



National Unit specification: general information

Unit title: Angling Techniques (SCQF level 4)

Unit code: H1SM 10

Superclass: MH

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Summary

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. It is part of the National Progression Award in Angling and Fisheries Conservation at SCQF Level 4, but may also be taken as a free standing Unit. Candidates may progress to National Progression Awards in Aquaculture and Fish Husbandry at SCQF levels 4 and 5.

Outcomes

- 1 Describe the evolution of angling in the UK.
- 2 Assess the risks associated with angling activities in a range of aquatic environments.
- 3 Describe techniques used to catch common UK fish species.
- 4 Participate in angling experiences, complying with all safety requirements.

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)

Unit title: Angling Techniques (SCQF level 4)

Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill None

Core Skill component Critical Thinking at SCQF level 4

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

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 the evolution of angling in the UK.

Performance Criteria

- (a) Describe the development of angling from an historical perspective.
- (b) Describe early fish capture methods employed for human sustenance.
- (c) Name the types of angling presently undertaken in the UK.
- (d) State reasons why people go angling today.

Outcome 2

Assess the risks associated with angling activities in a range of aquatic environments.

Performance Criteria

- (a) Identify specific hazards to anglers in aquatic environments.
- (b) State the risk each hazard represents to the angler in each aquatic environment.
- (c) Describe the actions required to reduce the risk to an acceptable level in each aquatic environment.
- (d) Select the appropriate safety equipment according to the actions required.

Outcome 3

Describe techniques used to catch common UK fish species.

Performance Criteria

- (a) Describe the influences that environmental conditions have on fish location for common UK fish species.
- (b) Describe the influence of feeding behaviour of common UK fish species on angling techniques.
- (c) Describe the appropriate angling techniques for specified species of sport fish in a specified fishery situation.
- (d) Describe the precautions and procedures anglers should employ in order to safeguard fish welfare.

National Unit specification: statement of standards (cont)

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Outcome 4

Participate in angling experiences, complying with all safety requirements.

Performance Criteria

- (a) Select appropriate angling locations, taking account of the hazards and the equipment available to reduce the risks to an acceptable level.
- (b) Select and assemble the tackle, equipment and terminal tackle according to the fishery conditions and safety requirements.
- (c) Prepare the terminal tackle selected, according to the type of angling.
- (d) Select and mount the appropriate lure, bait or fly for the particular angling discipline.
- (e) Conduct a cast, according to the requirements of the particular angling discipline.
- (f) Control the terminal tackle after casting to ensure good presentation.
- (g) Strike at an indication of a fish taking by applying the appropriate level of force and timing.
- (h) Play and land a fish according to the procedures of the discipline and tackle used, taking account of fish welfare requirements.
- (i) Unhook and return or despatch a fish 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 Outcomes 2–4.

Outcome 1

Written/oral evidence should include the following and should be gathered in supervised open-book conditions.

- ◆ descriptions of:
 - two key historical events in the evolution of angling techniques
 - three capture techniques used to gather fish as a food source
- ◆ names of three main types of angling undertaken in the UK
- ◆ statement of three reasons why people go angling

Outcome 2

Performance and written/oral evidence should include the following and should be gathered in supervised open-book conditions:

- ◆ identification of three hazards for two different aquatic environments
- ◆ statement of the risk each of these hazards presents to the angler
- ◆ descriptions of the actions required to reduce all of these risks
- ◆ selection of appropriate safety equipment to minimise risks to anglers in these two aquatic environments

National Unit specification: statement of standards (cont)

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Outcome 3

Written/oral evidence should include the following and should be gathered in supervised open-book conditions:

- ◆ statement of the influence that three environmental conditions have on the location of two common fish species
- ◆ descriptions of the feeding behaviours of two common fish species
- ◆ descriptions of the appropriate angling techniques used to catch three UK fish species with due regard to the welfare of the fish
- ◆ descriptions of three precautions and procedures, including the equipment to be used, to safeguard the welfare of the fish

Outcome 4

Performance evidence to demonstrate participation in two types of angling to include:

- ◆ correct selection of location based on the type of angling activity to be undertaken and the equipment available to minimise the risks which are present
- ◆ correct selection and assembly of tackle, equipment and terminal tackle for each type of angling
- ◆ correct preparation of terminal tackle for each type of angling
- ◆ correct selection and mounting of lure, bait or fly for each type of angling
- ◆ correct casting and control of the terminal tackle after casting for each type of angling
- ◆ application of the correct timing and level of force in striking at an indication of fish taking for each type of angling
- ◆ playing and landing of a fish in accordance with the procedures of the types of angling and tackle used, with due regard to fish welfare requirements
- ◆ unhooking and return or despatch of the fish following the correct procedures for the types of angling and tackle used, with due regard to fish welfare requirements

National Unit specification: support notes

Unit title: Angling Techniques (SCQF level 4)

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 will develop an understanding of the history of angling in the UK including the reasons that people fish and the evolution of methods used to catch fish both for food and for pleasure.

Candidates should develop 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 selecting and employing appropriate techniques.

Guidance on learning and teaching approaches for this Unit

Outcome 1 Describe the evolution of angling in the UK

A learner-centred approach is advisable, following an ice breaker exercise.

Learners could be introduced to angling through a tutor-led discussion, establishing their level of knowledge of the main categories of the sport and the reasons people go fishing. This could lead to discussion on angler motivation, as a stimulus for further study.

With reference to web-based information sources, candidates could explore the range of ways that fish can be caught to eat and the origins of angling. Primitive fish capture methods could be identified and categorised, ensuring that candidates understand the main fish capture methods in the UK and how they have evolved. This could include examples such as:

- ◆ fixed engines, including nets and traps
- ◆ mobile nets
- ◆ spears and other devices for impaling fish
- ◆ rod and line

National Unit specification: support notes (cont)

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Outcome 2: Assess the risks associated with angling activities in a range of aquatic environments

Candidates could be asked to work in pairs of 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 (still waters, rivers, canal and the sea) and specific conditions/factors (deep or fast flowing water, tides and waves, undercut, uneven or slippery banks, steep shingle or slippery rocks on the shoreline).

Images and diagrams of a range of angling environments could be used to support the learning.

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

Outcome 3: Describe techniques used to catch common UK fish species

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

Images, diagrams and video footage as well as, or in place of, actual tackle items or could be used for this Outcome.

The candidate's knowledge of the habitat requirements of a minimum of three of the fish species listed in the table below could be developed through a variety of learner-centred approaches, with reference to text and ICT based resources and according to their own interests. It is recommended that candidates study the species that they will be angling for, enabling them to relate their knowledge of the fish to the appropriate angling techniques.

Sea fish species	Game fish species	Coarse fish species
◆ Cod	◆ Salmon	◆ Pike
◆ Pollock	◆ Brown Trout	◆ Roach
◆ Bass	◆ Rainbow Trout	◆ Tench
◆ Flounder	◆ Arctic Char	◆ Carp

Candidates could establish the habitat requirements for different life cycle stages for each of the species studied. Selecting species present in waters in the locality could provide candidates with the opportunity to relate the results of field work undertaken on local aquatic environments to the diet and habitat requirements of a range of fish species.

A tutor-led session on diurnal and seasonal variations on water quality could lead to a discussion on how these fluctuations may influence fish feeding behaviour and angling tactics.

National Unit specification: support notes (cont)

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A session led by an angling coach could follow, developing the candidates' understanding of the angling techniques used to target a specific species in a given fishery situation. The precautions and procedures employed to safeguard fish welfare should be emphasised, demonstrating the equipment required, including barbless hooks, handling mats, hook disgorgers and knotless nets. Techniques could be selected from the list below depending on the environments and species available in the local area:

Sea fishing techniques	Game fishing techniques	Coarse fish techniques
<ul style="list-style-type: none"> ◆ Fishing for cod over rough ground in the winter ◆ Fishing for flounders from a sandy beach in the spring ◆ Fishing for pollock from a pier or rocky shoreline in the summer ◆ Fishing for bass from a shingle beach or harbour wall in the summer 	<ul style="list-style-type: none"> ◆ Fishing for brown trout on a stream or burn in the summer ◆ Fishing for rainbow trout from the bank on a small still water in autumn ◆ Fishing for Arctic char from a boat on a deep loch/still water in autumn 	<ul style="list-style-type: none"> ◆ Fishing for pike on a loch or large still water in the winter ◆ Fishing for roach on a river in the summer ◆ Fishing for tench on a canal or still water in the spring ◆ Fishing for carp on a large still water in the autumn

Under the guidance of an angling coach, the appropriate tackle and bait required for a particular technique could be demonstrated as an introduction to Outcome 4.

Outcome 4: Participate in angling experiences, complying with all safety requirements

Delivery of this Outcome should be supported by appropriately qualified and licenced angling coaches.

Sufficient appropriate fishing tackle will be required to allow candidates to demonstrate the setting up of appropriate tackle and equipment for use for:

- ◆ float fishing for roach
- ◆ ledgering for carp
- ◆ fly fishing for trout
- ◆ sea fishing from a beach
- ◆ spinning

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 Outcome 4 by:

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

National Unit specification: support notes (cont)

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Photographs or 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.

Candidates should identify a safe place to fish and 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 could 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 through portfolio development, with a heavy dependence on annotated diagrams to describe fish capture methods.

Outcome 2

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 could include the following angling environments in both summer and winter conditions:

- ◆ large open loch/still water
- ◆ small commercial still water
- ◆ 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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Outcome 3

This Outcome could be assessed through an open-book activity with reference to text, image or ICT-based resources with physical tackle items, if available. Additional evidence could be gathered through question and answer.

Where images of tackle and equipment are used without other resources, they should 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. Candidates should be required to provide an explanation to support their selection to confirm knowledge and understanding.

Outcome 4

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, unhooking and return or despatch of a fish will also 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)*.

An e-portfolio could be used for gathering and presenting images and text for Outcomes 1–3.

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 open-book work required for the production of assessment evidence for Outcomes 1–3 offers numerous opportunities for the development of all components of *Problem Solving* at SCQF level 4. Assessing and dealing with risk in Outcome 2 offers particular opportunities. The performance evidence for Outcome 4 also offers opportunities for the development of all components of *Problem Solving* at SCQF level 4. This Outcome also offers opportunities for the development of both components of *Working with Others* at SCQF level 4.

National Unit specification: support notes (cont)

Unit title: Angling Techniques (SCQF level 4)

Depending on the nature of the resources used in the delivery of Outcomes 1–3 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 and for the development of the Providing/Creating Information component of *ICT* at SCQF level 4 in the production of the assessment evidence for these Outcomes. Similarly, there could be opportunities for the development of both components of *Communication* at SCQF level 4, depending on the methods employed in the delivery and assessment of all Outcomes.

There are numerous opportunities for the development of essential skills including citizenship and sustainability throughout this Unit.

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 4.

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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