Component Specification

Farm Business Organisation

Level 5

5N2352

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. 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)

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.

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

Title	Farm Business Organisation
Teideal as Gaeilge	To be confirmed by FETAC (TBC)
Award Type	Minor
Code	5N2352
Level	5
Credit Value	10
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence to maintain accurate records for physical and financial analysis of the farm business.
Learning Outcomes	Learners will be able to:

1   Outline the range of documents needed for compiling physical and financial records for a farm including the identification, collection and recording of relevant information

2   Discuss indicators commonly used in the measurement of physical and financial performance on farms

3   Describe the agribusiness sector in Ireland to include: products, size, employment, farm structure, self sufficiency, and the role of government and non governmental agencies

4   Review the role of co-operatives in the agriculture sector including co-operative principles, operation and current status

5   Describe farm credit including credit types, sources, cost, availability and documents relating to obtaining credit

6   Outline the purpose and components of the marketing mix in the context of Irish agriculture at farm and industry level

7   Outline the duties of farmers and farm workers under the Safety, Health and Welfare at Work Act 2005

8   Identify the main causes of farm accidents

9   Outline the prevention of farm related health problems including zoonoses, noise-induced deafness, back problems, respiratory illness and skin cancer

10   Complete a valid Code of Practice Risk Assessment for a given farm

| 11 | Operate an email account with respect to sending and receiving of emails and attachments |

| 12 | Use government and commercial agricultural websites to gather physical and financial information |

| 13 | Record reconciled livestock inventories including end of month numbers, births, purchases, sales and deaths |

| 14 | Record assets and liabilities for management farm accounts including land area and usage, opening and closing inventories, building depreciation and machinery depreciation |

| 15 | Prepare a computerised monthly cash flow for a farm business for a one year period |

| 16 | Explain the relevant reports produced by a computerised cash flow program with respect to key financial indicators. |

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

All learning outcomes **must** be assessed.

Project	30%
Examination - Theory	60%
Examination - Practical	10%

Description

Project

A project is a response to a brief devised by the assessor. A project is usually carried out over an extended period of time. Projects may involve research, require investigation of a topic, issue or problem or may involve process such as a design task, a performance or practical activity or production of an artefact or event.

The assessor will devise a project based on recording assets and liabilities and preparing a computerised cash flow record for a given farm for one year

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 - 10

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.

The assessor will devise a practical examination based on tasks listed below to assess learning outcomes 11 and 12.

List of Tasks
Setting up and receiving email account
Sending and email
Attaching a file to an outgoing email
Opening an attachment file on an email
Using government and agricultural websites

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 for further information and registration details.

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

Specific Validation Requirements

There are no special validation requirements

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.