

Aquaculture & Sports Fisheries

Module Angling Skills



**EQF
Level
5**

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Unit abstract

Angling Skills

EQF level: 5

Credit value: 10

As modern angling practices and opportunities have developed, so too has the need for anglers and sport fishery practitioners to develop a sound knowledge of angling as a sport in Europe. This unit provides learners with angling knowledge and skills. It also looks at particular social, environmental and conservation issues relating to angling and modern-day life in both urban and rural areas.

Learning Outcome 1 looks at the scope of the industry and areas of potential employment. Learners will be expected to research coarse and game angling in Europe as well as angling's status, nature, opportunities and associated legislation.

Learning Outcome 2 investigates tackle manufacture and distribution, tackle technology and construction, and repair or modification of tackle. Learners will undertake comparisons and evaluations of items of tackle produced within Europe.

Learning Outcome 3 provides knowledge of the administrative hierarchy from government bodies and federated organisations (International and national), to regional and local clubs and societies. Learners will cover rules and regulations within angling in the EU and particularly in their own country, and are expected to contribute to the organisation of an angling event.

Learning Outcome 4 develops the learners' ability to coach angling techniques whilst considering welfare issues and codes of practice and legislation. Angling baits are also considered in this section.

Learning outcomes

On completion of this unit a learner should:

- 1 Understand the sport of angling in Europe
- 2 Evaluate, modify and improve angling equipment
- 3 Be able to organise and evaluate an angling event
- 4 Explain, instruct and demonstrate a range of angling techniques

Unit content

1 Understand the sport of angling

Status, nature and opportunities in angling: species fished for in coarse and game angling in Europe; history and trends of angling in Europe; participant numbers; major changes within the industry and the factors affecting change, e.g. introduction of new technologies, materials, equipment; angling's social and economic importance, e.g. value of angling to the international, national and regional economies; reasons for geographical differences; employment opportunities

Types of venues: e.g. commercial, non-commercial; locations

Roles of organisations associated with angling in Europe: e.g. Environment Agencies, National and International Federations of Anglers.

Types of threats to angling: e.g. animal rights; diseases; animal welfare; health and safety issues; relevant current legislation and codes of practice.

2 Evaluate, modify and improve angling equipment

Tackle manufacture and design: major manufacturers; distribution networks; economic status of retail trade; uses

Design, construction, repair and modification of major tackle items: e.g. rods, reels, lines, hooks, floats, lures, flies, bite indicators, unhooking mats; tackle development of major tackle items (materials used, construction, durability and limitations); comparison between similar products; critical analysis of products and suitability for purpose; welfare issues relating to tackle use, design and manufacture; codes of practice

3 Be able to organize and evaluate an angling event

Angling event organisation: types of event, e.g. angling match, forum; administration required for the event, e.g. event objectives, organisation and planning, costing, advertising, stewarding, weighing in procedures, equipment requirements, problem solving, venue planning, logistics, match rules and regulations to cater for a given situation; angling rules for venues; health and safety policies and equipment; human welfare requirements, e.g. toilets, access, parking, food; angler disciplinary procedures; litter disposal; relevant current legislation and codes of practice; methods of evaluating events, e.g. success measures, finance, possible improvements.

4 Explain, instruct and demonstrate a range of angling techniques

Coarse and game techniques: common techniques used for coarse and game angling; for different situations, e.g. rivers, lakes, and boats; 'catch-and-release' techniques; fish handling techniques; use of keep nets; welfare issues; health and safety; risk assessment; relevant current codes of practice and legislation

Angling baits: baits for coarse and game fish species; bait preparation and manufacture, e.g. production of cooked baits; digging and farming of-baits; manufacture of artificial lures, e.g. flies, plugs; preparation of natural baits; storage of baits; welfare issues; health and safety; risk assessment; relevant current legislation, bylaws and codes of practice.

Teaching techniques: preparing, undertaking and evaluating a coaching session through a structured assessment.

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria The learner can:
LO1 Understand the sport of angling	1.1 Investigate the status, nature and opportunities in angling in one European country
LO2 Evaluate, modify and improve angling equipment	2.1 Evaluate a range of angling products in terms of their construction, durability and design.
LO3 Be able to organise and evaluate an angling event	3.1 Organise, undertake and evaluate an angling event
LO4 Explain, instruct and demonstrate a range of angling techniques	4.1 Prepare, undertake and evaluate one theory coaching session, and one practical coaching session where three different angling techniques are used

Guidance

Links

This unit has links with other units such as:

History and Development of Sport Fishing, the Sport Fishing Industry and the Aquaculture in Europe; Fish Health and Welfare.

Essential requirements

Library resources should include literature on angling equipment design and construction, angling techniques and the organisation of angling events to enable learners to achieve this unit. It is essential that the learner is able to relate the concepts learnt in the field.

Theory sessions must be complimented by a minimum of 20 hours of practical sessions, Links with specialists would be of benefit. Learners need to be given the opportunity to develop their coaching skills in theoretical and practical sessions. Facilities should be available for the duration of the study period. Practical work must be carried out in appropriately equipped facilities and in field situations where different types of fisheries are possible.

Employer engagement and vocational contexts

Learners would benefit from having access to a working environment. Often this is achieved through creating links with international, national, local businesses or organisations who may benefit from links with learners. Businesses and organisations are a great source of information and are often very keen to share knowledge with learners. Business education alliances can also prove useful. Local organisations can often provide guest speakers to give lectures and demonstrations.