river
- ◆ still water
- ◆ coastal

National Unit specification: statement of standards (cont)

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Outcome 2

Written/oral evidence which demonstrates that the safety equipment, rod, reel, terminal tackle and bait, lure or fly required for a specified angling experience can be correctly identified for two of the following three types of angling:

- ◆ coarse
- ◆ sea
- ◆ game

Outcomes 3 and 4

Performance evidence must be provided which includes the selection and preparation of all of the safety equipment, angling tackle (including terminal tackle) and equipment to be used correctly and safely in the participation of one of the following three types of angling:

- ◆ coarse
- ◆ sea
- ◆ game

The evidence must take account of the environmental conditions for each of the types of angling.

Outcome 4

Written/oral evidence generated in supervised open-book conditions must include the correct selection of a location based on the type of angling activity to be undertaken and the equipment available to minimise the risks which are present.

Performance evidence must include:

- ◆ application of the correct timing and level of force in striking at an indication of fish
- ◆ the playing and landing of a fish in accordance with the procedures of the discipline and tackle used, with attention given to the welfare requirements of the fish at this stage
- ◆ unhooking and return or despatch of the fish following the correct procedures for the type of angling and tackle used, with attention given to the welfare requirements of the fish at this stage

National Unit specification: support notes

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This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit is designed for candidates in full-time or part time education in the secondary or tertiary sectors. As such it does not relate directly to the National Occupational Standards but will facilitate progression to Units at higher SCQF levels which are mapped to the relevant NOS.

Candidates should develop a sufficient knowledge of the risks associated with angling in a range of environments to enable them to select a suitable place to fish, set up equipment and participate in angling safely and with consideration for fish welfare.

Candidate will learn to identify different aquatic environments, recognise, select and correctly assemble the appropriate tackle items to safely fish in each and conduct a practical 'coach led' angling activity in one selected environment.

Guidance on learning and teaching approaches for this Unit

Outcome 1: Outline the safety considerations that precede angling activities

Candidates could be asked to work in pairs or small groups to identify the dangers and specific hazards in angling, and the risks they present to anglers and the public and then present them to the wider group. Firstly they could consider general environmental hazards such as weather, ground, water and other factors such as equipment, traffic, other anglers, electricity pylons. This could then be refined and related to given angling environments (deep or fast flowing water, tides and waves, undercut, uneven or slippery banks, steep shingle or slippery rocks on the shoreline).

Photographs, images and diagrams of a range of angling environments could be used to support the learning.

Candidates would then be required to consider the hazards and risks that they had identified and described how each could be mitigated in order to be able to fish safely.

Outcomes 2–4: Identify the tackle and equipment required for a specified aquatic environment and angling experience

It is advisable to introduce the candidates to the types of angling environment, fish species, tackle and equipment used to catch them in a region or area where the Unit is being delivered to provide a degree of continuity throughout delivery.

Photographs, images and diagrams as well as, or in place of, actual tackle items can be used for this Outcome.

National Unit specification: support notes (cont)

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Having gained the knowledge of how to correctly and safely assemble various tackle and equipment and building on learning gained in Outcomes 1 and 2, candidates will be required to prepare for Outcomes 3 and 4 by:

- ◆ selecting, from a range of options, a safe place to fish
- ◆ identifying potential hazards and the actions required to mitigate them
- ◆ identifying and selecting appropriate tackle and equipment to conduct a safe angling activity

Photographs and images or even video clips of a range of local angling environments could be used to support this activity which could be conducted in small groups. Alternatively, time and resources permitting, a practical visit could be made to the venue being used for the practical angling activity.

For Outcome 4, candidates will be required to identify a safe place to fish, select and correctly assemble tackle and equipment required to fish the chosen venue. Once set up the 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 fish are caught.

Guidance on approaches to assessment for this Unit

Outcome 1

The Outcome could be assessed as an open-book activity with reference to text books or ICT based resources.

Where images of environments are used they must be of sufficiently high quality to allow dangers, hazards and risks to be easily identified and will need to be supported by a description of the prevailing weather conditions. Image resources should include the following angling environments in both summer and winter conditions:

- ◆ large open loch/stillwater
- ◆ small commercial stillwater
- ◆ wide flowing river
- ◆ small rocky stream
- ◆ canal
- ◆ sandy shoreline
- ◆ rocky shoreline
- ◆ pier or breakwater

Assessment could be based on two or three environments relative to the angling opportunities available in the local area.

National Unit specification: support notes (cont)

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Outcomes 2–4

The identification of appropriate tackle and equipment for a range of angling environments could be assessed as an open-book activity with reference to text books, images or ICT based resources along with physical tackle items if available.

Where images of tackle and equipment are used without other supporting resources they must be of sufficiently high quality to allow easy identification. It is advisable to use a limited range of common tackle items that are fairly specific to each aquatic environment and easily identifiable.

Candidate should be required to provide a brief explanation to support their selection to confirm knowledge and understanding.

The correct selection and safe assembly of tackle and equipment for a range of angling activities and environments will need to be assessed as a practical activity, with an observation checklist completed by the assessor.

Correct conduct of the appropriate cast, control of terminal tackle, striking, playing, landing and unhooking and return or despatch of a fish will need to be assessed as a practical activity, with an observation checklist completed by the assessor. Where no fish are caught, the competence in this area can be assessed through simulation of the actions and the use of props.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Outcomes 1 and 2 could be assessed through well devised drag and drop multiple choice assessment, combined with some open short response answers to questions.

National Unit specification: support notes (cont)

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Opportunities for developing Core Skills

Although there is no automatic certification of Core Skills or Core Skills components in this Unit, there are opportunities to develop aspects of Core Skills.

The planning, risk assessing and organisation of practical angling activities will contribute to the development of all three components of *Problem Solving* at SCQF level 3 and both components of *Working with Others* at SCQF level 3.

Depending on the nature of the resources used in the delivery of this Unit, there may be opportunities for the development of the Accessing Information component of *Information and Communication Technology (ICT)* at SCQF level 3.

There are numerous opportunities for the development of the appreciation of citizenship and sustainability during the delivery of this Unit.

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. For advice on practical angling elements contact the relevant angling SGB or the Angling Development Board of Scotland (ADBoS).

History of changes to Unit

Version	Description of change	Date

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