



National Unit specification: general information

Unit title: Sport Fishery Conservation: An Investigation
(SCQF level 4)

Unit code: H1SK 10

Superclass: MH

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Version: 01

Summary

This Unit is designed to develop the candidate's knowledge and appreciation of the principles underlying fisheries conservation and 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. The Unit is aimed primarily at young people between the ages of 15 and 18 but is open to all age groups. The Unit is a part of the NPA Award in Angling and Fisheries Conservation, but can be undertaken as a stand-alone Unit.

Outcomes

- 1 Describe how the authorities govern angling and regulate fish movements.
- 2 Investigate the fishery management and conservation practices of a specified fishery.
- 3 Identify how angling activities are regulated at a specified fishery.

Recommended entry

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

Credit points and level

1 National Unit credit at SCQF level 4 (6 SCQF Credit Points at SCQF level 4*)

**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.*

General Information (cont)

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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

Describe how the authorities govern angling and regulate fish movements.

Performance Criteria

- (a) Categorise sport fish as defined by fisheries legislation.
- (b) Outline the main functions of fishery legislation.
- (c) State the main reasons for controlling live fish movements.

Outcome 2

Investigate the fishery management and conservation practices of a specified fishery.

Performance Criteria

- (a) State the aims of the fishery with reference to the type of angling provided.
- (b) Describe how the fish stocks are managed to ensure that high quality angling is provided.
- (c) Describe how the fishery is managed to ensure that the local environment and angling experience are enhanced.

Outcome 3

Identify how angling activities are regulated at a specified fishery.

Performance Criteria

- (a) Identify any restrictions on angling methods that are designed to protect fish stocks and promote high standards of fish welfare.
- (b) Identify any regulations that are designed to assist in the provision of a particular type of angling experience.
- (c) Identify any regulations that are designed to protect the environment and the associated flora and fauna.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

Written and/or oral evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

The Evidence Requirements will be generated under open-book supervised conditions.

Outcome 1

The candidate must include:

- ◆ the statutory regulations that apply to two of the following three categories of sport fish:
 - migratory salmonids
 - trout and other freshwater fish
 - marine fish species
- ◆ reference to the Freshwater and Salmon Fisheries (Scotland) Act 1976, and Protection Orders must be included
- ◆ two main functions of each statute
- ◆ three reasons for controlling fish movements

Outcome 2

The candidate must include:

- ◆ the three aims of the fishery
- ◆ a description of the fishery's policy for restocking and fish capture
- ◆ a description of four seasonal fishery duties designed to enhance the local environment
- ◆ a description of two measures to enhance the angling experience

Outcome 3

The candidate must include:

- ◆ two restrictions on angling methods applied at the specified fishery to protect fish stocks and promote high standards of fish welfare
- ◆ one regulation applied at the specified fishery to ensure that a particular type of angling experience is provided
- ◆ one regulation applied at the specified fishery to ensure that the environment and associated flora and fauna are protected

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

The Unit is a part of the National Progression Award in Angling and Fisheries Conservation at SCQF level 4. Candidates will develop their knowledge of the legislation governing angling, and how this varies in Scotland, in relation to the rest of the UK. This could be exemplified as follows:

There is no state licence to buy, however, permits, letters from the owners, or proof of permission are required.

Fishing laws governing angling in Scotland fall into two categories:

- ◆ Migratory fish (salmon and sea trout)
- ◆ All other species (brown trout, rainbow trout, pike and all coarse fish, including grayling)

A knowledge of the various other fishing laws should be developed, with the emphasis on those regulations that help to protect and preserve fish stocks, as exemplified by fishing seasons, and the outlawing of some fishing methods.

An appreciation of the reasons for the recent outlawing of live fish movements should be developed, namely:

- ◆ live fish, or the water from which they are transferred, can harbour diseases or parasites
- ◆ the water in which fish are transferred can contain plant material or the eggs/larvae of other organisms which could multiply in the water where the fish are introduced and damage existing habitats and inhabitants
- ◆ fish introduced to waters where they are not already present, especially when outside of their natural range, can interfere with the established balance of nature, sometimes catastrophically
- ◆ fish introduced to waters where they are already present may escape via outlet burns and reach waters in which they are not currently found, where they could have damaging effects
- ◆ introduced fish will differ genetically from the established strain and in some circumstances interbreeding could then weaken the stock

The conservation of fish stocks, fishery management practices and angling regulation, should be investigated for a specified fishery, to gain an overview of the measures taken to safeguard fish and the environment, whilst ensuring a high quality angling experience. It is advisable to base the case study on a local fishery run by a sympathetic and knowledgeable manager who is prepared to answer candidates' questions, during organised site visits.

National Unit specification: support notes (cont)

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Guidance on learning and teaching approaches for this Unit

Candidate knowledge of angling laws can be developed through a combination of teacher-led and learner-centred activities. The delivery of this Unit could be integrated with the delivery of the Unit *Angling Techniques* (H1SM 10). The knowledge of the evolution of fish capture and angling techniques gained can underpin candidates' understanding of illegal methods of fishing.

Summaries of fishery laws can be provided from vetted web sites, to assist candidate understanding of legal principles and intent. A wide range of fishery rules can be provided for a learner-centred evaluation to reveal how rules are devised to help anglers to fish within the law, protect the environment and respect the needs of other anglers and water users. Those rules devised in order to create a particular type of angler experience and promote a chosen sporting ethic can be identified and related to angling techniques.

Information could be provided for a specified fishery in support of an initial desk study investigation, including:

- ◆ fishery rules
- ◆ maps
- ◆ fish stock and angler catch data
- ◆ biological survey data for flora and fauna
- ◆ angler feedback

The site-based investigation of a specified fishery could be planned by the candidate and facilitated by teacher. The candidate could be asked to develop the questions that they need to ask the manager and staff, following the completion of the desk study above.

Through integration with the Unit *Aquatic Environments and Water Use* (H1SP 10), much of the biological survey data could be collected by the candidates. Compilation as a biological report could follow, as a group exercise.

With the consent of a co-operative fishery owner, candidates could organise and conduct angler surveys to assess the rates of angling experience satisfaction. The Outcome could be related to the fishery's aims and objectives, in order to establish whether they are being achieved.

National Unit specification: support notes (cont)

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Essential skills

By adopting the above learning and teaching approaches and/or through the Outcomes and corresponding Evidence Requirements, the Unit should provide candidates with an opportunity to develop the following essential skills for life, learning and work:

Sustainability — the candidate will develop skills in sustainable development as the Unit focuses on understanding the environmental reasons for regulating fisheries and control of fish stock.

Employability — the candidate will develop knowledge relevant to the management of fisheries.

Citizenship — the candidate develops knowledge of legislation which citizens involved in the management and use of fisheries must adhere to.

Guidance on approaches to assessment for this Unit

The assessment of all Outcomes could be integrated, and based on a local sport fishery able to provide assistance with the information required.

Outcome 1

Knowledge evidence gathered through a structured open-book activity based on a given fishery scenario should be used to fully address all Performance Criteria.

Knowledge evidence could demonstrate the main function of fishery legislation with reference to:

- ◆ prohibited illegal fishing, exemplified by three illegal methods
- ◆ protection of fish stocks during the breeding season, exemplified by two fish species close seasons
- ◆ one method that anglers can use to prove that they have permission to fish in Scotland

Knowledge evidence to demonstrate that three of the following four reasons for the control of live fish movements could be:

- ◆ the elimination of alien fish species that may upset the ecological balance from a catchment
- ◆ to stop fish diseases transferring between catchments
- ◆ to restrict the introduction of alien and invasive plants or invertebrates that may be attached to the fish and could cause ecological damage
- ◆ to maintain the genetic integrity of the fish stocks

National Unit specification: support notes (cont)

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Outcomes 2

The structured report could be developed incrementally by the candidate throughout the investigation.

Knowledge evidence of the three fishery aims could include reference to two of the following categories:

- ◆ fish species range offered
- ◆ fish size range
- ◆ type of angling offered
- ◆ type of angling experience offered

Knowledge evidence to demonstrate that the methods used to manage fish stocks have been accurately determined could make reference to the fishery policy for:

- ◆ restocking
- ◆ fish capture

Evidence to demonstrate that the management regime of the fishery has been fully investigated could be compiled as a description of the seasonal fishery duties, referring to a minimum of four of the following nine tasks:

- ◆ managing and advising anglers
- ◆ fish stocking
- ◆ fish capture
- ◆ predator control
- ◆ weed control
- ◆ silt control
- ◆ habitat creation
- ◆ habitat maintenance
- ◆ maintaining facilities for anglers

Although group work may be involved, the assessor must be satisfied that the evidence submitted is that of the individual candidate only.

National Unit specification: support notes (cont)

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Outcome 3

Evidence to demonstrate that the fishery's angling method restrictions have been correctly determined could include a minimum of two of the following four restrictions:

- ◆ type of angling method (bait, spinning or fly)
- ◆ hook size and/or type
- ◆ baits and lure restrictions
- ◆ ground baiting policy
- ◆ fishing techniques
- ◆ keep nets

Knowledge evidence could demonstrate that any restrictions imposed for the purposes of providing a particular type of angling experience have been correctly differentiated from those imposed to protect fish stocks for at least one of the restrictions above.

Knowledge evidence could demonstrate that that any rules or regulations imposed on anglers in order to protect the environment (flora and fauna) have been correctly identified for a minimum of one rule or regulation.

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)*.

The investigation of a specified fishery could be supported through the use of an e-portfolio.

National Unit specification: support notes (cont)

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Opportunities for developing Core Skills

In this Unit candidates will develop knowledge and appreciation of the principles underlying fisheries conservation and management activities, and the regulatory environment governing angling.

Candidates will:

- ◆ Describe how the authorities govern angling and regulate fish movements
- ◆ Investigate a sport fishery to determine the fishery management practices being applied, and the regulations used to guide and control angling activity

This means that as candidates are doing this Unit they will be developing aspects of the Core Skills in *Communication* and *Working with Others* through field work conducted as a group activity and *Problem Solving* skills through the interpretation of simple keys in order to identify flora and fauna.

The possible involvement of interviews and surveys as part of the investigation may offer opportunities for the development of *Communication* at SCQF level 4. The components of the Core Skill will depend on the approaches used.

The open-book investigation offers opportunities for the development of components of *Problem Solving* at SCQF level 4 and *Working with Others* at SCQF level 4.

Depending on the nature of the resources used in the delivery and assessment of this Unit, there may be opportunities for the development of the Accessing Information component of *Information and Communication Technology (ICT)* at SCQF level 4 in Outcome 1 and for the development of the Providing/Creating Information component of *ICT* at SCQF level 4 for Outcomes 2 and 3.

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

History of changes to Unit

Version	Description of change	Date

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