Component Specification

Sheep Management

NFQ Level 6

6N2237

1. Component Details

Title	Sheep Management
Teideal as Gaeilge	Bainistiú Caorach
Award Class	Minor
Code	6N2237
Level	6
Credit Value	15
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence to manage a ewe flock in accordance with recommended standards, relevant legislation and good farming practice.
Learning Outcomes	Learners will be able to:

1   Describe sheep production systems in Ireland including factors affecting profitability, production standards and guidelines for sheep production systems and land types for different systems of lamb production

2   Appraise quality standards for sheep carcasses to include market specifications, lean meat index, grading and pricing grids, niche market quality requirements, producer and processor partnerships, lamb marketing groups, purchasing groups, marketing of wool and market strategies and schemes

3   Identify key principles, components and requirements of food safety and overall principles of EU regulations

in relation to sheep farming including livestock traceability, animal welfare, hygiene/clean livestock, animal feed, animal remedies and cross compliance

4   Assess work organisation and mechanisation requirements on sheep farms including labour efficiency, work routines, machinery systems, machinery efficiency and options for machinery purchase

5   Evaluate sheep housing and handling facilities in respect of planning permission requirements, facilities, costings, structural improvement schemes and environmental impact

6   Devise a sheep flock breeding policy, programme and calendar to maximise output/ewe including choice of breed for ewes and rams, lambing arrangements and breeding, lambing and weaning tasks

7   Devise a grazing and winter feeding programme and plan to maximize performance for a large ewe flock including grazing management plans, silage production plan, diet formulation for different classes of stock and winter feeding programmes for different classes of stock

8   Devise a health programme for a large ewe flock to include bio-security, control of internal and external parasites, control of infections diseases and implementation of a vaccination programme

9   Evaluate potential financial returns from sheep farming to include impact of scale, system of production, assets and capital requirements and compatibility with other enterprises

10   Assess the potential for expansion and/or conversion in sheep production and any requirements arising at farm level

11   Identify latest research findings/technology development and policy trends in relation to sheep production.

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

Examination - Theory	50%
Assignment	50%

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.

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.

The asessor will devise two assessments, one of 30% and one of 20%

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.
	2.
	3. Access to a suitable sheep farm with appropriate housing and handling facilities
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 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.

Strand	Sub-strand	Nature of learning
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