



## **Component Specification**

### **Pig Production**

#### **Level 5**

#### **5N1738**

## 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.

Strand	Sub-strand	Nature of learning
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>	Pig Production
<b>Teideal as Gaeilge</b>	To be confirmed by FETAC (TBC)
<b>Award Type</b>	Minor
<b>Code</b>	5N1738
<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 pig farm under management in accordance with recommended standards, relevant legislation and good farming practice.
<b>Learning Outcomes</b>	<p>Learners will be able to:</p> <ol style="list-style-type: none"><li>1 Describe husbandry factors for optimum gilt, boar and dry sow performance including breeding, feeding, housing, disease control and record keeping</li><li>2 Describe husbandry factors for optimum lactating sow and litter performance including farrowing, feeding, housing, routine management, weaning and record keeping</li><li>3 Describe husbandry factors for optimum weaner and finisher performance including transfer weights and stocking density, housing, feed allocation and water allowance, growth rates and food conversion efficiency, routine management, disease prevention, selling pigs and record keeping</li><li>4 Outline diseases, disorders and parasites of pigs including bio-security and pig unit hygiene, vaccination and parasite control, causal agents, symptoms, prevention and control measures for commonly occurring diseases and safe use of medicines and medication programmes,</li><li>5 Perform day to day skills associated with gilts, boars and dry sows including control, breeding, culling, health, nutrition, traceability, marketing and records</li><li>6 Perform husbandry skills associated with farrowing and lactating sows and piglets including control, culling, health, nutrition, traceability, farrowing, teeth clipping, tail docking, marketing and records</li><li>7 Perform husbandry skills associated with weaners and finishers including control, health, nutrition, traceability, marketing and</li></ol>

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records

- 8 Demonstrate stamina, initiative and independence through involvement in work on a commercial pig enterprise
- 9 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%
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Learner Record	10%
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Examination - Theory	30%
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## 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 - 7. 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. Selecting replacement gilts
2. Ear tagging
3. Vaccinating adult stock
4. Oestrus detection in sows and gilts
5. Artificial insemination
6. Mange and worm control
7. Sow condition assessment
8. Washing sow for farrowing and moving to farrowing pen
9. Supervising the farrowing sow
10. Teeth clipping
11. Tail docking
12. Iron injection
13. Creep feeding
14. Weaning the sow and litter
15. Taking pig temperature
16. Vaccinating piglets
17. Setting environmental controllers
18. Pregnancy testing
19. Selecting pigs for sale
20. Handling and moving pigs
21. Slap marking
22. Record keeping

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 period of 220 hours work experience on a pig unit. 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 gilts, boars and dry sows, piglets, weaners and finishers 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.