

Review of Tourism Guiding Standards May 2016

This document contains standards specifications which have either changed or are new i.e. items in red.

Award standards under review					Proposed new and revised award standards				
Code	Title	Level	Credit Value	Indicate mapping reference to proposed award	Indicate if no change has been made	Code Ref	Title	Level	Credit Value
6S2018	Boat Angling Guiding	6	35	All specialist angling guiding to be replaced Angling Guiding			Angling Guiding	6	45
6N0639	Angling	6	5		New		Angling and Safety	6	15
6N0648	Guiding	6	15		New		Irish Tour Guiding	6	15
6N0658	Boat Angling	6	15				AND		
						New	Inland Angling	6	15
6S2035	Coarse Angling Guiding	6	30				OR		
6N0639	Angling	6	5			New	Marine Angling	6	15
6N0640	Coarse Angling	6	10						
6N0648	Guiding	6	15						
6S2034	Game Angling Guiding	6	30						
6N0639	Angling	6	5						
6N0646	Game Angling	6	10						
6N0648	Guiding	6	15						
6S2036	Pike Angling Guiding	6	30						
6N0639	Angling	6	5						
6N0648	Guiding	6	15						
6N2032	Pike Angling	6	10						

QQI is currently developing its corporate brands and policies for awards and standards. Until this process is completed an interim format will be used for new QQI certificate/component specifications for the Common Awards System.

The learner should be able to:		NFQ level Indicators
<p>Demonstrate a broad range of knowledge of the structures and profile of the tourism and hospitality sectors</p> <p>Demonstrate a broad range of knowledge and information relating to the history and development of angling in Ireland</p>	Knowledge	<p>Breadth Specialised knowledge of a broad area</p> <p>Kind Some theoretical concepts and abstract thinking, with significant depth in some areas</p>
<p>Deliver an informative, interesting and relevant angling experience incorporating a range of angling skills and techniques across a multitude of environments</p> <p>Facilitate clients in developing and improving skills through the provision of rewarding angling experiences</p> <p>Evaluate the success of the angling product in relation to the customer experience</p>	Know-how and skill	<p>Range Demonstrate comprehensive range of specialised skills and tools</p> <p>Selectivity Formulate responses to well-defined abstract problems</p>
<p>Demonstrate skills in outdoor leadership, guiding and group management integrating best safety and environmental practices across a range of angling experiences</p> <p>Develop digital media skills to enhance the tour experience, to promote potential products and services and exploit employment opportunities</p>	Competence	<p>Context Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts</p> <p>Role Exercise substantial personal autonomy and</p>

<p>Demonstrate a range of communication, information and customer care skills to offer a professional and positive presentation of Ireland as an angling destination</p> <p>Implement best safety and environmental practice throughout the angling experience</p>	<p>often take responsibility for the work of others and/or for the allocation of resources; form, and function within, multiple, complex and heterogeneous groups</p> <p>Learning to Learn Learn to take responsibility for own learning within a managed environment</p> <p>Insight Express an internalised, personal world view, reflecting engagement with others</p>
--	--

Certificate Requirements				
	Code	Title	Level	Credit Value
All of the following components				
	TBC	Irish Tour Guiding	6	15
	TBC	Angling and Safety	6	15
Any one of the following components				
	TBC	Marine Angling	6	15
or				
	TBC	Inland Angling	6	15
Grading				
Pass Merit Distinction The grade is calculated from the weighted average of the grades of components which are listed in the certificate requirements				
Specific Validation Requirements				
The provider must have the specific validation requirements detailed in the component specifications associated with this award				
Supporting Documentation				
www.leavenotraceireland.org				
Access Statement				

To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.

Transfer

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

Progression

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

DRAFT

QQI is currently developing its corporate brands and policies for awards and standards. Until this process is completed an interim format will be used for new QQI certificate/component specifications for the Common Awards System.

Certificate Details

Title: Irish Tour Guiding

Award Class: Minor

Level: 6

Credit Value: 15 Credits

Code: To be confirmed by QQI

Purpose: The purpose of this award is to equip learners with the relevant knowledge, skill and competence to carry out tour guiding activities within a range of different contexts.

The learner should be able to:		NFQ level Indicators	
1.	Explain the role and responsibilities of the tourist guide in the context of the Irish tourism industry	Knowledge	Breadth Specialised knowledge of a broad area Kind Some theoretical concepts and abstract thinking, with significant underpinning theory
2.	Explain the structures of the tourism industry and the role of tourism in the Irish economy		
3.	Identify notable features of a range of regions and localities including historical background, agriculture, modern development, sites, towns, villages, historical architecture, physical geography, flora, fauna, amenities and derivation of place names		
4.	Identify key features of accountable and sustainable tourism, in terms of limiting the socio-environmental negative impacts of tourism/tours leave no trace principles		
5.	Use weather forecasts to predict weather conditions which are safe and conducive to the guiding experience	Know-how and skill	Range Demonstrate comprehensive range of specialised skills and tools Selectivity Formulate responses to well-defined abstract problems
6.	Navigate using maps and other navigational tools		
7.	Research, using the internet and other appropriate sources, current and relevant information to be used in a clear and concise commentary, to include key aspects of Irish economic, political, social, cultural and current affairs		

8.	Evaluate the main markets for Irish tourism and different aspects of Ireland’s appeal for various markets or categories of visitor	Competence	Context Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts Role Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form, and function within, multiple, complex and heterogeneous groups Learning to Learn Learn to take responsibility for own learning within a managed environment Insight Express an internalised, personal world view, reflecting engagement with others
9.	Evaluate all health and safety considerations when planning and conducting a guiding experience which may apply to the specific needs of the individuals being guided, while adhering to current legislative requirements		
10	Demonstrate an ability to participate in leading tours in a variety of different contexts		
11	Develop skills for tour management to include, liaising with the tour operators, implementing appropriate administrative procedures, ensuring a high level of care and consideration for the welfare of group participants		
12	Demonstrate adaptability in the delivery of commentaries which communicate and contextualize the key features of an area in a logical and engaging fashion to meet the needs of the group and/or the individuals being guided		
13	Demonstrate effective group management, to include the accommodation of diversity and specific customer needs		
14	Demonstrate appropriate communication, social, decision-making, problem solving and conflict resolution skills		
15	Develop digital media skills to enhance the tour experience and to promote potential products and services and to exploit employment opportunities		

Assessment Requirements

Details of QQI’s assessment requirements are set out in [QQI’s current Assessment Guidelines](#). Assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider’s application for programme validation which are **reliable** and **valid** but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner’s achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment plans will include information relating to scheduling and integration of assessment. See [QQI’s current policy on programme validation](#).

Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below. The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and QQI's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See [QQI's current policy on programme validation](#).

All learning outcomes **must** be assessed and achieved before the award may be made.

Skills Demonstration 70% covering learning outcomes: 4, 5, 6, 7, 8, 10, 11, 12, 13, 15

Portfolio/Collection of Work 30% covering learning outcomes: 1, 2, 3, 9, 14

Description

Skills Demonstration

A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills

Portfolio / Collection of Work

A portfolio or collection of work is a collection and/or selection of pieces of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes. The collection may be self-generated or may be generated in response to a particular brief or tasks/activities devised by the assessor.

Grading

Pass 50% - 64%
Merit 65% - 79%
Distinction 80% - 100%

Specific Validation Requirements

The provider must have all of the following in place to offer this award:

1. Access to a roadworthy passenger vehicle including a P.A. system and courier seats with seat belts

Supporting Documentation

www.leavenotraceireland.org

Access Statement

To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.

The learner must have a First Aid qualification (Level 5 QQI or equivalent).

Transfer

Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement

DRAFT

QQI is currently developing its corporate brands and policies for awards and standards. Until this process is completed an interim format will be used for new QQI certificate/component specifications for the Common Awards System.

Certificate Details		NFQ level Indicators	
Title: Angling and Safety Award Class: Minor Level: 6 Credit Value: 15 Code: To be confirmed by QQI		Purpose: The purpose of this award is to equip the learner with the relevant knowledge, skill and competence required to provide angling guiding activities independently, safely and effectively.	
The learner should be able to:		NFQ level Indicators	
1.	Describe key aspects of angling history, literature and tradition including the evolution of a range of angling methods and tackle	Knowledge	Breadth Specialised knowledge of a broad area Kind Some theoretical concepts and abstract thinking, with significant depth in some areas
2.	Explain the effects of geology, topography and hydrology on water bodies		
3.	Describe a variety of aquatic ecological cycles in relation to food production, energy flow, water levels and current		
4.	Identify a range of popular marine and fresh water angling species		
5.	Outline the procedures for ensuring access permissions prior to the beginning of an angling experience		
6.	Explain the causes of a range of accidents in the angling environment and mitigating measures which can be taken to minimise them including the preparation of an action and evacuation plan to ensure client safety		
7.	Explain the statutory legislation in relation to crew and equipment requirements for basic vessel types suited to the intended angling purpose		

8.	Explain key elements of fisheries legislation, the role of government departments and other agencies including an overview of license and permit requirements on all Irish waters		
9.	Explain the interaction of invertebrates and plants in relation to these fish species		
10.	Demonstrate a range of catch handling and preservation techniques, and how they might differ between species and environment	Know-how and skill	
11.	Identify the causes, signs, pollution indicator species, forms of pollution and the role of the angler as pollution watchdog		
12.	Prepare a route card for an angling experience incorporating, timing distances on maps and sea charts, taking compass bearings and grid references and interpreting common legends and symbols		<p>Range Demonstrate comprehensive range of specialised skills and tools</p>
13.	Use appropriate tools for predicting water conditions and levels which are safe and conducive to the angling experience, for example, tide tables and marine weather forecasts		<p>Selectivity Formulate responses to well-defined abstract problems</p>
14.	Apply knowledge of fish and invertebrate biology with choice of angling method and identification of “hot spot” fishing locations		
15.	Describe the purpose, use and maintenance of safety equipment and any policies that need to be in place		

16.	Design an angling experience incorporating the relevant statutory legislation which applies to the guide in their role as leader including, health and safety legislation, PPE and risk assessment policies	Competence - context	Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts		
17.	Evaluate the role and responsibilities of the outdoor leader		Competence – role	Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form, and function within, multiple, complex and heterogeneous groups	
18.	Demonstrate a range of angling techniques in accordance with prevailing conditions and best practice			Competence – learning to learn	Learn to take responsibility for own learning within a managed environment
19.	Develop an understanding of the need for quality review and reflective practice within the angling product and use this to tailor future angling experiences				Competence - insight

Assessment Requirements

Details of QQI's assessment requirements are set out in [QQI's current Assessment Guidelines](#). Assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are **reliable** and **valid** but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment plans will include information relating to scheduling and integration of assessment. See [QQI's current policy on programme validation](#).

Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below. The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and QQI's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See [QQI's current policy on programme validation](#).

All learning outcomes **must** be assessed and achieved before the award may be made.

Examination – Theory - 70% covering learning outcomes 1/2/3/4/5/7/8/9/13/14/17/18/19

Skills Demonstration - 30% covering learning outcomes 6/10/11/12/15/16

Description

Examination – Theory

An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions. A theory-based examination assesses the ability to recall, apply and understand specific theory and knowledge

Skills Demonstration

A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills

Grading

Pass 50% - 64%

Merit 65% - 79%

Distinction 80% - 100%

Specific Validation Requirements

The provider should have access

1. to a suitable vessel, properly equipped and crewed in compliance with relevant legislation.

Supporting Documentation

www.leavenotraceireland.org

Access Statement

To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.

The learner must have a First Aid qualification (Level 5 QQI or equivalent).

QQI is currently developing its corporate brands and policies for awards and standards. Until this process is completed an interim format will be used for new QQI certificate/component specifications for the Common Awards System.

The learner should be able to:		NFQ level Indicators	
<p>Certificate Details Title: Marine Angling Award Class: Minor Level: 6 Credit Value: 15 Code: To be assigned by QQI</p>			
<p>Purpose: The purpose of this award is to equip the learner with the relevant knowledge, skill and competence required to provide marine angling guiding activities independently, safely and effectively in tidal waters.</p>			
1.	Describe the development of marine angling in Ireland including the development of tackle and techniques	Knowledge	<p>Breadth Specialised knowledge of a broad area</p> <p>Kind Some theoretical concepts and abstract thinking, with significant depth in some areas</p>
2.	Describe the marine ecological cycle in terms of food production, energy flow, tides and currents		
3.	Describe the biology, life cycle, habitats and distribution of a range of common marine species		
4.	Outline threats to the habitat and survival of marine fish species; include mitigating legislative steps taken to protect these species		
5.	Describe the behaviour of marine fish species throughout the seasons		
6.	Demonstrate the types, uses and maintenance of a range of marine angling equipment	Know-how and skill	<p>Range Demonstrate comprehensive range of specialised skills and tools</p> <p>Selectivity Formulate responses to well-defined abstract problems</p>
7.	Demonstrate the preparatory requirements for a range of marine angling experiences		
8.	Demonstrate a range of marine fishing methods		

9.	Demonstrate appropriate use of tackle, baits and lures in a range of types of fishing and prevailing conditions		
10.	Evaluate and implement the necessary health and safety considerations raised in an angling experience making reference to statutory guidelines		
11.	Advise anglers on the different angling techniques, lines and terminal tackle, in relation to venue and target species	Competence - context Competence - role Competence – learning to learn Competence - insight	Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form, and function within, multiple, complex and heterogeneous groups Learn to take responsibility for own learning within a managed environment Express an internalised, personal world view, reflecting engagement with others
12.	Demonstrate an in-depth knowledge of the influence of tides and marine forecasting in relation to the angling experience		
13.	Appraise the use of electronic fishing aids in identifying suitable fishing location and species		
14.	Demonstrate the correct procedures after landing of catch including how this may vary between season and species		
15.	Demonstrate an understanding of the need for quality review and reflective practice within the angling product and use this to tailor future angling experiences		

Assessment Requirements

Details of QQI's assessment requirements are set out in [QQI's current Assessment Guidelines](#). Assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence. The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are **reliable** and **valid** but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.
 Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.
 All providers are required to submit an assessment plan as part of their application for programme validation. Assessment plans will include information relating to scheduling and integration of assessment. See [QQI's current policy on programme validation](#).

Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below. The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and QQI's assessment requirements.
 Programme validation will require providers to map each learning outcome to its associated assessment technique. See [QQI's current policy on programme validation](#).
 All learning outcomes **must** be assessed and achieved before the award may be made.

Skills Demonstration - 70% covering learning outcomes 6/7/8/9/10/11/12/13/14/15

Examination – Theory - 30% covering learning outcomes 1/2/3/4/5

Description

Examination – Theory

An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions. A theory-based examination assesses the ability to recall, apply and understand specific theory and knowledge

Skills Demonstration

A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills

Grading

Pass 50% - 64%

Merit 65% - 79%

Distinction 80% - 100%

Specific Validation Requirements

The provider should have access

1. to a suitable vessel, properly equipped and crewed in compliance with relevant legislation.

Supporting Documentation

www.leavenotraceireland.org

Access Statement

To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.

The learner must have a First Aid qualification (Level 5 QQI or equivalent).
The learner must have a National Powerboat Certificate or equivalent.

Transfer

Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement

DRAFT

QQI is currently developing its corporate brands and policies for awards and standards. Until this process is completed an interim format will be used for new QQI certificate/component specifications for the Common Awards System.

Certificate Details Title: Inland Angling Award Class: Minor Level: 6 Credit Value: 15 Code: To be assigned by QQI			
Purpose: The purpose of this award is to equip the learner with the relevant knowledge, skill and competence required to provide inland angling guiding activities independently, safely and effectively in non-tidal waters.			
The learner should be able to:		NFQ level Indicators	
1.	Describe the development of fresh water angling in Ireland including the development of tackle and techniques	Knowledge	Breadth Specialised knowledge of a broad area Kind Some theoretical concepts and abstract thinking, with significant depth in some areas
2.	Describe the freshwater ecological cycle in terms of food production and energy flow		
3.	Describe the biology, life cycle, habitats and distribution of a range of common fresh water species		
4.	Outline threats to the habitat and survival of fresh water species; include mitigating legislative steps taken to protect these species		
5.	Describe the behaviour of freshwater species throughout the seasons and in different types of water		
6.	Outline the role of entomology, fresh water species biology and habitat in fishing	Know-how and skill	Range Demonstrate comprehensive range of specialised skills and tools Selectivity Formulate responses to well-defined abstract problems
7.	Explain the life cycle of the four main groups of insects, and other insect groups including their role in the type of angling being conducted		
8.	Demonstrate the types, uses and maintenance of a range of freshwater angling equipment		

9.	Demonstrate the preparatory requirements for a range of fresh water angling experiences		
10.	Demonstrate a range of fresh water fishing methods	Competence - context Competence - role Competence – learning to learn Competence - insight	Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form, and function within, multiple, complex and heterogeneous groups Learn to take responsibility for own learning within a managed environment Express an internalised, personal world view, reflecting engagement with others
11.	Demonstrate appropriate use of tackle, baits and lures in a range of types of fishing and prevailing conditions		
12.	Evaluate and implement the necessary health and safety considerations that apply to inland angling making reference to statutory guidelines		
13.	Advise anglers on the different angling techniques, lines and terminal tackle relative to environment and target species		
14.	Demonstrate an in-depth knowledge of the influence of water flow, wind and weather in relation to the angling experience		
15.	Appraise the use of electronic fishing aids in identifying suitable fishing location and species		
16.	Demonstrate the correct procedures after landing of catch including how this may vary between season and species		
17.	Demonstrate an understanding of the need for quality review and reflective practice within the angling product and use this to tailor future angling experiences		

Assessment Requirements

Details of QQI's assessment requirements are set out in [QQI's current Assessment Guidelines](#).

Assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are **reliable** and **valid** but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment plans will include information relating to scheduling and integration of assessment. See [QQI's current policy on programme validation](#).

Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below. The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and QQI's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See [QQI's current policy on programme validation](#).

All learning outcomes **must** be assessed and achieved before the award may be made.

Skills Demonstration - 70% covering learning outcomes 7/ 8/9/10/11/12/13/14/15/16/17

Examination – Theory - 30% covering learning outcomes 1/2/3/4/5/6

Description

Examination – Theory

An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions. A theory-based examination assesses the ability to recall, apply and understand specific theory and knowledge

Skills Demonstration

A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills

Grading

Pass 50% - 64%

Merit 65% - 79%

Distinction 80% - 100%

Specific Validation Requirements

The provider should have access to

1. a suitable vessel, properly equipped and crewed in compliance with relevant legislation.

Supporting Documentation

www.leavenotraceireland.org

Access Statement

To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.

The learner must have a First Aid qualification (Level 5 QQI or equivalent).
The learners must have a National Powerboat Certificate or equivalent.

Transfer

Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement

DRAFT