

Component Specification

Equine Anatomy and Physiology

NFQ Level 6

6N3388

1. Component Details

Title	Equine Anatomy and Physiology
Teideal as Gaeilge	Anatamaíocht agus Fiseolaíocht na gCapall
Award Class	Minor
Code	6N3388
Level	6
Credit Value	15
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence to understand in depth the structure and function of the horse's body.
Learning Outcomes	Learners will be able to: <ol style="list-style-type: none">1 Discuss the evolutionary changes that have taken place in the horse2 Examine basic biology including osmosis, diffusion, mitosis, meiosis, cellular respiration and the structure and function of different cell types3 Explain the growth of the bone and factors that influence the development of bone, including reference to Developmental Orthopedic Diseases (DODs)4 Identify bones, ligaments, tendons and joints of the lower leg and common problems associated with this area

- 5 Explore the significance of skeletal muscle type on performance and skeletal and muscular response to training
- 6 Discuss the circulatory system and structure of the heart including the roles of the pacemaker and the roles of the constituents of blood
- 7 Describe the role of the cardiovascular and lymphatic systems in the body's defense mechanism describing four cardiovascular disorders
- 8 Describe aerobic respiration including an outline of the roles played by the respiratory and circulatory system
- 9 Outline the functions of the respiratory system, identifying each part and including the process of gaseous exchange and the breathing mechanism
- 10 Describe some common ailments, diseases and anatomical problems to include laryngeal hemiplegia, dorsal displacement of the soft palate, recurrent airway obstruction, and exercise induced pulmonary haemorrhage of the respiratory system
- 11 Discuss the impact of modern day feeding practices on the overall health and functioning of the gastro intestinal tract, including common ailments and their preventative measures
- 12 Describe the functions of all parts of the female and male equine reproductive systems, including identification of all parts
- 13 Describe the oestrus cycle of the mare including the role of hormones in the control of the cycle, the changes that occur behaviourally and physiologically during the cycle and how humans can intervene and manipulate the cycle
- 14 Describe the development of the embryo from fertilisation to foaling and common associated problems
- 15 Outline the main functions of the urinary system including the identification the main parts
- 16 Outline the gross and microscopic structure of the kidney, including the regulation of salts, filtration, secretion and re-absorption of fluids in the kidney to form urine
- 17 Describe the structure and function of the equine nervous system including the roles of different types

of neuron and the functions of the different parts of the brain

- 18 Explore the location and function of the individual endocrine glands and the hormones produced there
- 19 Examine common skin disorders, discussing preventative measures
- 20 Examine common hoof disorders and their possible treatments, including laminitis, navicular and pedal ostitis
- 21 Compare the digestive system of the horse with that of monogastrics and ruminants, including reference to the different regions of the equine stomach.

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.gqi.ie.

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

Assignment	40%
Examination - Theory	60%

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.

The tutor will devise 2 assignments with a weighting of 20% each

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

There are no specific 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.

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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