

Unit 17: Understanding Coarse, Game and Sea Angling Techniques

Unit code:	M/600/9225
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit aims to introduce learners to the skills and knowledge needed for coarse, game sea angling, and how these can be applied in practice. It is designed for learners in centre-based settings looking to progress into the sector or onto further/higher education.

● Unit introduction

With an estimated four million anglers in the U K, angling is now widely regarded as one of the largest participation sports. This unit gives learners the knowledge and skills needed to enter angling related employment. It looks at the social, environmental and conservation issues relating to angling. Fish welfare and health and safety issues will be stressed throughout delivery of this unit.

Learners will develop their angling techniques whilst considering fish care and welfare issues and codes of practice and legislation.

They will consider the scope of the industry at local and national levels and research coarse, game and sea angling in the UK as well as the status and nature of angling. Learners will consider fishing tackle manufacture and distribution, its technology and construction, and the repair or modification of tackle. They will compare and evaluate items of tackle, including consideration of fish welfare issues.

Learners will look at the organisation of an angling event and learn about the administrative hierarchy from government bodies and federated organisations to regional and local clubs and societies. They will cover the rules and regulations of angling in the UK and are expected to take part in organising an angling event.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand the sport of angling in the UK
- 2 Understand tackle and its uses
- 3 Be able to contribute to the organisation of an angling event
- 4 Be able to demonstrate a range of angling techniques.

Unit content

1 Understand the sport of angling in the UK

Status, nature and opportunities in angling: species fished for in coarse, game and sea angling in the UK; history and trends of angling in the UK; participant numbers; major changes within the industry and the factors affecting change eg introduction of new technologies, materials, equipment; angling's environmental, social and economic importance eg value of angling to national and regional economies; reasons for geographical differences; employment opportunities; types of venue for the sport within an area, eg commercial, non-commercial; types, location and roles of organisations associated with angling in the UK eg Environment Agency, The Angling Trust, The Salmon and Trout Association; types of angling event; threats to angling eg anti-field sports groups, diseases; animal welfare and health and safety issues; relevant current legislation and codes of practice

2 Understand tackle and its uses

Tackle manufacture and design: major manufacturers; distribution networks; economic status of retail trade; uses, design, construction, repair and modification of major tackle items eg rods, reels, lines, hooks, floats, lures, flies, bite indicators, unhooking mats; development of major tackle items (materials used, construction, durability and limitations); comparison between similar products; critical analysis of products and suitability for purpose; animal welfare issues relating to tackle use, design and manufacture; codes of practice

3 Be able to contribute to the organisation of an angling event

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

4 Be able to demonstrate a range of angling techniques

Coarse, game and sea angling techniques: common techniques used for coarse, game and sea angling; methods employed for different situations eg rivers, lakes, beaches and boats; animal care and welfare issues; health and safety; risk assessment; relevant current codes of practice and legislation

Angling baits: baits for coarse, game and sea fish species; bait preparation and manufacture eg production of cooked baits; digging and farming of sea baits; manufacture of artificial lures eg flies, plugs; preparation of natural baits; storage of baits; animal welfare issues including nutrition; health and safety; risk assessment; relevant current legislation and codes of practice

Terminal rigs: game angling rigs eg fly leaders, bait rigs; coarse angling rigs eg carp rigs, pike rigs, feeder rigs, pole rigs; sea angling rigs eg shore rigs, boat rigs

Fish handling: 'catch-and-release' techniques; fish care and handling techniques; use of keepnets and landing nets; fishery rules; humane dispatch techniques and carcass are relevant to current legislation and codes of practice

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 review the types of angling undertaken in the UK	M1 explain the role of the main national angling organisations	D1 discuss fish welfare issues and current threats to the future of angling in the UK
P2 evaluate existing angling opportunities in a selected geographical area [IE]		
P3 evaluate the design of selected items of tackle against given angling objectives	M2 identify the main manufacturers of angling tackle for the selected items of tackle	
P4 explain the design of selected items of tackle to improve the health and welfare of fish caught by anglers [IE]		
P5 contribute to the organisation of an angling event [TW]	M3 prepare model rules for a match angling event to meet given objectives	D2 evaluate the administration and organisation of a selected angling event and make appropriate recommendations for improvement
P6 outline relevant human health, safety and welfare requirements for a selected match angling event		
P7 demonstrate game, coarse and sea angling techniques to meet given objectives [RL]	M4 make terminal rigs suitable for coarse, game and sea angling to meet given objectives.	D3 discuss appropriate methods of managing the catch in selected angling situations.
P8 describe the methods to safely prepare and store selected baits.		

PLTS: This summary references where applicable in the pass criteria, in the square brackets, the elements of the personal, learning and thinking skills. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Tutors delivering this unit have opportunities to use as wide a range of techniques as possible. Lectures, discussions, seminar presentations, site visits, supervised angling practicals, research using the internet and/or library resources and the use of personal and/or industrial experience would all be suitable. Delivery should stimulate, motivate, educate and enthuse learners.

Work placements should be monitored regularly in order to ensure the quality of the learning experience. It would be beneficial if learners and supervisors were made aware of the requirements of this unit before any work-related activities are undertaken so that naturally occurring evidence can be collected at the time. For example, learners may have the opportunity to contribute to the organisation of an angling event and they should ask for observation records and/or witness statements to be provided as evidence of this. Guidance on the use of observation records and witness statements is provided on the Edexcel website.

Visiting expert speakers could add to the relevance of the subject for learners. For example, an Environment Agency fisheries officer could talk about their work in widening participation in angling and future strategies. Sport fishery managers, tackle shop owners or noted anglers could talk about the major changes, economic importance, venues, organisations and legislation in angling.

Whichever delivery methods are used, it is essential that tutors stress the importance of fish and animal welfare and sound, legal environmental management.

Health and safety issues relating to angling and working in and around water must be stressed and reinforced regularly and risk assessments must be undertaken before any practical activities. Appropriate personal protective equipment (PPE) must be provided and used during practical work.

Tutors should consider integrating the delivery, private study and assessment for this unit with other relevant units and assessment instruments learners are taking as part of their programme of study.

Learning outcome 1 is likely to be delivered through formal lectures, discussions and independent learner research. Learners will be aware of angling as a sport, its status, nature, opportunities and associated legislation.

Learning outcome 2 covers the manufacture and distribution of tackle, tackle technology, design, construction, repair and modification. It is likely to be delivered through formal lectures, independent learner research, group work and discussion, practicals, site visits and visiting speakers. Learners will be aware of the many choices and decisions to be made when selecting tackle appropriate for a particular species, technique or venue. They will also learn to consider the properties and qualities of materials and their value and limitations for particular uses.

Learning outcome 3 requires learners to consider the administrative and organisational aspects of angling as a sport. It could be delivered through formal lectures with guided group discussion to develop learners' understanding of the issues. It is anticipated that this learning outcome will be developed in three main stages: determining the objectives and rules; planning, organising and delivering an event and evaluating the success of the event and identifying areas for improvement.

Learning outcome 4 looks at a wide range of angling techniques and includes the selection and preparation of tackle and bait. It is likely to be delivered through a combination of formal lectures, group discussion, classroom practical work, together with site visits and practical angling activities. Independent learner research is a key within this learning outcome. Fish welfare is a fundamental element and must be stressed and reinforced during angling practicals.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment
Introduction and overview of the unit.
Assignment 1: Angling in the UK (P1, P2, M1, D1)
Tutor introduces the assignment.
Lecture and discussion on angling in the UK to include the three main types, coarse, game and sea, the numbers participating, the venues, the geographical differences across the UK, the methods used.
<i>Fishing for the Future</i> Environment Agency publication Q&A, discuss and review. Managing angling for the future. How can we make angling sustainable? Q&A and group discussion.
Angling in my area. Learner research on angling in their local area eg local town (tackle shops, internet, local fisheries etc could be set as homework/self-study task) and feedback through presentations. Q&A and discussion to review.
Angling organisations. Learners carry out internet research on the major organisations within angling eg Environment Agency, The Angling Trust, The Salmon and Trout Association. Worksheets and feedback.
Anti-angling organisations. Learners carry out internet research on People for the Ethical Treatment of Animals, Animal Aid and other animal rights organisations. Evaluate work carried out by these organisations in comparison to angling organisations.
Assignment 2: Tackle Talk (P3, P4, M2)
Tutor introduces the assignment.
Lecture on major tackle manufactures for coarse, game and sea disciplines, the tackle industry: wholesalers, retailers, consultants, agents, tackle shops etc.
Learners carry out research on and evaluate four items of tackle they own/commonly use. Research using the internet, angling magazines and tackle catalogues. Worksheets and feedback.
Tackle for fish welfare. Learner discussion on angling tackle and how this has been developed to improve fish welfare.
Fish welfare angling products eg carp care kits, unhooking mats, barbless hooks. Discussion and research on these products. Who are the manufacturers? Why were they developed costs etc ? Worksheets and learner feedback.
Tackle talk preparation. Learners to select four items of tackle and research and evaluate them.
Tackle talk presentations. Individual learner PowerPoint presentations to include use of fact sheets, tackle posters and items of tackle as props throughout.
Assignment 3: Organising an Angling Match (P5, P6, M3, D2)
Tutor introduces the assignment.
Discuss the different types of angling match and the associated rules.
In small groups learners are to organise an angling match as part of an angling week or enrichment activity. Learners to organise the venue, rules, sponsorship, health and safety, marketing and promotion.
Presentations to other learners on each angling match before the event.

Topic and suggested assignments/activities and/assessment

Angling matches. Learners angling events.

Angling match review. Learners to write an article about the event, suitable for an angling magazine, describing and then reflecting on the day and reviewing strengths and areas to develop.

Assignment 4: Angling Log (P7, P8, M4, D3)

Tutor introduces the assignment.

Game angling practical. Fly casting. Learners to develop and practise fly casting.

Game angling lecture and practical. The tackle for fly fishing, flies and leader making workshop.

Game angling practical. Learner fly fishing practical at a suitable local venue.

Coarse angling lecture. Tackle requirements, baits, fish holding areas, fish welfare issues. Q&A.

Coarse Angling Practical. Learner rig making workshop. Group discussion and feedback.

Coarse angling practical. Learner individual coarse angling practical at a suitable venue.

Sea angling lecture. Tackle requirements, baits, fish species, fish welfare issues. Q&A.

Sea angling practical. Learner rig making workshop. Group discussion and feedback.

Sea angling practical. Learner individual sea angling practical at a suitable venue.

Unit review.

Assessment

For P1, they need to review the types of angling undertaken in the UK. Learners are expected to include information that relates to the species that are fished for, the social, environmental and economic importance of angling, reasons for geographical differences, number of participants and employment opportunities. Evidence could take the form of a written assignment, pictorial presentation with notes (possibly using appropriate software or an overhead projector), an annotated poster or a project.

For P2, learners need to review angling in a defined geographical area. Learners should use an area they are familiar with (for example their home town) and use various research methods to collect information relating to angling in that area. This information should include the venues available, tackle shops, angling matches, angling shows and schemes, angling clubs and the main types of angling practised. Evidence should be the same as for P1.

For P3 and P4, learners are required to evaluate the design of selected items of tackle against given angling objectives and in relation to fish welfare. Tutors should identify the items of tackle and the angling objectives or agree them through discussion with learners. Where possible, to ensure assessment is fair, the size and complexity should be the same for all learners. It is expected that learners will provide evidence for at least four different types of tackle item, for example a rod, a reel, a line and a hook. Evidence could take the form of a pictorial presentation with notes (possibly using appropriate software or an overhead projector), an annotated poster or a project.

Alternatively, this could be assessed directly by the tutor during practical activities. If this format is used then suitable evidence from guided activities would be observation records completed by learners and the tutor and accompanied by appropriate work logs or other relevant learner notes. If assessed during a placement, witness statements should be provided by a suitable representative and verified by the tutor.

P5 and P6 require learners to organise an angling event and identify and explain the relevant human health, safety and welfare requirements for the event. Tutors should identify the event or agree it through discussion with learners. Where possible, to ensure assessment is fair, the size and complexity of the event should be the same for all learners. This could be assessed directly by the tutor during practical activities. If this format is used then suitable evidence from guided activities would be observation records completed by learners and the tutor and accompanied by appropriate work logs or other relevant learner notes. This could be an article

for an angling magazine about the day. If assessed during a placement, witness statements should be provided by a suitable representative and verified by the tutor.

For P7, learners must demonstrate game, coarse and sea angling techniques to meet given objectives. Tutors should identify the objectives or agree them through discussion with learners. Where possible, to ensure assessment is fair, the size and complexity of the event should be the same for all learners. Ideally, learners should demonstrate the techniques at an appropriate venue but it is acceptable that, under certain circumstances, this may not be possible. Simulated activities are acceptable in relation to one out of three of the required techniques.

This could be assessed directly by the tutor during practical activities. If this format is used then suitable evidence from guided activities would be observation records completed by learners and the tutor and accompanied by appropriate angling logs or other relevant learner notes. If assessed during a placement, witness statements should be provided by a suitable representative and verified by the tutor.

For P8, learners are to describe and explain the methods used to prepare and store selected baits safely before and during angling sessions. Tutors should identify the objectives or agree them through discussion with learners. Where possible, to ensure assessment is fair, the size and complexity of the tasks should be the same for all learners. It is expected that, as a minimum, learners will provide evidence for at least three different types of bait. Evidence could be in the same form as for P7.

For M1, learners must explain the main function of three national organisations who look after the different aspects of angling for example the Environment Agency, the Angling Trust and the Salmon and Trout Association. Learners must identify the current role of these organisations in relation to angling. Evidence should be in the same format as for P1 and P2.

M2 requires learners to look at the main manufactures of the four pieces of tackle chosen in P3 and P4. For each selected item of tackle, learners should identify a minimum of two manufacturers and then compare and review them based on performance, cost, quality etc. Evidence could be in the same format as for P2.

For M3, learners are required to prepare model rules for a match angling event to meet given objectives. Tutors should identify the objectives or agree them through discussion with learners. Where possible, to ensure assessment is fair, the size and complexity of the tasks should be the same for all learners. Evidence should show an understanding of current relevant legislation (including byelaws), codes of practice and health and safety. Evidence for this should be the same format as for P5 and P6.

M4 requires learners to make terminal rigs for coarse, game and sea angling. This could be undertaken and assessed during angling practicals. Alternatively, this could be assessed during rig making workshops or presentations. Learners should also produce an annotated diagram/drawing of the rigs made with details on the materials and knots used. Evidence for this should be in the same format as for P7 and P8.

For D1, learners are required to discuss fish welfare issues and current threats to the future of angling in the UK. Evidence should be broad ranging and up to date. Learners should illustrate their evidence with current examples. Evidence could be in the same format as for P1 and P2.

For D2, learners are required to evaluate the administration and organisation of a selected angling event and make appropriate recommendations for improvement. Tutors should identify the angling event or agree it through discussion with learners. Where possible, to ensure assessment is fair, the size and complexity of the event should be the same for all learners. This may be the same event as that used to provide evidence for other grading criteria. Evidence could be in the same format as for P5 and P6.

For D3, learners are required to discuss appropriate methods of managing the catch in selected angling situations. Tutors should identify the angling situations or agree them through discussion with learners. Where possible, to ensure assessment is fair, the size and complexity of the situations should be the same for all learners. These may be the same methods used to provide evidence for other grading criteria. It is expected that, as a minimum, learners will provide evidence for at least one coarse, one game and one sea fishery situation – three in total. Learners can provide evidence that relates to either keeping the catch alive, releasing

it quickly, or dispatching it humanely and managing the carcass correctly. Evidence could be in the same format as for P7 and P8.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1,P2,M1,D1	Angling in the UK	You are to produce a word processed assignment on angling in the UK. Task 1 should focus on the three disciplines of coarse, game and sea angling explaining the methods used, the species caught, the venues where it is undertaken across the UK and the numbers participating. Attention should be given to the social, economic and environmental benefits of angling. Task 2 should look at the opportunities available for angling in a defined area eg your local area. Task 3 should focus on the major angling organisations and the role they play with regard to angling, with Task 4 looking at the current threats to angling.	Assignment.
P3,P4,M2	Tackle talk	Produce a PowerPoint presentation on four pieces of fishing tackle. The talk should review the four pieces of tackle against how they are used taking into account fish welfare. The talk should look at the main manufacturers of the these tackle items comparing performance, materials cost etc. Finally, the talk should focus on specific items of tackle which have been developed for fish welfare purposes explaining their use and development.	Presentation.
P5,P6,M3,D2	Organising an angling match	In small groups you are to organise an angling match as part of angling week. You are to organise the venue, marketing and promotions, rules, risk assessment and then run the day. After the event you are to produce an article for an angling magazine about the match identifying what went well and how you would improve it if you were to do it again.	Practical angling event and angling event article.
P7,P8, M4,D3	Angling log	Over the next month you will be undertaking coarse, game and sea angling practicals. Using the angling log provided you are to record these sessions describing and explaining the tackle, bait and methods used. For each method you are to make a terminal rig, with a fully annotated diagram of each rig made labelling up knots and materials used. Finally, for each angling method, you are to explain how to handle and manage the species of fish once caught.	Written angling log and practical assessment.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC land-based sector suite. This unit has particular links with:

Level 2	Level 3
Introduction to Game and Coarse Angling	Understanding Freshwater Fish Population Survey and Management
Undertake Freshwater Sport Fishery Management	Undertake and Review Work Related Experience in the Land-based Industries

Essential resources

Learners will need access to a range of fisheries in order to develop the skills required for the practical angling element of this unit (still water, running water and sea) and for the angling event. In addition, supervised access to an equipped workshop for the rig making and bait activities may be required. Angling equipment will include a range of fishing tackle appropriate for the three disciplines. Health and safety equipment, such as hats, glasses, buoyancy aids, chest waders, wading sticks and throw ropes, will also be required.

Tutors delivering this unit should be competent and experienced game, coarse and sea anglers and should show evidence of regular contact with the industry and technical updating.

Employer engagement and vocational contexts

This unit focuses on the practical aspects of angling and will give learners the background knowledge covering a variety of angling techniques, tactics and applications. Centres are encouraged to create and develop links with local fisheries, tackle shops, angling clubs and angling coaches. This could be via guest lectures, rig and bait making workshops or visits to local fisheries and tackle shops. Guest speakers from the Environment Agency and Angling Trust should be considered. Before organising an angling event learners could be taken to observe a local angling match on a commercial fishery.

Indicative reading for learners

Textbooks

Bingham C and Allen A – *Fundamentals of Freshwater Fishing* (Swan Hill Press, 1999) ISBN 1853109967

Buller F – *Pike* (Robert Hale, 2000) ISBN 070906599X

Clifford K and Clifford A – *History of Carp Fishing* (Arrow Books, 1999) ISBN 0091743710

Hall D – *Complete Coarse Fisherman* (Ward Lock, 1980) ISBN 0706359143

Seagrave, C.P.— *Management of Carp Fisheries* (Mitchellwing Publications, 2001) ISBN 0954005406

Templeton R – *Freshwater Fisheries Management, 2nd Edition* (Blackwell Science, 1995) ISBN 085238209X

Vaughan B – *Coarse Fishing* (Lorenz Books, 2000) ISBN 0754806235

Wilson J – *Baits and Artificial Lures* (Boxtree, 2001) ISBN 0752219294

Journals

Angler's Mail

Angling Times

Carp World

Sea Angler

Total FlyFisher

Trout Fisherman

Websites

www.anglingtrust.net

www.defra.gov.uk

www.environment-agency.gov.uk

www.ifm.org.uk

www.nafac.co.uk

www.troutfisheries.co.uk

The Angling Trust

Department for Environment, Food and Rural Affairs

Environment Agency

Institute of Fisheries Management

National Association of Fisheries and Angling Consultatives

The Association of Stillwater Game Fishery Managers

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	independently researching angling in their local town analysing fishing tackle in relation to fish welfare
Reflective learners	developing new angling skills reviewing and analysing their own angling skills evaluating the angling sessions they have undertaken
Team workers	working together to organise and angling event.

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	exploring issues about angling raised by anti-angling organisations analysing information from pro-angling organisations
Creative thinkers	generating ideas for different terminal rigs for angling
Reflective learners	evaluating the angling event they organised
Team workers	providing feedback on their angling events
Self-managers	seeking out the challenge in terms of learning new angling skills
Effective participators	discussing issues of concern when looking into tackle designed to improve fish welfare identifying ways in which anglers should handle fish and manage their catch.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	undertaking a Powerpoint presentation about fishing tackle using Microsoft Publisher when producing an article for an angling magazine
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching national angling organisations researching manufacturers of angling tackle
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	producing an assignment on angling in the UK producing an article about their angling event
Present information in ways that are fit for purpose and audience	undertaking a Powerpoint presentation on fishing tackle
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	emailing tackle manufacturers about their range of products
Mathematics	
Use appropriate checking procedures and evaluate their effectiveness at each stage	completing the weigh in at the end of the angling matches
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing the roles of the anti- angling organisations undertaking a Powerpoint presentation on fishing tackle
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	collecting information about angling in their local area collecting information on pro- and anti-angling organisations
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	undertaking their Angling in the UK assignment writing an article about their angling event.