

## Certificate Specification NFQ Level 6

### Horsemanship 6M3505

#### 1. Certificate Details

<b>Title</b>	Horsemanship
<b>Teideal as Gaeilge</b>	Scileanna Marcaíochta
<b>Award Class</b>	Major
<b>Code</b>	6M3505
<b>Level</b>	6
<b>Credit Value</b>	120
<b>Purpose</b>	The purpose of this award is to enable the learner to acquire the knowledge, skill and competence to work in a supervisory role in a stable with sport horses or race horses, or to progress to further or higher education and training.
<b>Statements of Knowledge, Skill and Competence</b>	Learners will be able to:
<b>Knowledge</b>	
<i>Breadth</i>	Demonstrate an in depth knowledge of sport horse or race horse riding and young horse training skills
<i>Kind</i>	Demonstrate some theoretical and abstract thinking concepts related to working with sport or race horses, horse riding and training the young horse, with significant underpinning equine theory
<b>Know How &amp; Skill</b>	
<i>Range</i>	Demonstrate safely and independently a comprehensive range of stable and yard, horse riding, horse handling and horse training skills and tools
<i>Selectivity</i>	Formulate appropriate responses to working with, handling, riding and training a range of experienced sport or race horses
<b>Competence</b>	

<i>Context</i>	Apply theoretical concepts, equine skills and team skills safely in a range of equine contexts involving creative and non routine activities in compliance with current Irish and EU animal welfare legislation
<i>Role</i>	Take responsibility for supervising the running of a working stable under direction from management
<i>Learning to Learn</i>	Evaluate personal learning, and identify personal learning needs and the learning needs of others within a structured environment
<i>Insight</i>	Reflect on personal practice in a supervisory role in an equine environment to a group.

The learning outcomes associated with this award are outlined in the associated Component Specifications.

**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.

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**Transfer** Achievement of this award will enable the learner to transfer to other appropriate programmes leading to awards at the same level of the National Framework of Qualifications.

**Progression** Achievement of this award will enable the learner to progress to other appropriate programmes leading to awards at the next or higher levels of the National Framework of Qualifications.

**Progression Awards** Learners who successfully complete this award may progress to a range of different awards.

**Grading** Pass  
Merit  
Distinction  
The grade achieved will be determined by the grades achieved on the components

## 2. Certificate Requirements

**The total credit value required for this certificate is 120. This will be achieved by completing:**

<b>Award Code</b>	<b>Title</b>	<b>Level</b>	<b>Credit Value</b>
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**All of the following component(s)**

**A minimum credit value of 30 from the following components**

6N3394	Race Horse Care and Exercise	6	30
6N3481	Sport Horse Riding	6	30
<b>A minimum credit value of 15 from the following components</b>			
6N1946	Work Experience	6	15
6N1949	Personal and Professional Development	6	15
6N1947	Work Practice	6	15
<b>A minimum credit value of 15 from the following components</b>			
6N1950	Communications	6	15
6N1948	Team Leadership	6	15
6N2191	Leadership	6	15
6N0697	Customer Service	6	15
<b>A minimum credit value of 45 from the following components</b>			
6N3403	Young Horse Training Techniques	6	30
6N3386	Equitation Theory	6	15
6N3387	Stable and Yard Supervision	6	15
6N3388	Equine Anatomy and Physiology	6	15
6N3389	Horse Conformation and Evaluation	6	15
6N3368	Equine Nutrition	6	15
6N3390	Equine Dental Care	6	15
6N3391	Equine Care	6	15
6N3393	Sport Horse Riding Instruction	6	15
6N3395	Mathematics	6	15

The remaining credit value of 15 can be obtained by using vocationally relevant component(s) from level 6. A maximum of 15 credits may be used from level 5.

### 3. Supporting Documentation

None

### 4. Specific Validation Requirements

The provider must have all of the following in place to offer this award: Yard approval by the Association of Irish Riding Establishments ([www.aire.ie](http://www.aire.ie)) or Horse Racing Ireland ([www.goracing.ie](http://www.goracing.ie))

### 5. Europass Certificate Supplement

The Europass Certificate Supplement for this award can be accessed at: [www.ggi.ie](http://www.ggi.ie).

### 6. 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 QQI 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.

## 7. 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 comprehensive range of skills which may be vocationally-specific and/or of a general supervisory nature, and require detailed theoretical understanding. The outcomes also provide for a particular focus on learning skills. The outcomes relate to working in a generally autonomous way to assume design and/or management and/or administrative responsibilities. Occupations at this level would include higher craft, junior technician and supervisor.

<b>Strand</b>	<b>Sub-strand</b>	<b>Nature of learning</b>
Knowledge	Breadth	Specialised knowledge of a broad area
	Kind	Some theoretical concepts and abstract thinking, with significant underpinning theory
Know How & Skill	Range	Demonstrate a comprehensive range of specialised skills and tools
	Selectivity	Formulate responses to well defined abstract problems
Competence	Context	Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts
	Role	Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form and function within, multiple and complex heterogeneous groups.
	Learning to Learn	Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs
	Insight	Express an internalised, personal world view, reflecting engagement with others.

*Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI*