



## **Component Specification**

### **Sheep Production**

**Level 5**

**5N1735**

## 1. Introduction

The Further Education and Training Awards Council is the single national awarding body in further education and training in Ireland. It is responsible for determining the standards for named awards at levels 1 to 6 on the National Framework of Qualifications. All named awards are devised in line with the National Qualifications Authority of Ireland's determinations and guidelines.

## 2. The National Framework of Qualifications

The National Framework of Qualifications comprises 10 levels ranging from initial learning (level 1) to the most advanced levels of learning (level 10).

At each level there are one or more award types. An award type is a grouping of awards that share similar features. The National Qualifications Authority of Ireland has determined Award Type Descriptors for each award type. See [www.nqai.ie](http://www.nqai.ie). The Award Type Descriptor identifies the key strands and sub-strands of knowledge, skill and competence for that award type.

## 3. Guide to Level

Learning outcomes at this level include a broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity, with the capacity to use the instruments and techniques relating to an occupation. They are associated with work being undertaken independently, subject to general direction.

<b>Strand</b>	<b>Sub-strand</b>	<b>Nature of learning</b>
Knowledge	Breadth	Broad range of knowledge
	Kind	Some theoretical concepts and abstract thinking, with significant depth in some areas. Some underpinning theory
Know How & Skill	Range	Demonstrate a broad range of specialised skills and tools
	Selectivity	Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems
Competence	Context	Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts
	Role	Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups
	Learning to Learn	Learn to take responsibility for own learning within a managed environment
	Insight	Assume full responsibility for consistency of self- understanding and behaviour

*Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI ([www.nqai.ie](http://www.nqai.ie))*

#### **4. Award Specifications**

FETAC determines the standards for all awards in partnership with relevant stakeholders. This award was developed in line with the Council policy on Standards Development published in September 2005.

Standards are published in the form of Award Specifications. A Specification is devised in respect of each named award. Each Specification provides a comprehensive description of the features, characteristics and standards of the award.

A **Certificate Specification** is published for each named **major award**.

A **Component Specification** is published for each named **minor award**. Please note that each component (i.e. minor award) is associated with one or more Certificates (i.e. major, special purpose or supplemental award). See [www.fetac.ie](http://www.fetac.ie).

A **Specific Purpose Specification** is published for each **special purpose award**.

A **Supplemental Specification** is published for each **supplemental award**.

Standards are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve that award.

Learning outcomes for all awards (i.e. major, special purpose, supplemental awards) are contained within the associated Component Specifications.

## 5. Component Details

<b>Title</b>	Sheep Production
<b>Teideal as Gaeilge</b>	To be confirmed by FETAC (TBC)
<b>Award Type</b>	Minor
<b>Code</b>	5N1735
<b>Level</b>	5
<b>Credit Value</b>	30
<b>Purpose</b>	The purpose of this award is to equip the learner with the knowledge, skill and competence to operate a commercial sheep farm under management in accordance with recommended standards, relevant legislation and good farming practice.
<b>Learning Outcomes</b>	Learners will be able to: <ol style="list-style-type: none"><li>1 Review management and biological factors affecting efficiency in sheep production</li><li>2 Compare systems of lamb production including breeding calendar and physical and economic performance</li><li>3 Describe diseases, disorders and parasites of ewes and lambs including bio-security measures, causal agents, symptoms, prevention and control measures</li><li>4 Evaluate a system of lamb production, appropriate to a specific farm situation, including breeds and breeding, feeds and feeding, disorders, disease and parasite control, grassland management, husbandry tasks and marketing strategies</li><li>5 Control the movement of sheep using recognised techniques and performance standards including herding, catching, controlling and fencing</li><li>6 Perform peri-natal tasks with ewes and lambs using recognised techniques and performance standards including preparing lambing facilities and equipment, assisting at lambing, tube feeding lambs, helping lamb to suck, tail docking, castrating lambs and lamb identification</li><li>7 Assess a range of ewes and lambs for economic characteristics, by applying recognised criteria including breed and cross, weight, body condition score, mart sales, market requirements, sex and value</li><li>8 Control common diseases affecting the health of ewes and</li></ol>

---

lambs using recognised techniques and performance standards including trimming feet, foot bathing, dosing, subcutaneous and intramuscular injection, using pour-ons, scarification, dipping and maintaining animal remedies records

- 9 Perform breeding tasks using recognised techniques and performance standards for ewe selection, ram selection, dagging and fitting a raddle harness
- 10 Demonstrate stamina, initiative and independence through involvement in work on a sheep enterprise
- 11 Operate effectively under management in a commercial farm situation.

---

## Assessment

### General Information

Details of FETAC's assessment requirements are set out in [Assessment Guidelines for Providers](#).

All FETAC 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 [FETAC's Provider Guidelines for 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 FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See [FETAC's Provider Guidelines for Programme Validation](#).

All learning outcomes **must** be assessed.

Skills Demonstration	60%
Learner Record	10%
Examination - Theory	30%

## 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.*

The assessor will devise a skills demonstration based on learning outcomes 5 - 9. The learner must complete the 20 of the 22 tasks set out in the list below.

Weighting Factor:

Where a critical fault occurs the entire skills demonstration must be terminated.

0 mark for termination of skill demonstration due to a critical fault or failure to complete the task.

1 mark for completing the task with 3 or more minor faults

2 marks for completing the task with less than 3 minor faults

3 marks for exceeding the criteria for the task with no minor faults

Examples of critical faults: compromises safety, animal welfare, the environment

Examples of minor faults: Incorrect sequence, too slow, requires guidance

The learner must achieve at least 40 of the 60 marks available, to pass this assessment. The learner must pass this assessment to achieve the award.

List of tasks:

- 1 Gathering and moving sheep and lambs
- 2 Setting up temporary fence/penning
- 3 Preparing lambing facilities and equipment for lambing
- 4 Assisting at lambing
- 5 Tube feeding lambs
- 6 Docking tails
- 7 Castrating male lambs
- 8 Tagging ewes and lambs
- 9 Identifying breeds and crosses
- 10 Using teeth to estimate age
- 11 Drafting lambs for a given market and estimating weight and value of ewes and lambs to within + 10% of weight and value
- 12 Estimating value of ewes and lambs
13. Scoring ewes and lambs for body condition
14. Trimming feet and foot bathing
15. Dosing sheep or administering pour-ons
16. Administering subcutaneous and intramuscular injections and completing Animal Remedies Record
17. Administering pour-on and completing Animal Remedies Record
18. Vaccinating by scarifying
19. Fitting a simple prolapse retainer in pregnant

- ewes
- 20. Selecting ewes and dagging for tugging
- 21. Selecting rams and fitting raddle harness
- 22. Sponging ewes

Overall Marks 60

**Learner Record**

*A learner record is the learner's self-reported and self-reflective record in which he/she describes specific learning experiences, activities, responses and skills acquired.*

The assessor will devise a brief that requires the learner to maintain a learner record for a minimum of 220 hours work experience on an approved farm. Learners are required to record their application of all learning outcomes in a farm setting. The learner must pass this assessment to achieve the award.

Overall Marks 10

**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.*

The assessor will devise a theory based examination to assess learning outcomes 1 - 4.

Overall Marks 30

**Recognition of Prior Learning (RPL)**

Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at [www.fetac.ie](http://www.fetac.ie) for further information and registration details.

**Grading**

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

**Specific Validation Requirements**

The provider must have the following in place to offer this award:  
 1 Access to farm(s) with a sufficient number and range of ewes, rams and lambs to carry out all skills demonstration tasks.

**Supporting Documentation**

None

**Access**

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**

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.