



**QQI**

Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

## Component Specification NFQ Level 5

### Pig Nutrition, Housing and Welfare 5N2275

#### 1. Component Details

<b>Title</b>	Pig Nutrition, Housing and Welfare
<b>Teideal as Gaeilge</b>	Cothú, Tithíocht agus Leas Muc
<b>Award Type</b>	Minor
<b>Code</b>	5N2275
<b>Level</b>	5
<b>Credit Value</b>	30
<b>Purpose</b>	<p>The purpose of this award is to equip the learner with the relevant knowledge skill and competence relating to pig nutrition housing and welfare in order to operate in accordance with recommended industry standards, relevant legislation and good farming practice.</p>

<b>Learning Outcomes</b>	<p>Learners will be able to:</p> <ol style="list-style-type: none"><li>1 Detail the functioning of the pig digestive system</li><li>2 Describe the nutritional requirements and the nutritional risks of the various categories of pigs</li><li>3 Describe the economic considerations of pig nutrition including feed specifications, least cost formulations, feed conversion efficiency and factors affecting pig feed price</li></ol>
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- 4 Identify the main housing requirements for the various groups of pigs including house design, climate control and production operations and their implications
- 5 Understand factors that will affect the food conversion efficiency of various categories of pigs
- 6 Describe key pig diseases including identification, symptoms, causes, implications and appropriate treatments, taking into account legislative requirements
- 7 Describe pig herd health planning, herd biosecurity best practice and zoonoses
- 8 Outline the current legislation relating to the benefits of pig welfare, including the assessment tools available to identify issues, and the effects of husbandry and management practices on pig welfare
- 9 Perform tasks associated with pig nutrition, housing and welfare
- 10 Perform key health and safety tasks to include: correct manual handling, hazard analysis and risk assessment, and complete a health and safety statement for a pig farm
- 11 Demonstrate stamina, initiative and independence through involvement in work on a commercial pig enterprise
- 12 Operate effectively under management in a commercial farm situation

## Assessment

### General Information

All assessment should be planned in accordance with the programme assessment strategy developed as part of the programme submission for validation. See **Policies and Criteria for Validation of Programmes**. Assessment should be undertaken consistently and reflect current assessment guidelines. See [www.qqi.ie](http://www.qqi.ie).

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence consistent with the **minimum intended programme learning outcomes**.

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 current FET validation guidelines at [www.qqi.ie](http://www.qqi.ie).

## 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. All learning outcomes **must** be assessed and achieved in accordance with the **minimum intended module learning outcomes** set out in the validated programme.

Examination - Theory	60%
Examination - Practical	30%
Learner Record	10%

## 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.*

### **Examination - Practical**

*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 practical examination assesses specified practical skills demonstrated in a set period of time under restricted conditions.*

A practical examination assesses specified practical skills demonstrated in a set period of time under restricted conditions. The assessor will devise a practical examination based on learning outcomes 9 and 10. The learner

must successfully carry out the 6 tasks set out in the list below.

Classification of pig feed ingredients

Identify the components of the pig digestive system

Complete a detailed description of appropriate housing facilities for a 500 sow unit including:

drawings

equipment

stocking densities

environmental parameters

Demonstrate correct manual handling

Complete a health and safety statement for a pig farm

Carry out a hazard and risk analysis on a pig farm

### **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 learner must complete a minimum of 220 hours of work practice, integrating the knowledge and skills of pig nutrition housing and welfare

### **Recognition of Prior Learning (RPL)**

To support the development and implementation of RPL with regard to access, granting credit/exemptions and achievement of awards/parts of awards, providers should refer to **QQI's Statutory Guidelines for Quality Assurance**, the **Policies and Criteria for Validation of Programmes** and the **Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training** available at [www.qqi.ie](http://www.qqi.ie)

<b>Grading</b>	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:

- Access to a pig farm or pig production unit with appropriate animal and crop housing and handling
1. facilities in compliance with health and safety requirements
  2. Access to a farm or pig unit with appropriate skills demonstration space in compliance with health
  3. and safety requirements
  4. Access to a pig farm or pig unit of sufficient scale to ensure that all learners have access to animals
  5. and equipment required to practice and achieve learning outcomes to include:
  6. Suitable sized pig herd
  7. Complete pig unit with modern herd recording equipment
  8. Stated policies and procedures by the provider to deal with potential bio- security risks
  9. Access to a pig farm or pig unit in compliance with current hygiene regulations

**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.

**2. FET Award Standards**

QQI award standards are determined within the National Framework of Qualifications (NFQ), <http://www.nfq-qqi.com>. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see [www.qqi.ie](http://www.qqi.ie)).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They 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 a particular award. Learning outcomes for FET awards are contained within the associated specifications:

AWARD CLASS	STANDARDS	AWARDS
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Major Award	Certificate Specification	Certificate (Levels 1 to 5) Advanced Certificate (Level 6)
Supplemental Award	Supplemental Specification	Supplemental Certificate (Level 3 to 6)
Special Purpose	Specific Purpose Specification	Specific Purpose Certificate (Levels 3 to 6)
Minor Award	Component Specification	Component Certificate (Levels 1 to 6)

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

### 3. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

**Table 1: FET Credit Values**

NFQ Level	Major Awards Credit Values	Default Credit Values Minor Awards	Other Permitted Minor Award Credit Values	Special Purpose and Supplemental Award Credit Value Ranges
1	20	5	10	
2	30	5	10	
3	60	10	5,20	>5 and <60
4	90	10	5,15,20	>5 and <90
5	120	15	5,10,30	>5 and <120
6	120	15	5,10,30	>5 and <120

### 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.
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*