Dearbhú Cáilíochta
agus Cáilíochtaí Éireann
Quality and
Qualifications Ireland

Component Specification

Stable and Yard Routine

NFQ Level 5

5N3355

1. Component Details

Title	Stable and Yard Routine
Teideal as Gaeilge	Gnáthamh Stábla agus Clóis
Award Class	Minor
Code	5N3355
Level	5
Credit Value	30
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence to care for and maintain horses under direction.
Learning Outcomes	Learners will be able to:

1   Specify when to feed concentrates and roughage to stabled horses in relation to the rules of feeding, including justification for the rules of feeding and watering

2   Explain the functions of the nutrients of the diet

3   Compare seed hay, meadow hay, mowburnt hay, haylage, silage and hay

4   Discuss the role of various forms of supplements in the horse's diet including reference to the method of feeding

5   Describe an eight week fittening process and the roughing off of a fit horse

6   Discuss a range of aspects of grooming including strapping, hogging a mane, reasons for clipping, reasons for plaiting and trimming

7   Discuss the various types of padding and bandages used on horses and the reasons they are used

8   Categorise bits describing the actions of each type of category

9   Outline the use of a variety of nosebands, martingales, saddles, breastgirth and breastplate

10   Describe how you would recognise a broken tree in a saddle and the effects of a broken tree on the horse's back

11   Describe the effects on a horse's hoof, leg and movement when a shoe is left on too long

12   Describe common foot problems in horses and their treatments including thrush, pricked sole, bruised sole, nail prick, nail bind, brittle feet, and corns

13   Discuss different types of wounds including those caused by ill-fitting tack, the causes and correct treatment of each

14   Outline the health records and annual health checks that should be kept as standard for horses

15   Describe the bones, ligaments and tendons of the lower leg

16   Describe the symptoms, treatment, control measures for worms, lice, mange, mites, ticks, flies and ringworm

17   Discuss types of colic and possible treatments

18   Discuss the various types of shelters and fencing available for use with horses kept at grass

19   Discuss the reasons for lunging and the functions of the various aspects of the lunging equipment

20   Describe the legal and welfare requirements for the safe transport of horses, including reference to why travelling is stressful to horses and methods to alleviate stress associated with travelling

21   Assist in clipping and trimming ears, jaw, fetlocks of a horse including identifying various clippers, dismantling, re-assembling and caring for clippers

	22	Take care of a sweating horse, including washing and drying
	23	Maintain horse's manes and tails, including plaiting
	24	Fit items of horse clothing correctly and safely including rugs, travel bandages and stable bandages, including the measurement of a horse for a rug
	25	Demonstrate lunging a quiet horse in an enclosed area correctly and safely, showing use of natural and artificial aids, including the preparation of the horse with the correct equipment
	26	Demonstrate hoof care including removing a shoe, applying a poultice, tub a hoof, foment and hose, including recognising a well shod hoof or when a shoe needs to be removed
	27	Prepare a horse for short-haul travel, including checking the vehicle for safety and loading and unloading the horse
	28	Design feed charts for different situations including horses in light work, of varying age and temperament and the seasonal feeding requirements of horses and ponies at grass, relating condition score and weight to feeding level
	29	Evaluate a horse¿s health over a short period of time showing records in supporting documentation.

Assessment

General Information

Details of FET assessment requirements are set out in
Assessment Guidelines for Providers.

All FET 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 current FET validation guidelines at 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 FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See current FET validation guidelines at www.qqi.ie.

All learning outcomes **must** be assessed and achieved

Assignment	40%
Skills Demonstration	40%
Examination - Theory	20%

Description

Assignment

An assignment is an exercise carried out in response to a brief with specific guidelines as to what should be included. An assignment is usually of short duration and may be carried out over a specified period of time.

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.

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.

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 The provider must have all of the following in place to offer this award:

1.   Access to a yard that is approved by the Association of Irish Riding Establishments (www.aire.ie) or Horse Racing Ireland (www.goracing.ie)

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).

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
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