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| C:\Users\amaher\Desktop\QQI-RGB-eng-72.jpg  **This document contains standards specifications which have either changed or are new i.e. items in red. All others remain as before and are available through the code hyperlink.** | | | | | | | | | |
| **Award under review Agriculture 6M2254** | |  | **120** |  |  | **Proposed revised award** | |  | **120** |
| **Code** | **Title** | **Level** | **Credit Value** | **Indicate mapping reference to proposed award** | **Indicate if no change has been made** | **Code Ref** | **Title** | **Level** | **Credit Value** |
|  |  |  |  |  | **Major Award: Agriculture** | **5** | **120** |
| **All of the following component(s)** | | | | **All of the following component(s)** | | | |
| [6N1947](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N1947) | Work Practice | 6 | 15 |  | No change | 6N1947 | Work Practice | 6 | 15 |
| [6N2232](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N2232) | Farm Management | 6 | 10 | 1 & 3 |  |  |  |  |  |
| [6N2233](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N2233) | Farm Business Planning | 6 | 10 | 1 & 3 |  |  |  |  |  |
|  |  |  |  |  |  | 1 | Farm Management and Business Planning | 6 | 10 |
|  |  |  |  |  |  | 2 | Sustainable Farming in the Environment | 6 | 10 |
|  |  |  |  |  |  | 3 | Capstone for Agriculture | 6 | 15 |
| **A minimum credit value of 15 from the following component(s)** | | | |  |  | **A minimum credit value of 15 from the following components** | | | |
| [6N1948](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N1948) | Team Leadership | 6 | 15 |  | No change | [6N1948](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N1948) | Team Leadership | 6 | 15 |
| [6N1949](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N1949) | Personal and Professional Development | 6 | 15 |  | No change | [6N1949](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N1949) | Personal and Professional Development | 6 | 15 |
| [6N1950](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N1950) | Communications | 6 | 15 |  | No change | [6N1950](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N1950) | Communications | 6 | 15 |
| [6N2191](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N2191) | Leadership | 6 | 15 |  | No change | [6N2191](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N2191) | Leadership | 6 | 15 |
|  |  |  |  |  | Additional | 6N1941 | Entrepreneurship | 6 | 15 |
|  |  |  |  |  | Additional | 6N2104 | Supervisory Skills | 6 | 15 |
|  |  |  |  |  |  |  |  |  |  |
| **A minimum credit value of 55 from the following component(s)** | | | |  |  | **A minimum of 45 credits from the following components** | |  |  |
| [6N0235](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N0235) | Managing Crop Nutrition | 6 | 10 |  | No change | [6N0235](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N0235) | Managing Crop Nutrition | 6 | 10 |
| [6N0305](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N0305) | Managing Ruminant Nutrition | 6 | 10 |  |  | [6N0305](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N0305) | Managing Ruminant Nutrition | 6 | 10 |
| [6N2235](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N2235) | Beef Management | 6 | 15 | 4 |  | 4 | Beef Husbandry Management | 6 | 15 |
| [6N2237](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N2237) | Sheep Management | 6 | 15 | 5 |  | 5 | Sheep Husbandry Management | 6 | 15 |
| [6N2239](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N2239) | Pig Management | 6 | 15 | 6 |  | 6 | Pig Husbandry Management | 6 | 15 |
| [6N2240](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N2240) | Crop Management | 6 | 15 | 7 & 8 | \*\*\* | 7 | Crop Production Management | 6 | 10 |
|  |  |  |  |  | \*\*\* | 8 | Crop Markets and Management | 6 | 5 |
| [6N2242](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N2242) | Crop Production Equipment | 6 | 15 |  | No change | [6N2242](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N2242) | Crop Production Equipment | 6 | 15 |
| [6N2243](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N2243) | Farm Equipment Fabrication | 6 | 10 |  | No change | [6N2243](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N2243) | Farm Equipment Fabrication | 6 | 10 |
| [6N2244](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N2244) | Farm Machinery Maintenance | 6 | 10 | 9 |  | 9 | Maintenance of Farm Machinery | 6 | 10 |
| [6N2247](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N2247) | Dairy Management | 6 | 15 | 10 |  | 10 | Dairy Husbandry Management | 6 | 15 |
| [6N2248](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N2248) | Environmental and Sustainable Farming | 6 | 10 | 2 |  |  |  |  |  |
| [6N2249](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N2249) | Applied Cattle Breeding | 6 | 5 |  | Remove |  |  |  |  |
| [6N2250](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N2250) | Grass Management | 6 | 5 | 11 |  | 11 | Grassland Management | 6 | 5 |
| [6N2252](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N2252) | Energy Crop Management | 6 | 5 |  | No change | [6N2252](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N2252) | Energy Crop Management | 6 | 5 |
| [6N2253](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N2253) | Liquid Biofuel Production | 6 | 5 | 12 |  | 12 | Liquid Biofuel Marketing Management | 6 | 5 |
| 6N3526 | Grazing Platform Design | 6 | 5 |  |  |  | Grazing Platform Design | 6 | 5 |
| [6N3005](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N3005) | Farm Performance Measurement | 6 | 5 |  | No change | [6N3005](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N3005) | Farm Performance Measurement | 6 | 5 |
| [6N3525](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N3525) | Applied Livestock Breeding | 6 | 5 |  | No change | [6N3525](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N3525) | Applied Livestock Breeding | 6 | 5 |
| **Award under review Agriculture 6M2254** | | | **120** |  |  | **Proposed revised award** | | | **120** |
| **Code** | **Title** | **Level** | **Credit Value** | **Indicate mapping reference to proposed award** | **Indicate if no change has been made** | **Code Ref** | **Title** | **Level** | **Credit Value** |
| [6N4733](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N4733) | Vehicle Electrical Principles | 6 | 15 | 13 |  | 13 | Electrical Principles of Vehicles | 6 | 15 |
| [6N4734](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N4734) | Vehicle Mechanical Maintenance | 6 | 15 | 14 |  | 14 | Mechanical Maintenance of Vehicles | 6 | 15 |
| [6N0723](http://qsearch.qqi.ie/WebPart/AwardDetails?awardCode=6N0723) | Milking Process Routine | 6 | 5 | 15 |  | 15 | Milking Process Technique | 6 | 5 |
|  |  |  |  |  | \*\*\* | 16 | Agricultural Land Drainage | 6 | 10 |
|  |  |  |  |  | \*\*\* | 17 | Managing Pig Nutrition | 6 | 10 |
|  |  |  |  |  | \*\*\* | 18 | Pig Equipment Management | 6 | 10 |
|  |  |  |  |  | \*\*\* | 19 | Applied Pig Reproduction | 6 | 10 |
|  |  |  |  |  | \*\*\* | 20 | Managing Poultry Nutrition | 6 | 10 |
|  |  |  |  |  | \*\*\* | 21 | Poultry Equipment Management | 6 | 10 |
|  |  |  |  |  | \*\*\* | 22 | Poultry Management | 6 | 15 |
|  |  |  |  |  | \*\*\* | 23 | Applied Poultry Reproduction | 6 | 10 |
| **The remaining credit value of 15 can be obtained by using relevant component(s) from level 6. A maximum of 15 credits may be used from level 5.** | | | |  |  | **The remaining credit value of 10 can be obtained by using relevant component(s) from level 6. A maximum of 10 credits may be used from level 5.** | | | |

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| Certificate Specification | | |
| Title:  Award Class:  NFQ Level:  Credit Value:  Code: | Agriculture  Major  6  120  To be assigned by QQI | |
| Purpose:  The purpose of this award is to enable the learner to work independently on a farm, supervising the farming operation and or to progress to further or higher education. | | |
| Expected learning outcomes | **Strand** | **NFQ level Indicators** |
| The learner should be able to: |  |  |
| Demonstrate knowledge of a range of agriculture policies, procedures and farming practices that enable the management of a farm | **Knowledge -Breadth** | Specialised knowledge of a broad area |
| Demonstrate a significant depth of knowledge of the principles, theories, legislation, regulations and technologies pertinent to agriculture. | **Knowledge - Kind** | Some theoretical concepts and abstract thinking, with significant depth in some areas |
| Apply a comprehensive range of interpersonal, personal and technical skills in the effective management of a farm. | **Know-how and skill - Range** | Demonstrate comprehensive range of specialised skills and tools |
| Manage a farm responding appropriately to challenges and adapting to personal, social, environmental, legislative and economic changes | **Know-how and skill**  **Selectivity** | Formulate responses to well-defined abstract problems |
| Demonstrate the ability to work effectively in a farming context, supervising a range of farming operations | **Competence- Context** | Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts |
| Demonstrate autonomy and take responsibility for the work of others and the allocation of resources in a farming context, dealing effectively with a range of external organisations and individuals. | **Competence- 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, complex and heterogeneous groups |
| Take responsibility for own professional development and or assist others in identifying their own professional development needs. | **Competence- Learning to learn** | Learn to take responsibility for own learning within a managed environment |

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| **Certificate Prerequisites** | | | | | |
|  | **Award Code** | **Award Title** | **NFQ Level** | **Credit Value** | |
| **All of the following component(s)** | | | | | |
|  | 6N1947 | Work Practice | 6 | | 15 |
|  | TBC | Farm Management & Business Planning | 6 | | 10 |
|  | TBC | Sustainable Farming in the Environment | 6 | | 10 |
|  | TBC | Capstone for Agriculture | 6 | | 15 |
| **A minimum credit value of 15 from the following component(s)** | | | | | |
|  | 6N1948 | Team Leadership | 6 | | 15 |
|  | 6N1949 | Personal and Professional Development | 6 | | 15 |
|  | 6N1950 | Communications | 6 | | 15 |
|  | 6N2191 | Leadership | 6 | | 15 |
|  | 6N1941 | Entrepreneurship | 6 | | 15 |
|  | 6N2104 | Supervisory Skills | 6 | | 15 |
| **A minimum credit value of 45 from the following component(s)** | | | | | |
|  | 6N0235 | Managing Crop Nutrition | 6 | | 10 |
|  | 6N0305 | Managing Ruminant Nutrition | 6 | | 10 |
|  | TBC | Beef Husbandry Management | 6 | | 15 |
|  | TBC | Sheep Husbandry Management | 6 | | 15 |
|  | TBC | Pig Management | 6 | | 15 |
|  | TBC | Crop Production Management | 6 | | 10 |
|  | TBC | Crops Markets and Management | 6 | | 5 |
|  | 6N2242 | Crop Production Equipment | 6 | | 15 |
|  | 6N2243 | Farm Equipment Fabrication | 6 | | 10 |
|  | TBC | Maintaining Farm Machinery | 6 | | 10 |
|  | TBC | Dairy Husbandry Management | 6 | | 15 |
|  | TBC | Grassland Management | 6 | | 5 |
|  | 6N2252 | Energy Crop Management | 6 | | 5 |
|  | TBC | Liquid Bio-fuel Marketing Management | 6 | | 5 |
|  | TBC | Grazing Platform Design | 6 | | 5 |
|  | 6N3005 | Farm Performance Measurement | 6 | | 5 |
|  | 6N3525 | Applied Livestock Breeding | 6 | | 5 |
|  | TBC | Electrical Principles of Vehicles | 6 | | 15 |
|  | TBC | Mechanical Maintenance of Vehicles | 6 | | 15 |
|  | TBC | Milking Process Technique | 6 | | 5 |
|  | TBC | Agricultural Land Drainage | 6 | | 5 |
|  | TBC | Managing Pig Nutrition | 6 | | 10 |
|  | TBC | Pig Equipment Management | 6 | | 10 |
|  | TBC | Applied Pig Reproduction | 6 | | 10 |
|  | TBC | Managing Poultry Nutrition | 6 | | 10 |
|  | TBC | Poultry Equipment Management | 6 | | 10 |
|  | TBC | Poultry Management | 6 | | 15 |
|  | TBC | Applied Poultry Reproduction | 6 | | 10 |
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| **The remaining credit value of 10 can be obtained by using relevant component(s) from level 6. A maximum of 10 credits may be used from level 5.** | | | | | |

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| **Assessment** |
| Details of QQI's assessment requirements are set out in QQI’s current Assessment Guidelines and Validation Policy and Criteria.  Assessment is criterion referenced. Successful achievement of the award is based on learners attaining the expected (determined) standards of knowledge, skill or competence.  The techniques set out for the assessment for QQI awards are considered optimal. In exceptional circumstances a further education and training provider may seek approval of alternative assessment techniques through its application for programme validation. |
| **Award Classification** |
| Pass 50% threshold  Merit 65% threshold  Distinction 80% threshold  A percentage grading system shall be used with a pass mark of 50%.  A pass classification or passing percentage grade shall indicate that all the expected learning outcomes have been achieved and any classification or percentage grade in excess of these respectively indicate achievement in excess of this.  The award class (where the award is classified) is based on a credit weighted mean of percentage grades awarded for the elements of a programme of education and training validated for this award.  A QQI award or a QQI award with pass classification shall only be awarded where all of the award’s expected learning outcomes have been achieved. |
| **Particular Guidelines on Assessment for the Major Award** |
| None |
| **Specific Validation Requirements** |
| The provider must have all of the following in place to offer this award:  1. Access to a farm with appropriate animal and crop housing and handling facilities in compliance with health and safety requirements  2. Access to a farm with appropriate skills demonstration space in compliance with health and safety requirements  3. Access to a farm of sufficient scale to ensure that all learners have access to animals and equipment and crops required to practice and achieve learning outcomes  4. Stated policies and procedures by the provider to deal with potential bio-security risks  5. Stated Specific Validation Requirements on individual component awards |
| **Supporting Documentation** |
| None |
| **General Access Expectations** |
| Generally, to access programmes leading to major awards 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. |
| **Particular Access Expectations** |
| To access this award the learner shall have successfully completed **Level 5 Certificate in Agriculture** or equivalent qualification |
| **Particular Transfer and Progression Expectations** |
| No particular transfer or progression expectations noted |
| **QQI Policy** |
| This standard shall be interpreted consistently with QQI’s *Policy for Determining Awards*  *Standards* and its *Policy and Criteria for Making Awards*. |

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| Component Specification | | | |
| Title:  Award Class:  NFQ Level:  Credit Value:  Code: | | Farm Management and Business Planning  Minor  6  10  To be assigned by QQI | |
| Purpose:  The purpose of this award is to equip the learner with the knowledge, skill and competence to effectively evaluate internal and external factors affecting the farm business | | | |
| Expected Learning Outcomes | **Strand** | | **NFQ level Indicators** |
| The learner should be able to: |  | |  |
| |  |  | | --- | --- | | 1 | Explain liability and risk relating to farming activity | | 2 | Assess the effect of EU and National legislation on the running of a given farm situation | | 3 | Outline supports available to farmers from government, state agencies and other non-governmental organisations | | 4 | Appraise the taxation system in relation to farming | | 5 | Assess financial services and credit requirements available to farmers | | **Knowledge** | | **Breadth** Specialised knowledge of a broad area  **Kind** Some theoretical concepts and abstract thinking, with significant depth in some areas |
| |  |  | | --- | --- | | 6 | Assess efficiency, output and business performance of a given farm situation | | 7 | Develop and evaluate realistic options to improve a given agriculture situation, taking account of EU and National environmental legislation | | 8 | Predict benefits and implications of implementing a change to a farm including using cost benefit analysis and calculating loan repayments | | 9 | Cost a realistic development for a given farm situation | | 10 | Investigate succession, inheritance, ownership, title and business arrangements pertinent to farming | | 11 | Calculate costs of transferring ownership of farm property. | | 12 | Investigate an alternative enterprise appropriate to the land based sector | | **Know-how and skill** | | **Range** Demonstrate comprehensive range of specialised skills and tools  **Selectivity** Formulate responses to well-defined abstract problems |
|  | **Competence** | | **Context**  Utilise diagnostic and creative skills in a range of functions in a wide variety 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, complex and heterogeneous groups  **Learning to learn**  Learn to take responsibility for own learning within a managed environment  **Insight**  Express an internalised, personal world view, reflecting engagement with others |

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| **Assessment** |
| Details of QQI's assessment requirements are set out in QQI’s current Assessment Guidelines and Validation Policy and Criteria.  Assessment is criterion referenced. Successful achievement of the award is based on learners attaining the expected (determined) standards of knowledge, skill or competence.  The techniques set out for the assessment for QQI awards are considered optimal. In exceptional circumstances a further education and training provider may seek approval of alternative assessment techniques through its application for programme validation. |
| **Award classification [NFQ level 4 and higher]** |
| Pass 50% threshold  Merit 65% threshold  Distinction 80% threshold  A percentage grading system shall be used with a pass mark of 50%.  A pass classification or passing percentage grade shall indicate that all the expected learning outcomes have been achieved and any classification or percentage grade in excess of these respectively indicate achievement in excess of this.  The award class (where the award is classified) is based on a credit weighted mean of percentage grades awarded for the elements of a programme of education and training validated for this award.  A QQI award or a QQI award with pass classification shall only be awarded where all of the award’s expected learning outcomes have been achieved. |
| **Particular Guidelines on Assessment for the Minor Award** |
| **Each assessment type must be passed**  **Examination Theory 30%**  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 examination to assess all learning outcomes 1 - 5.  **Assignment 70%**  The assessor will devise two assignments to assess learning outcomes 6 to 12.  **Assignment 1 Farm Planning 50%**  The assessor will devise an assignment worth 40% to assess learning outcomes 6 – 9 based on a farming situation.  The assignment must include the following sections on a given farm situation:  1. Assessment of the physical and financial farm performance  2. Options for the farming situation and their evaluation  3. Cost benefit analysis  4. Repayment capacity and calculating repayments  4. Prioritisation plan and Implications arising from the plan and to manage the change  **Assignment 2 (20%)**  The assessor will devise assignment(s) based on learning outcomes 10 - 12 |
| **Prescribed Assessment Techniques for the Minor Award** |
| Candidates are required to be assessed using the following techniques. The available percentage marks for this award are to be apportioned over the assessment techniques as follows.  Examination Theory 30%  Assignment 70% |
| **Specific Validation Requirements** |
| None |
| **Supporting Documentation** |
| None |
| **General Access Expectations** |
| Generally, to access programmes leading to major awards 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. Some awards may specify additional requirements for access. |
| **Particular Access Expectations** |
| 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. |
| **Particular Transfer and Progression Expectations** |
| 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. |
| **QQI Policy** |
| This standard shall be interpreted consistently with QQI’s *Policy for Determining Awards*  *Standards* and its *Policy and Criteria for Making Awards*. |

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| Component Specification | | | |
| Title:  Award Class:  NFQ Level:  Credit Value:  Code: | | Sustainable Farming in the Environment  Minor  6  10  To be assigned by QQI | |
| Purpose:  The purpose of this award is to equip the learner with the knowledge, skill and competence to use environmentally-friendly and sustainable farming methods in compliance with relevant EU and national legislation. | | | |
| Expected Learning Outcomes | **Strand** | | **NFQ level Indicators** |
| The learner should be able to: |  | |  |
| |  |  | | --- | --- | | 1 | Outline the effects of farming on the environment | | 2 | Describe wildlife habitats of Irish agriculture | | 3 | Describe measures to protect and enhance wildlife and biodiversity | | 4 | Outline hedgerow management and its role sustainability | | 5 | Evaluate the suitability and impact of environmental protection schemes for a given farm situation | | 6 | Outline requirements for compliance in respect of EU legislation relation to the environment | | 7 | Describe key considerations and methods in agriculture sustainable development | | 8 | Outline policies and strategies for reducing the greenhouse impact of agriculture | | **Knowledge** | | **Breadth** Specialised knowledge of a broad area  **Kind** Some theoretical concepts and abstract thinking, with significant depth in some areas |
| |  |  | | --- | --- | | 9 | Carry out an environmental resource audit for a given farm situation | | 10 | Evaluate energy usage and efficiency and energy conservation principles of a given farm situation | | 11 | Draw up a manure management programme for a given farm situation | | 12 | Devise an integrated pest management plan for a given farm situation | | **Know-how and skill** | | **Range** Demonstrate comprehensive range of specialised skills and tools  **Selectivity** Formulate responses to well-defined abstract problems |
|  | **Competence** | | **Context**  Utilise diagnostic and creative skills in a range of functions in a wide variety 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, complex and heterogeneous groups  **Learning to learn**  Learn to take responsibility for own learning within a managed environment  **Insight**  Express an internalised, personal world view, reflecting engagement with others |

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| **Assessment** |
| Details of QQI's assessment requirements are set out in QQI’s current Assessment Guidelines and Validation Policy and Criteria.  Assessment is criterion referenced. Successful achievement of the award is based on learners attaining the expected (determined) standards of knowledge, skill or competence.  The techniques set out for the assessment for QQI awards are considered optimal. In exceptional circumstances a further education and training provider may seek approval of alternative assessment techniques through its application for programme validation. |
| **Award classification [NFQ level 4 and higher]** |
| Pass 50% threshold  Merit 65% threshold  Distinction 80% threshold  A percentage grading system shall be used with a pass mark of 50%.  A pass classification or passing percentage grade shall indicate that all the expected learning outcomes have been achieved and any classification or percentage grade in excess of these respectively indicate achievement in excess of this.  The award class (where the award is classified) is based on a credit weighted mean of percentage grades awarded for the elements of a programme of education and training validated for this award.  A QQI award or a QQI award with pass classification shall only be awarded where all of the award’s expected learning outcomes have been achieved. |
| **Particular Guidelines on Assessment for the Minor Award** |
| Examination Theory 40%  The assessor will devise a theory examination to assess learning outcomes 1 to 8  Assignment 60%  The assessor will devise not less than two assignments to assess learning outcomes 9 to 12 |
| **Prescribed Assessment Techniques for the Minor Award** |
| Candidates are required to be assessed using the following techniques. The available percentage marks for this award are to be apportioned over the assessment techniques as follows.  Examination Theory 40%  Assignment 60% |
| **Specific Validation Requirements** |
| None |
| **Supporting Documentation** |
| None |
| **General Access Expectations** |
| Generally, to access programmes leading to major awards 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. Some awards may specify additional requirements for access. |
| **Particular Access Expectations** |
| 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. |
| **Particular Transfer and Progression Expectations** |
| 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 |
| **QQI Policy** |
| This standard shall be interpreted consistently with QQI’s *Policy for Determining Awards*  *Standards* and its *Policy and Criteria for Making Awards*. |

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| Component Specification | | | |
| Title:  Award Class:  NFQ Level:  Credit Value:  Code: | | Capstone for Agriculture  Minor  6  15  To be assigned by QQI | |
| Purpose:  The component is exclusively associated with the Advanced Certificate in Agriculture. The award will be available to those learners who have demonstrated the knowledge, skill and competence prescribed in this award specification. Specifically, achieving the capstone minor award requires evidence of integrate learning involving the expected learning outcomes (ELOs) specified by all the minors required to qualify for this major and the demonstrated achievement of this awards expected learning outcomes. | | | |
| Expected Learning Outcomes | **Strand** | | **NFQ level Indicators** |
| The learner should be able to: |  | |  |
| |  |  | | --- | --- | | 1 | Assess and benchmark a farming business against national performance figures, EU and Irish legislation and the Department of Agriculture requirements | | 2 | Appraise farming activity in terms of health and safety and environmental impact | | 3 | Appraise the effect and benefits of genetic selection at farm level in terms of breeding, and varietal selection to enhance performance | | 4 | Assess the natural resources available at farm level and develop appropriate actions to improve farm performance while both protecting and harnessing these resources in a sustainable manner | | 5 | Assess how a farm manager can develop a farm holding in the context of personal organisation, the holding’s resources and market requirements within natural, economic and legal constraints | | **Knowledge** | | **Breadth** Specialised knowledge of a broad area  **Kind** Some theoretical concepts and abstract thinking, with significant depth in some areas |
| |  |  | | --- | --- | | 6 | Formulate a farming strategy and devise a whole farm plan in line with best practice, to develop a given agriculture situation while complying with current EU directives and national legislation, and requirements of the various relevant governmental departments and regulatory bodies | | 7 | Evaluate current farming practice for a given farming situation and recommend improvements | | 8 | Formulate a plan to maximise genetic advantage and utilise natural resources available for a given farm situation | | 9 | Follow a logical practical sequence, prioritise and cost works required for proposed changes to a given farm situation | | 10 | Evaluate likely effects on the environment, energy usage and carbon emissions, pre and post proposed whole farm plan | | 11 | Predict the effects of inflation on the proposed farm plan | |  |  | | | **Know-how and skill** | | **Range** Demonstrate comprehensive range of specialised skills and tools  **Selectivity** Formulate responses to well-defined abstract problems |
| |  |  | | --- | --- | | 12 | Defend conclusions following a strategic review of a given farm situation | | 13 | Reflect on the impact of the knowledge, skills and competences attained in relation to developing in the role of a farm manager | | **Competence** | | **Context**  Utilise diagnostic and creative skills in a range of functions in a wide variety 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, complex and heterogeneous groups  **Learning to learn**  Learn to take responsibility for own learning within a managed environment  **Insight**  Express an internalised, personal world view, reflecting engagement with others |

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| **Assessment** |
| Details of QQI's assessment requirements are set out in QQI’s current Assessment Guidelines and Validation Policy and Criteria.  Assessment is criterion referenced. Successful achievement of the award is based on learners attaining the expected (determined) standards of knowledge, skill or competence.  The techniques set out for the assessment for QQI awards are considered optimal. In exceptional circumstances a further education and training provider may seek approval of alternative assessment techniques through its application for programme validation. |
| **Award classification [NFQ level 4 and higher]** |
| Pass 50% threshold  Merit 65% threshold  Distinction 80% threshold  A percentage grading system shall be used with a pass mark of 50%.  A pass classification or passing percentage grade shall indicate that all the expected learning outcomes have been achieved and any classification or percentage grade in excess of these respectively indicate achievement in excess of this.  The award class (where the award is classified) is based on a credit weighted mean of percentage grades awarded for the elements of a programme of education and training validated for this award.  A QQI award or a QQI award with pass classification shall only be awarded where all of the award’s expected learning outcomes have been achieved. |
| **Particular Guidelines on Assessment for the Minor Award** |
| **Project 100%**  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 whole farm planning project for a given farming situation to all assess all of the learning outcomes. The project must include  1) An appraisal of key farm physical and financial performance indicators and current farming practices  2) An evaluation of options to develop a given farming situation, taking account of available natural resources while maximising genetic advantage  3) Possible development strategies resulting from participation in discussion groups, farm and industry visits, work practice and personal experience  4) A medium term realistic strategy to develop the physical and financial performance for a given farming situation with proposals to change current farming practice, taking account of best practice in husbandry, breeding / varietal selection, safety, health and welfare, utilisation of available natural resources, EU and national environmental legislation, identification of risk, processor and market requirements  5) Prioritisation and costing of proposed strategy  6) An Integrated pest management plan for the proposed changes  7) Feasibility and defence of conclusions  8) Reflection on knowledge, skills and competences required of a farm manager |
| **Prescribed Assessment Techniques for the Minor Award** |
| Candidates are required to be assessed using the following techniques. The available percentage marks for this award are to be apportioned over the assessment techniques as follows.  Project 100%  The assessor will devise a project to assess all of the learning outcomes. |
| **Specific Validation Requirements** |
| None |
| **Supporting Documentation** |
| My Farm My Plan – Planning for My Future. Teagasc 2014. |
| **General Access Expectations** |
| Generally, to access programmes leading to major awards 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. Some awards may specify additional requirements for access. |
| **Particular Access Expectations** |
| 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. |
| **Particular Transfer and Progression Expectations** |
| 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. |
| **QQI Policy** |
| This standard shall be interpreted consistently with QQI’s *Policy for Determining Awards*  *Standards* and its *Policy and Criteria for Making Awards*. |

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| Component Specification | | | |
| Title:  Award Class:  NFQ Level:  Credit Value:  Code: | | Beef Husbandry Management  Minor  6  10  To be assigned by QQI | |
| Purpose:  The purpose of this award is to equip the learner with the knowledge, skill and competence to manage a beef herd in accordance with best practice and relevant legislation. | | | |
| Expected Learning Outcomes | **Strand** | | **NFQ level Indicators** |
| The learner should be able to: |  | |  |
| |  |  | | --- | --- | | 1 | Describe beef production systems in Ireland from the point of view of factors affecting profitability, production standards and guidelines for different systems of beef production, and land type for different systems of beef production | | 2 | Appraise the beef industry, quality standards and marketing and supports | | 3 | Identify key principles, components and requirements of food safety and overall principles of current EU and national regulation in relation to beef farming | | 4 | Evaluate cattle housing and handling facilities in respect of planning requirements, costings, structural improvement schemes and environmental impact | | 5 | Evaluate cattle housing and handling facilities design | | 6 | Assess work organisation and mechanisation on beef farms | | 7 | Appraise business management processes, decision making and characteristics of successful farm managers. | | 8 | Describe legislation and best practice in regard to employment, engaging service providers, and negotiation skills relevant to agriculture | | **Knowledge** | | **Breadth** Specialised knowledge of a broad area  **Kind** Some theoretical concepts and abstract thinking, with significant depth in some areas |
| |  |  | | --- | --- | | 9 | Devise a grazing and winter feeding programme and plan to maximise performance for a commercial beef enterprise, taking account of different classes of stock | | 10 | Devise a health and vaccination management programme for a beef herd | | 11 | Evaluate potential financial returns from beef farming to include, assets, capital requirements and compatibility with other enterprises | | 12 | Assess the potential for expansion and or conversion in beef production and any requirements arising at farm level | | 13 | Appraise work practices on a suckler enterprise taking into account labour, enterprise performance, facilities and recommending change | | **Know-how and skill** | | **Range** Demonstrate comprehensive range of specialised skills and tools  **Selectivity** Formulate responses to well-defined abstract problems |
| |  |  | | --- | --- | | 14 | Identify the latest research findings / technology development and policy trends in relation to beef production. | | **Competence** | | **Context**  Utilise diagnostic and creative skills in a range of functions in a wide variety 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, complex and heterogeneous groups  **Learning to learn**  Learn to take responsibility for own learning within a managed environment  **Insight**  Express an internalised, personal world view, reflecting engagement with others |

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| **Assessment** |
| Details of QQI's assessment requirements are set out in QQI’s current Assessment Guidelines and Validation Policy and Criteria.  Assessment is criterion referenced. Successful achievement of the award is based on learners attaining the expected (determined) standards of knowledge, skill or competence.  The techniques set out for the assessment for QQI awards are considered optimal. In exceptional circumstances a further education and training provider may seek approval of alternative assessment techniques through its application for programme validation. |
| **Award classification [NFQ level 4 and higher]** |
| Pass 50% threshold  Merit 65% threshold  Distinction 80% threshold  A percentage grading system shall be used with a pass mark of 50%.  A pass classification or passing percentage grade shall indicate that all the expected learning outcomes have been achieved and any classification or percentage grade in excess of these respectively indicate achievement in excess of this.  The award class (where the award is classified) is based on a credit weighted mean of percentage grades awarded for the elements of a programme of education and training validated for this award.  A QQI award or a QQI award with pass classification shall only be awarded where all of the award’s expected learning outcomes have been achieved. |
| **Particular Guidelines on Assessment for the Minor Award** |
| **Each assessment type must be passed**  **Examination - Theory 50%**  An examination provides a means of assessing a learner’s ability to recall and apply knowledge, skill 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 assess learning outcomes 1 to 8 and 14 using theory based examination(s)  **Assignment 50%**  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 assessor will assess learning outcomes 9 to 13 using assignment(s)  20% of the available assignment marks will be awarded to 5 individual reports of discussion groups based on 5 farm visits. The discussion groups must be based on 5 different technical areas linked to learning outcomes 9 to 13. |
| **Prescribed Assessment Techniques for the Minor Award** |
| Candidates are required to be assessed using the following techniques. The available percentage marks for this award are to be apportioned over the assessment techniques as follows.  Examination - Theory 50%  Assignment 50% |
| **Specific Validation Requirements** |
| The provider must have all of the following in place to offer this award:  1) access to a suitable beef farm of commercial scale, with appropriate and suitable housing and handling facilities |
| **Supporting Documentation** |
| None |
| **General Access Expectations** |
| Generally, to access programmes leading to major awards 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. Some awards may specify additional requirements for access. |
| **Particular Access Expectations** |
| 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. |
| **Particular Transfer and Progression Expectations** |
| 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. |
| **QQI Policy** |
| This standard shall be interpreted consistently with QQI’s *Policy for Determining Awards*  *Standards* and its *Policy and Criteria for Making Awards*. |

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| Component Specification | | | |
| Title:  Award Class:  NFQ Level:  Credit Value:  Code: | | Sheep Husbandry Management  Minor  6  15  To be assigned by QQI | |
| Purpose:  The purpose of this award is to equip the learner with the knowledge, skill and competence to manage sheep in accordance with recommended standards, relevant legislation and good farming practice. | | | |
| Expected Learning Outcomes | **Strand** | | **NFQ level Indicators** |
| The learner should 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 the sheep industry, quality standards, marketing and supports | | 3 | Identify key principles, components and requirements of food safety and overall principles of current EU and national regulations in relation to sheep farming | | 4 | Assess work organisation and mechanisation on sheep farms | | 5 | Evaluate sheep housing and handling facilities in respect of planning permission requirements, facilities, costings, structural improvement schemes and environmental impact | | 6 | Evaluate sheep housing and handling facilities design | | 7 | Appraise business management processes, decision making and characteristics of successful farm managers | | 8 | Describe legislation and best practice in regard to employment, engaging service providers, and negotiation skills relevant to agriculture | |  |  | | **Knowledge** | | **Breadth** Specialised knowledge of a broad area  **Kind** Some theoretical concepts and abstract thinking, with significant depth in some areas |
| |  |  | | --- | --- | | 9 | Devise a grazing and winter feeding programme and plan to maximise performance for a large ewe flock for different classes of stock . | | 10 | Devise a health and vaccination programme for a large ewe flock | | 11 | Evaluate potential financial returns from sheep farming to include impact for scale, system of production, assets and capital requirements and compatibility with other enterprises | | 12 | Assess the potential of expansion and / or conversion in sheep production and any requirements arising at farm level | | 13 | Appraise work on a sheep enterprise taking into account labour, enterprise performance, facilities and recommending change | | **Know-how and skill** | | **Range** Demonstrate comprehensive range of specialised skills and tools  **Selectivity** Formulate responses to well-defined abstract problems |
| |  |  | | --- | --- | | 14 | Identify latest research findings /technology development, new practices and policy trends in relation to sheep production | | **Competence** | | **Context**  Utilise diagnostic and creative skills in a range of functions in a wide variety 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, complex and heterogeneous groups  **Learning to learn**  Learn to take responsibility for own learning within a managed environment  **Insight**  Express an internalised, personal world view, reflecting engagement with others |

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| **Assessment** |
| Details of QQI's assessment requirements are set out in QQI’s current Assessment Guidelines and Validation Policy and Criteria.  Assessment is criterion referenced. Successful achievement of the award is based on learners attaining the expected (determined) standards of knowledge, skill or competence.  The techniques set out for the assessment for QQI awards are considered optimal. In exceptional circumstances a further education and training provider may seek approval of alternative assessment techniques through its application for programme validation. |
| **Award classification [NFQ level 4 and higher]** |
| Pass 50% threshold  Merit 65% threshold  Distinction 80% threshold  A percentage grading system shall be used with a pass mark of 50%.  A pass classification or passing percentage grade shall indicate that all the expected learning outcomes have been achieved and any classification or percentage grade in excess of these respectively indicate achievement in excess of this.  The award class (where the award is classified) is based on a credit weighted mean of percentage grades awarded for the elements of a programme of education and training validated for this award.  A QQI award or a QQI award with pass classification shall only be awarded where all of the award’s expected learning outcomes have been achieved. |
| **Particular Guidelines on Assessment for the Minor Award** |
| **Each assessment type must be passed**  **Examination - Theory 50%**  An examination provides a means of assessing a learner’s ability to recall and apply knowledge, skill 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 assess learning outcomes 1 to and 14 using theory based examination(s)  **Assignment 50%**  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 assessor will assess learning outcomes 9 to 13 using assignment(s)  20% of the available assignment marks will be awarded to 5 individual reports of discussion groups based on 5 farm visits. The discussion groups must be based on 5 different technical areas linked to learning outcomes 9 to 13. |
| **Prescribed Assessment Techniques for the Minor Award** |
| Candidates are required to be assessed using the following techniques. The available percentage marks for this award are to be apportioned over the assessment techniques as follows.  Examination - Theory 50%  Assignment 50% |
| **Specific Validation Requirements** |
| The provider must have the following in place to offer this award   1. access to a suitable sheep farm of commercial size, with appropriate housing and handling facilities |
| **Supporting Documentation** |
| None |
| **General Access Expectations** |
| Generally, to access programmes leading to major awards 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. Some awards may specify additional requirements for access. |
| **Particular Access Expectations** |
| 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. |
| **Particular Transfer and Progression Expectations** |
| 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. |
| **QQI Policy** |
| This standard shall be interpreted consistently with QQI’s *Policy for Determining Awards*  *Standards* and its *Policy and Criteria for Making Awards*. |

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| Component Specification | | | |
| Title:  Award Class:  NFQ Level:  Credit Value:  Code: | | Pig Husbandry Management  Minor  6  15  To be assigned by QQI | |
| Purpose:  The purpose of this award is to equip the learner with the knowledge, skill and competence to manage a pig unit in accordance with recommended standards, relevant legislation and good farming practice. | | | |
| Expected Learning Outcomes | **Strand** | | **NFQ level Indicators** |
| The learner should be able to: |  | |  |
| |  |  | | --- | --- | | 1 | Describe pig production systems in Ireland including factors affecting profitability, production standards and guidelines for different systems of pig production | | 2 | Appraise the pig industry in respect of producer and processor partnership, marketing strategies, schemes, quality, specifications and pricing | | 3 | Identify key principles, components and requirements of food safety and overall principles of current EU and national regulations in relation to pig farming | | 4 | Assess work organisation and mechanisation requirements on pig farms in terms of requirements, systems, routines, efficiency, available options and finance | | 5 | Evaluate pig housing in respect of planning permission requirements, facilities, costings, structural improvement schemes and environmental impact | | 6 | Appraise a pig production enterprise in respect of business management, the management process, decision making and characteristics of successful farm managers | | 7 | Describe legislation and best practice in regard to employment, engaging service providers, and negotiation skills relevant to agriculture | | **Knowledge** | | **Breadth** Specialised knowledge of a broad area  **Kind** Some theoretical concepts and abstract thinking, with significant depth in some areas |
| |  |  | | --- | --- | | 8 | Devise a pig breeding policy and programme to maximise output / sow | | 9 | Devise a feeding programme plan to maximise performance for a commercial pig enterprise, taking account of different classes of stock | | 10 | Devise a health and vaccination programme for a pig herd | | 11 | Evaluate potential financial returns from pig farming to include impact for scale, system of production, assets and capital requirements and compatibility with other enterprises | | 12 | Assess the potential of expansion and / or conversion in pig production and any requirements arising at farm level | | 13 | Appraise work on a live pig enterprise taking into account labour, enterprise performance, facilities and recommending change | | **Know-how and skill** | | **Range** Demonstrate comprehensive range of specialised skills and tools  **Selectivity** Formulate responses to well-defined abstract problems |
| |  |  | | --- | --- | | 14 | Identify latest research findings /technology development, new practices and policy trends in relation to pig production | | **Competence** | | **Context**  Utilise diagnostic and creative skills in a range of functions in a wide variety 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, complex and heterogeneous groups  **Learning to learn**  Learn to take responsibility for own learning within a managed environment  **Insight**  Express an internalised, personal world view, reflecting engagement with others |

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| **Assessment** |
| Details of QQI's assessment requirements are set out in QQI’s current Assessment Guidelines and Validation Policy and Criteria.  Assessment is criterion referenced. Successful achievement of the award is based on learners attaining the expected (determined) standards of knowledge, skill or competence.  The techniques set out for the assessment for QQI awards are considered optimal. In exceptional circumstances a further education and training provider may seek approval of alternative assessment techniques through its application for programme validation. |
| **Award classification [NFQ level 4 and higher]** |
| Pass 50% threshold  Merit 65% threshold  Distinction 80% threshold  A percentage grading system shall be used with a pass mark of 50%.  A pass classification or passing percentage grade shall indicate that all the expected learning outcomes have been achieved and any classification or percentage grade in excess of these respectively indicate achievement in excess of this.  The award class (where the award is classified) is based on a credit weighted mean of percentage grades awarded for the elements of a programme of education and training validated for this award.  A QQI award or a QQI award with pass classification shall only be awarded where all of the award’s expected learning outcomes have been achieved. |
| **Particular Guidelines on Assessment for the Minor Award** |
| **Each assessment type must be passed**  **Examination - Theory 50%**  An examination provides a means of assessing a learner’s ability to recall and apply knowledge, skill 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 examination to assess learning outcomes 1 to 7 and learning outcome 14  **Assignment 50%**  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 assessor will devise an assignment to assess learning outcomes 8 to 13  20% of the available assignment marks will be awarded to 5 individual reports of discussion groups based on 5 different technical areas linked to learning outcomes 8 to 13. |
| **Prescribed Assessment Techniques for the Minor Award** |
| Candidates are required to be assessed using the following techniques. The available percentage marks for this award are to be apportioned over the assessment techniques as follows.  Examination - Theory 50%  Assignment 50% |
| **Specific Validation Requirements** |
| None |
| **Supporting Documentation** |
| None |
| **General Access Expectations** |
| Generally to access programmes leading to major awards 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. Some awards may specify additional requirements for access. |
| **Particular Access Expectations** |
| 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.  The learner must also have   1. access to a suitable pig farm with appropriate housing and handling facilities 2. access to farm with appropriate skills demonstration space in compliance with health and safety requirements |
| **Particular Transfer and Progression Expectations** |
| 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. |
| **QQI Policy** |
| This standard shall be interpreted consistently with QQI’s *Policy for Determining Awards*  *Standards* and its *Policy and Criteria for Making Awards*. |

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| Component Specification | | | |
| Title:  Award Class:  NFQ Level:  Credit Value:  Code: | | Crop Production Management  Minor  6  10  To be assigned by QQI | |
| Purpose:  The purpose of this award is to equip the learner with the knowledge, skill and competence to manage crop production in accordance with recommended standards, relevant legislation and good farming practice. | | | |
| Expected Learning Outcomes | **Strand** | | **NFQ level Indicators** |
| The learner should be able to: |  | |  |
| |  |  | | --- | --- | | 1 | Describe systems of crop production including conventional systems, eco tillage, sustainable crop production and integrated crop management | | 2 | Describe the necessary principles, knowledge and managerial skills for the production of cereal crops, root crops, alternative combinable crops and the production and conservation of forage crops | | 3 | Appraise quality standards applied to crop production | | **Knowledge** | | **Breadth** Specialised knowledge of a broad area  **Kind** Some theoretical concepts and abstract thinking, with significant depth in some areas |
| |  |  | | --- | --- | | 4 | Evaluate potential financial returns for tillage farming and compatibility with other farm enterprises | | **Know-how and skill** | | **Range** Demonstrate comprehensive range of specialised skills and tools  **Selectivity** Formulate responses to well-defined abstract problems |
| |  |  | | --- | --- | | 5 | Assess the potential for expansion and/or conversion in crop production and any requirements arising a farm level | |  |  | |  |  | |  |  | | **Competence** | | **Context**  Utilise diagnostic and creative skills in a range of functions in a wide variety 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, complex and heterogeneous groups  **Learning to learn**  Learn to take responsibility for own learning within a managed environment  **Insight**  Express an internalised, personal world view, reflecting engagement with others |

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| **Assessment** |
| Details of QQI's assessment requirements are set out in QQI’s current Assessment Guidelines and Validation Policy and Criteria.  Assessment is criterion referenced. Successful achievement of the award is based on learners attaining the expected (determined) standards of knowledge, skill or competence.  The techniques set out for the assessment for QQI awards are considered optimal. In exceptional circumstances a further education and training provider may seek approval of alternative assessment techniques through its application for programme validation. |
| **Award classification [NFQ level 4 and higher]** |
| Pass 50% threshold  Merit 65% threshold  Distinction 80% threshold  A percentage grading system shall be used with a pass mark of 50%.  A pass classification or passing percentage grade shall indicate that all the expected learning outcomes have been achieved and any classification or percentage grade in excess of these respectively indicate achievement in excess of this.  The award class (where the award is classified) is based on a credit weighted mean of percentage grades awarded for the elements of a programme of education and training validated for this award.  A QQI award or a QQI award with pass classification shall only be awarded where all of the award’s expected learning outcomes have been achieved. |
| **Particular Guidelines on Assessment for the Minor Award** |
| **Each Assessment type must be passed**  **Examination - Theory 50%**  An examination provides a means of assessing a learner’s ability to recall and apply knowledge, skill 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 theory examination(s) to assess learning outcomes 1 to 3.  **Assignment 50%**  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 assessor will devise assessment(s) to assess learning outcomes 4 and 5. |
| **Prescribed Assessment Techniques for the Minor Award** |
| Candidates are required to be assessed using the following techniques. The available percentage marks for this award are to be apportioned over the assessment techniques as follows.  Examination - Theory 50%  Assignment 50% |
| **Specific Validation Requirements** |
| The provider must have the following in place to offer this award  1 access to a suitable tillage farm with appropriate crops and equipment |
| **Supporting Documentation** |
| None |
| **General Access Expectations** |
| Generally, to access programmes leading to major awards 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. Some awards may specify additional requirements for access. |
| **Particular Access Expectations** |
| 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. |
| **Particular Transfer and Progression Expectations** |
| 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. |
| **QQI Policy** |
| This standard shall be interpreted consistently with QQI’s *Policy for Determining Awards*  *Standards* and its *Policy and Criteria for Making Awards*. |

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| Component Specification | | | |
| Title:  Award Class:  NFQ Level:  Credit Value:  Code: | | Crop Markets and Management  Minor  6  5  To be assigned by QQI | |
| Purpose:  The purpose of this award is to equip the learner with the knowledge, skill and competence to manage the marketing of crops in accordance with recommended standards, relevant legislation and good farming practice. | | | |
| Expected Learning Outcomes | **Strand** | | **NFQ level Indicators** |
| The learner should be able to: |  | |  |
| |  |  | | --- | --- | | 1 | Appraise crop markets and their requirements | | 2 | Describe the necessary principles, knowledge and managerial skills for the marketing and sale of tillage crops | | 3 | Appraise quality standards for crop market requirements | | 4 | Identify key principles, components, requirements and overall principles of EU regulations in relation to marketing of crops | | 5 | Review decision support systems available to Irish tillage farmers | | 6 | Describe farm storage of cereals, and protein crops | | 7 | Outline the marketing and prices of cereals and protein crops | | **Knowledge** | | **Breadth** Specialised knowledge of a broad area  **Kind** Some theoretical concepts and abstract thinking, with significant depth in some areas |
| |  |  | | --- | --- | | 8 | Appraise farm storage of cereals, and protein crops | | 9 | Assess work organisation and mechanisation requirements on tillage farms | | **Know-how and skill** | | **Range** Demonstrate comprehensive range of specialised skills and tools  **Selectivity** Formulate responses to well-defined abstract problems |
| |  |  | | --- | --- | | 10 | Identify the latest research findings / technology development, new practice and policy trends in relation to the marketing of crops | | **Competence** | | **Context**  Utilise diagnostic and creative skills in a range of functions in a wide variety 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, complex and heterogeneous groups  **Learning to learn**  Learn to take responsibility for own learning within a managed environment  **Insight**  Express an internalised, personal world view, reflecting engagement with others |

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| **Assessment** |
| Details of QQI's assessment requirements are set out in QQI’s current Assessment Guidelines and Validation Policy and Criteria.  Assessment is criterion referenced. Successful achievement of the award is based on learners attaining the expected (determined) standards of knowledge, skill or competence.  The techniques set out for the assessment for QQI awards are considered optimal. In exceptional circumstances a further education and training provider may seek approval of alternative assessment techniques through its application for programme validation. |
| **Award classification [NFQ level 4 and higher]** |
| Pass 50% threshold  Merit 65% threshold  Distinction 80% threshold  A percentage grading system shall be used with a pass mark of 50%.  A pass classification or passing percentage grade shall indicate that all the expected learning outcomes have been achieved and any classification or percentage grade in excess of these respectively indicate achievement in excess of this.  The award class (where the award is classified) is based on a credit weighted mean of percentage grades awarded for the elements of a programme of education and training validated for this award.  A QQI award or a QQI award with pass classification shall only be awarded where all of the award’s expected learning outcomes have been achieved. |
| **Particular Guidelines on Assessment for the Minor Award** |
| Each assessment type must be passed  **Examination - Theory 50%**  An examination provides a means of assessing a learner’s ability to recall and apply knowledge, skill 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 theory examination(s) to assess learning outcomes 1 to 7 and learning outcome 10.  **Assignment 50%**  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 assessor will devise assessment(s) to assess learning outcomes 8 and 9. |
| **Prescribed Assessment Techniques for the Minor Award** |
| Candidates are required to be assessed using the following techniques. The available percentage marks for this award are to be apportioned over the assessment techniques as follows.  Examination - Theory 50%  Assignment 50% |
| **Specific Validation Requirements** |
| The provider must have the following in place to offer this award  1. access to a suitable tillage farm with appropriate crops machinery and grain storage facilities |
| **Supporting Documentation** |
| None |
| **General Access Expectations** |
| Generally, to access programmes leading to major awards 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. Some awards may specify additional requirements for access. |
| **Particular Access Expectations** |
| 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. |
| **Particular Transfer and Progression Expectations** |
| 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. |
| **QQI Policy** |
| This standard shall be interpreted consistently with QQI’s *Policy for Determining Awards*  *Standards* and its *Policy and Criteria for Making Awards*. |

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| Component Specification | | | |
| Title:  Award Class:  NFQ Level:  Credit Value:  Code: | | Maintenance of Farm Machinery  Minor  6  10  To be assigned by QQI | |
| Purpose:  The purpose of this award is to equip the learner with the knowledge, skill and competence to maintain farm machinery. | | | |
| Expected Learning Outcomes | **Strand** | | **NFQ level Indicators** |
| The learner should be able to: |  | |  |
| |  |  | | --- | --- | | 1 | Interpret technical specifications of modern tractors and machinery including their design and associated legislation | | 2 | Describe principles of hydraulic , electrical and fuel systems | | 3 | Outline key health and safety and environmental practices to be observed while working in a farm workshop | | **Knowledge** | | **Breadth** Specialised knowledge of a broad area  **Kind** Some theoretical concepts and abstract thinking, with significant depth in some areas |
| |  |  | | --- | --- | | 4 | Identify commonly used materials and plastics including faults and cracks | | 5 | Read and interpret scaled engineering drawings | | 6 | Set up and operate welding equipment | | 7 | Maintain a range of agricultural machinery to include servicing overhaul preparation for storage and maintenance of records | |  |  | | **Know-how and skill** | | **Range** Demonstrate comprehensive range of specialised skills and tools  **Selectivity** Formulate responses to well-defined abstract problems |
|  | **Competence** | | **Context**  Utilise diagnostic and creative skills in a range of functions in a wide variety 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, complex and heterogeneous groups  **Learning to learn**  Learn to take responsibility for own learning within a managed environment  **Insight**  Express an internalised, personal world view, reflecting engagement with others |

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| **Assessment** |
| Details of QQI's assessment requirements are set out in QQI’s current Assessment Guidelines and Validation Policy and Criteria.  Assessment is criterion referenced. Successful achievement of the award is based on learners attaining the expected (determined) standards of knowledge, skill or competence.  The techniques set out for the assessment for QQI awards are considered optimal. In exceptional circumstances a further education and training provider may seek approval of alternative assessment techniques through its application for programme validation. |
| **Award classification [NFQ level 4 and higher]** |
| Pass 50% threshold  Merit 65% threshold  Distinction 80% threshold  A percentage grading system shall be used with a pass mark of 50%.  A pass classification or passing percentage grade shall indicate that all the expected learning outcomes have been achieved and any classification or percentage grade in excess of these respectively indicate achievement in excess of this.  The award class (where the award is classified) is based on a credit weighted mean of percentage grades awarded for the elements of a programme of education and training validated for this award.  A QQI award or a QQI award with pass classification shall only be awarded where all of the award’s expected learning outcomes have been achieved. |
| **Particular Guidelines on Assessment for the Minor Award** |
| **Each assessment type must be passed**  **Examination Theory 40%**  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  Learning outcomes 1 to 3 will be assessed by theory examination(s)  **Examination Practical 60%**  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  Learning outcomes 4 to 7 will be assessed by practical examination(s)  Learning outcome 6 requires the learner to attempt using the following welding and cutting equipment:  1) Set up, adjust and use a manual arc welding plant for a range of different welding configurations and types  2) Set up, adjust and use a metal inert gas welding plant for a range of different welding configurations and types  3) Set up, adjust and operate a gas cutting and gas welding plant for the repair of farm tractors and machinery |
| **Prescribed Assessment Techniques for the Minor Award** |
| Candidates are required to be assessed using the following techniques. The available percentage marks for this award are to be apportioned over the assessment techniques as follows.    Examination Practical 60%  Examination Theory 40% |
| **Specific Validation Requirements** |
| The provider must have the following in place to offer this award:  1) Access to a farm workshop with equipment for conducting farm machinery maintenance tasks |
| **Supporting Documentation** |
| None |
| **General Access Expectations** |
| Generally, to access programmes leading to major awards 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. Some awards may specify additional requirements for access. |
| **Particular Access Expectations** |
| None |
| **Particular Transfer and Progression Expectations** |
| 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. |
| **QQI Policy** |
| This standard shall be interpreted consistently with QQI’s *Policy for Determining Awards*  *Standards* and its *Policy and Criteria for Making Awards*. |

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| Component Specification | | | |
| Title:  Award Class:  NFQ Level:  Credit Value:  Code: | | Dairy Husbandry Management  Minor  6  15  TBC | |
| Purpose:  The purpose of this award is to equip the learner with the knowledge, skill and competence to manage a dairy herd in accordance with best practice and relevant legislation. | | | |
| Expected Learning Outcomes | **Strand** | | **NFQ level Indicators** |
| The learner should be able to: |  | |  |
| |  |  | | --- | --- | | 1 | Appraise the national and international market situation and outlook for milk and milk products in the context of current EU regulation and Directives and trade negotiations | | 2 | Appraise quality standards and market requirements for milk production | | 3 | Identify key principles, components and requirements of food safety and overall principles of current EU and national regulations | | 4 | Evaluate diary housing, handling facilities and milking parlour designs in respect of planning requirements, costings, structural improvement schemes and environmental impact | | 5 | Evaluate diary housing and milking parlour design | | 6 | Assess work organisation and mechanisation on dairy farms | | 7 | Appraise business management processes, decision making and characteristics of successful farm managers | | 8 | Describe legislation and best practice in regard to employment, engaging service providers, and negotiation skills relevant to agriculture | | **Knowledge** | | **Breadth** Specialised knowledge of a broad area  **Kind** Some theoretical concepts and abstract thinking, with significant depth in some areas |
| |  |  | | --- | --- | | 9 | Devise grazing and winter feed programme and plan for a dairy herd including blueprint for winter and spring milk production and grazing management plans for cows | | 10 | Devise a health and vaccination management programme for a dairy herd | | 11 | Evaluate potential financial returns from dairy farming and compatibility with other enterprises | | 12 | Assess the potential for expansion and or conversion in dairy production and any requirements arising at farm level | | 13 | Appraise work on a dairy enterprise taking into account labour, enterprise performance, facilities and recommending change | | **Know-how and skill** | | **Range** Demonstrate comprehensive range of specialised skills and tools  **Selectivity** Formulate responses to well-defined abstract problems |
| |  |  | | --- | --- | | 14 | Identify the latest research findings / technology development and policy trends in relation to milk production | | **Competence** | | **Context**  Utilise diagnostic and creative skills in a range of functions in a wide variety 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, complex and heterogeneous groups  **Learning to learn**  Learn to take responsibility for own learning within a managed environment  **Insight**  Express an internalised, personal world view, reflecting engagement with others |

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| **Assessment** |
| Details of QQI's assessment requirements are set out in QQI’s current Assessment Guidelines and Validation Policy and Criteria.  Assessment is criterion referenced. Successful achievement of the award is based on learners attaining the expected (determined) standards of knowledge, skill or competence.  The techniques set out for the assessment for QQI awards are considered optimal. In exceptional circumstances a further education and training provider may seek approval of alternative assessment techniques through its application for programme validation. |
| **Award classification [NFQ level 4 and higher]** |
| Pass 50% threshold  Merit 65% threshold  Distinction 80% threshold  A percentage grading system shall be used with a pass mark of 50%.  A pass classification or passing percentage grade shall indicate that all the expected learning outcomes have been achieved and any classification or percentage grade in excess of these respectively indicate achievement in excess of this.  The award class (where the award is classified) is based on a credit weighted mean of percentage grades awarded for the elements of a programme of education and training validated for this award.  A QQI award or a QQI award with pass classification shall only be awarded where all of the award’s expected learning outcomes have been achieved. |
| **Particular Guidelines on Assessment for the Minor Award** |
| **Each assessment type must be passed**  **Examination - Theory 50%**  The assessor will assess learning outcomes 1 to 8 and 14 using theory based examination(s)  An examination provides a means of assessing a learner’s ability to recall and apply knowledge, skill 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 50%**  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 assessor will assess learning outcomes 9 to 13 using assignment(s)  20% of the available assignment marks will be awarded to 5 individual reports of discussion groups based on 5 farm visits. The discussion groups must be based on 5 different technical areas linked to learning outcomes 9 to 13. |
| **Prescribed Assessment Techniques for the Minor Award** |
| Candidates are required to be assessed using the following techniques. The available percentage marks for this award are to be apportioned over the assessment techniques as follows.  Examination - Theory 50%  Assignment 50% |
| **Specific Validation Requirements** |
| The provider must have all of the following in place to offer this award:  1) access to a suitable dairy farm of commercial scale, with appropriate and suitable housing, milking and handling facilities |
| **Supporting Documentation** |
| None |
| **General Access Expectations** |
| Generally to access programmes leading to major awards 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. Some awards may specify additional requirements for access. |
| **Particular Access Expectations** |
| None |
| **Particular Transfer and Progression Expectations** |
| 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. |
| **QQI Policy** |
| This standard shall be interpreted consistently with QQI’s *Policy for Determining Awards*  *Standards* and its *Policy and Criteria for Making Awards*. |

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| Component Specification | | | |
| Title:  Award Class:  NFQ Level:  Credit Value:  Code: | | Grassland Management  Minor  6  5  To be assigned by QQI | |
| Purpose:  The purpose of this award is to equip the learner with the knowledge , skill and competence to implement best practice in grass management | | | |
| Expected Learning Outcomes | **Strand** | | **NFQ level Indicators** |
| The learner should be able to: |  | |  |
| |  |  | | --- | --- | | 1 | Describe the growth habit, annual production pattern and factors influencing grass sward growth and quality | | 2 | Outline the principles and benefits of grass measurement and budgeting | | 3 | Outline reseeding and establishment requirements for grass | | 4 | List actions required when grass covers are either higher or lower than target | | **Knowledge** | | **Breadth** Specialised knowledge of a broad area  **Kind** Some theoretical concepts and abstract thinking, with significant depth in some areas |
| |  |  | | --- | --- | | 5 | Calculate dry matter yield (cover) in a paddock (field) using a quadrant and grass cutter | | 6 | Determine the daily grass requirement for a given herd | | 7 | Establish grass covers and targets for optimum grass utilization on a given dairy, cattle or sheep farm to include livestock details, paddock details, paddock covers, target covers, average cover and grass demand per hectare per day | | 8 | Complete a grass budget for a given farm situation to include spring rotation planner, summer wedge and autumn budget | | **Know-how and skill** | | **Range** Demonstrate comprehensive range of specialised skills and tools  **Selectivity** Formulate responses to well-defined abstract problems |
| |  | | --- | |  | | **Competence** | | **Context**  Utilise diagnostic and creative skills in a range of functions in a wide variety 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, complex and heterogeneous groups  **Learning to learn**  Learn to take responsibility for own learning within a managed environment  **Insight**  Express an internalised, personal world view, reflecting engagement with others |

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| **Assessment** |
| Details of QQI's assessment requirements are set out in QQI’s current Assessment Guidelines and Validation Policy and Criteria.  Assessment is criterion referenced. Successful achievement of the award is based on learners attaining the expected (determined) standards of knowledge, skill or competence.  The techniques set out for the assessment for QQI awards are considered optimal. In exceptional circumstances a further education and training provider may seek approval of alternative assessment techniques through its application for programme validation. |
| **Award classification [NFQ level 4 and higher]** |
| Pass 50% threshold  Merit 65% threshold  Distinction 80% threshold  A percentage grading system shall be used with a pass mark of 50%.  A pass classification or passing percentage grade shall indicate that all the expected learning outcomes have been achieved and any classification or percentage grade in excess of these respectively indicate achievement in excess of this.  The award class (where the award is classified) is based on a credit weighted mean of percentage grades awarded for the elements of a programme of education and training validated for this award.  A QQI award or a QQI award with pass classification shall only be awarded where all of the award’s expected learning outcomes have been achieved. |
| **Particular Guidelines on Assessment for the Minor Award** |
| **Each assessment type must be passed**  **Examination- Theory 20%**  An examination provides a means of assessing a learner’s ability to recall and apply knowledge, skill 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 examination to assess learning outcomes 1 - 4  **Examination - Practical 20 %**  A practical examination assesses the specified practical skills demonstrated in a set period of time under restricted conditions  The assessor will devise a practical examination to assess learning outcomes 5 and 6  **Assignment 60 %**  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 assessor will devise 2 assignments of 30% each to cover all learning outcomes and in particular learning outcomes 7 and 8 |
| **Prescribed Assessment Techniques for the Minor Award** |
| Candidates are required to be assessed using the following techniques. The available percentage marks for this award are to be apportioned over the assessment techniques as follows.  Assignment 60 %  Examination- Theory 20%  Examination - Practical 20 % |
| **Specific Validation Requirements** |
| The provider must have the following in place to offer this award:  1. access to suitable paddocks and grass swards |
| **Supporting Documentation** |
| None |
| **General Access Expectations** |
| Generally, to access programmes leading to major awards 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. Some awards may specify additional requirements for access. |
| **Particular Access Expectations** |
| 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 |
| **Particular Transfer and Progression Expectations** |
| 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. grassland facilities |
| **QQI Policy** |
| This standard shall be interpreted consistently with QQI’s *Policy for Determining Awards*  *Standards* and its *Policy and Criteria for Making Awards*. |

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| Component Specification | | | |
| Title:  Award Class:  NFQ Level:  Credit Value:  Code: | | Liquid Biofuel Marketing Management  Minor  6  5  To be assigned by QQI | |
| Purpose:  The purpose of this award is to equip the learner with the knowledge, skill and competence to manage anaerobic digestion and liquid biofuel production and marketing | | | |
| Expected Learning Outcomes | **Strand** | | **NFQ level Indicators** |
| The learner should be able to: |  | |  |
| |  |  | | --- | --- | | 1 | Explain the types of energy consumed by Irish households, and their environmental impact | | 2 | Describe national policies and international commitments to the use of renewable energy, and the incentives for anaerobic digestion and liquid biofuel | | 3 | Describe the production and management of crops used for biofuel | | 4 | Describe the process of converting crops into liquid biofuel | | 5 | Outline the process of anaerobic digestion of farm or food waste | | 6 | Explain the use of alternative liquid feedstocks and agriculture by products as potential biofuels | | **Knowledge** | | **Breadth** Specialised knowledge of a broad area  **Kind** Some theoretical concepts and abstract thinking, with significant depth in some areas |
| |  |  | | --- | --- | | 7 | Devise a management plan for liquid biofuel crop or the establishment of an anaerobic digester | | 8 | Evaluate the net economic and environmental benefits of anaerobic digestion and liquid biofuels against comparable fossil fuels | |  |  | |  |  | | **Know-how and skill** | | **Range** Demonstrate comprehensive range of specialised skills and tools  **Selectivity** Formulate responses to well-defined abstract problems |
|  | **Competence** | | **Context**  Utilise diagnostic and creative skills in a range of functions in a wide variety 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, complex and heterogeneous groups  **Learning to learn**  Learn to take responsibility for own learning within a managed environment  **Insight**  Express an internalised, personal world view, reflecting engagement with others |

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| **Assessment** |
| Details of QQI's assessment requirements are set out in QQI’s current Assessment Guidelines and Validation Policy and Criteria.  Assessment is criterion referenced. Successful achievement of the award is based on learners attaining the expected (determined) standards of knowledge, skill or competence.  The techniques set out for the assessment for QQI awards are considered optimal. In exceptional circumstances a further education and training provider may seek approval of alternative assessment techniques through its application for programme validation. |
| **Award classification [NFQ level 4 and higher]** |
| Pass 50% threshold  Merit 65% threshold  Distinction 80% threshold  A percentage grading system shall be used with a pass mark of 50%.  A pass classification or passing percentage grade shall indicate that all the expected learning outcomes have been achieved and any classification or percentage grade in excess of these respectively indicate achievement in excess of this.  The award class (where the award is classified) is based on a credit weighted mean of percentage grades awarded for the elements of a programme of education and training validated for this award.  A QQI award or a QQI award with pass classification shall only be awarded where all of the award’s expected learning outcomes have been achieved. |
| **Particular Guidelines on Assessment for the Minor Award** |
| **Each assessment type must be passed**  **Examination Theory – 40%**  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 under clearly specified conditions.  A theory based examination assesses the ability to recall apply and understand specific theory and knowledge.  The assessor will devise theory examination(s) to assess learning outcomes 1 to 6.  **Assignment 60%**  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 assessor will devise two assignments of 30% each to assess learning outcomes 7 & 8. |
| **Prescribed Assessment Techniques for the Minor Award** |
| Candidates are required to be assessed using the following techniques. The available percentage marks for this award are to be apportioned over the assessment techniques as follows.    Examination Theory 40%  Assignment 60% |
| **Specific Validation Requirements** |
| There are no specific validation requirements |
| **Supporting Documentation** |
| None |
| **General Access Expectations** |
| Generally, to access programmes leading to major awards 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. Some awards may specify additional requirements for access. |
| **Particular Access Expectations** |
| None |
| **Particular Transfer and Progression Expectations** |
| 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 |
| **QQI Policy** |
| This standard shall be interpreted consistently with QQI’s *Policy for Determining Awards*  *Standards* and its *Policy and Criteria for Making Awards*. |

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| Component Specification | | | |
| Title:  Award Class:  NFQ Level:  Credit Value:  Code: | | Grazing Platform Design  Minor  6  5  To be assigned by QQI | |
| Purpose:  The purpose of this award is to equip the learner with the knowledge, skill and competence to plan and establish a grazing platform | | | |
| Expected Learning Outcomes | **Strand** | | **NFQ level Indicators** |
| The learner should be able to: |  | |  |
| |  |  | | --- | --- | | 1 | Describe the overall principles governing the efficient planning and establishment of grazing platform layout, equipment and facilities for a given livestock enterprise | | 2 | Evaluate the planning and design of grazing paddocks taking account of grazing animal behaviour, sward damage and soil poaching risks | | 3 | Evaluate the planning and design of farm roadways | | 4 | Evaluate the planning and design of farm water infrastructure | | 5 | Evaluate animal fencing systems and materials | | **Knowledge** | | **Breadth** Specialised knowledge of a broad area  **Kind** Some theoretical concepts and abstract thinking, with significant depth in some areas |
| |  |  | | --- | --- | | 6 | Plan an efficient grazing paddock system for a given farm situation | | 7 | Plan a suitable farm road system for a given situation | | 8 | Establish the specifications and requirements for a given farm water system | | 9 | Prepare fencing specifications with costings for a given farm situation | | 10 | Prepare an overall grazing platform integrating paddock design, farm roadways, and water supplies | | **Know-how and skill** | | **Range** Demonstrate comprehensive range of specialised skills and tools  **Selectivity** Formulate responses to well-defined abstract problems |
| |  |  | | --- | --- | |  |  | | **Competence** | | **Context**  Utilise diagnostic and creative skills in a range of functions in a wide variety 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, complex and heterogeneous groups  **Learning to learn**  Learn to take responsibility for own learning within a managed environment  **Insight**  Express an internalised, personal world view, reflecting engagement with others |

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| **Assessment** |
| Details of QQI's assessment requirements are set out in QQI’s current Assessment Guidelines and Validation Policy and Criteria.  Assessment is criterion referenced. Successful achievement of the award is based on learners attaining the expected (determined) standards of knowledge, skill or competence.  The techniques set out for the assessment for QQI awards are considered optimal. In exceptional circumstances a further education and training provider may seek approval of alternative assessment techniques through its application for programme validation. |
| **Award classification [NFQ level 4 and higher]** |
| Pass 50% threshold  Merit 65% threshold  Distinction 80% threshold  A percentage grading system shall be used with a pass mark of 50%.  A pass classification or passing percentage grade shall indicate that all the expected learning outcomes have been achieved and any classification or percentage grade in excess of these respectively indicate achievement in excess of this.  The award class (where the award is classified) is based on a credit weighted mean of percentage grades awarded for the elements of a programme of education and training validated for this award.  A QQI award or a QQI award with pass classification shall only be awarded where all of the award’s expected learning outcomes have been achieved. |
| **Particular Guidelines on Assessment for the Minor Award** |
| **Each assessment type must be passed** |
| **Prescribed Assessment Techniques for the Minor Award** |
| Candidates are required to be assessed using the following techniques. The available percentage marks for this award are to be apportioned over the assessment techniques as follows.    Project 60 %  Examination Theory 40% |
| **Specific Validation Requirements** |
| There are no specific validation requirements |
| **Supporting Documentation** |
| None |
| **General Access Expectations** |
| Generally, to access programmes leading to major awards 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. Some awards may specify additional requirements for access. |
| **Particular Access Expectations** |
| None |
| **Particular Transfer and Progression Expectations** |
| 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 |
| **QQI Policy** |
| This standard shall be interpreted consistently with QQI’s *Policy for Determining Awards*  *Standards* and its *Policy and Criteria for Making Awards*. |

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| Component Specification | | | |
| Title:  Award Class:  NFQ Level:  Credit Value:  Code: | | Electrical Principles of Vehicles  Minor  6  15  To be assigned by QQI | |
| Purpose:  The purpose of this award is to equip the learner with the knowledge, skill and competence in the working principles of modern electrical vehicle components. | | | |
| Expected Learning Outcomes | **Strand** | | **NFQ level Indicators** |
| The learner should be able to: |  | |  |
| |  |  | | --- | --- | | 1 | Describe the principles of electrical control for vehicles | | 2 | Describe the basic electrical systems and components, instrumentation and electronic displays systems and their operation | | 3 | Describe the required technology and equipment, procedures and systems and their application in servicing and repairing electrical components and systems | | 4 | Appraise emerging vehicle electrical technologies | |  |  | | **Knowledge** | | **Breadth** Specialised knowledge of a broad area  **Kind** Some theoretical concepts and abstract thinking, with significant depth in some areas |
| |  |  | | --- | --- | | 5 | Prepare a basic diagnostic chart for electrical components of an engine | | 6 | Take apart and re-assemble electrical components with the aid of manuals and drawings | | 7 | Inspect engine electrical components and their operation with the aid of manuals and drawings | | 8 | Troubleshoot fault finding of instrumentation and display systems and carry out basic maintenance | | 9 | Carry out vehicle condition monitoring | | 10 | Diagnose fault finding on an engine management system and carry out basic maintenance and | | 11 | Carry out battery maintenance procedures | | 12 | Demonstrate knowledge of sensor/ activator technology and ancillary devices | | 13 | Operate in accordance with standard safety procedures understanding personal protective equipment and ensuring compliance with current health and safety legislation and regulations | | **Know-how and skill** | | **Range** Demonstrate comprehensive range of specialised skills and tools  **Selectivity** Formulate responses to well-defined abstract problems |
|  | **Competence** | | **Context**  Utilise diagnostic and creative skills in a range of functions in a wide variety 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, complex and heterogeneous groups  **Learning to learn**  Learn to take responsibility for own learning within a managed environment  **Insight**  Express an internalised, personal world view, reflecting engagement with others |

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| **Assessment** |
| Details of QQI's assessment requirements are set out in QQI’s current Assessment Guidelines and Validation Policy and Criteria.  Assessment is criterion referenced. Successful achievement of the award is based on learners attaining the expected (determined) standards of knowledge, skill or competence.  The techniques set out for the assessment for QQI awards are considered optimal. In exceptional circumstances a further education and training provider may seek approval of alternative assessment techniques through its application for programme validation. |
| **Award classification [NFQ level 4 and higher]** |
| Pass 50% threshold  Merit 65% threshold  Distinction 80% threshold  A percentage grading system shall be used with a pass mark of 50%.  A pass classification or passing percentage grade shall indicate that all the expected learning outcomes have been achieved and any classification or percentage grade in excess of these respectively indicate achievement in excess of this.  The award class (where the award is classified) is based on a credit weighted mean of percentage grades awarded for the elements of a programme of education and training validated for this award.  A QQI award or a QQI award with pass classification shall only be awarded where all of the award’s expected learning outcomes have been achieved. |
| **Particular Guidelines on Assessment for the Minor Award** |
| **Examination – Theory 40%**  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 assess learning outcomes 1 to 4 using theory examination(s)  **Skills Demonstration 60%**  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  The assessor will assess learning outcomes 5 to 13 by skills demonstration(s)  Learning outcome 12 Demonstrate knowledge of sensor, activator and electrical ancillary systems  The learner must attempt a minimum of 10 of the following:  a) sensor selection  b) sensor testing  c) sensor operation  d) sensor repair  e) sensor replacement  f) activator selection  g) activator testing  h) activator operation  i) activator repair  j) activator replacement  k) engine electrics  l) fuel system electrics  m) ignition system electrics  n) wiper control  o) transmission electrics  p) braking system electrics |
| **Prescribed Assessment Techniques for the Minor Award** |
| Candidates are required to be assessed using the following techniques. The available percentage marks for this award are to be apportioned over the assessment techniques as follows.  Skills Demonstration 60%  Examination – Theory 40% |
| **Specific Validation Requirements** |
| The provider must have the following in place to offer this award:  1) access to suitable workshop with appropriate materials and fabrication equipment |
| **Supporting Documentation** |
| None |
| **General Access Expectations** |
| Generally, to access programmes leading to major awards 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. Some awards may specify additional requirements for access. |
| **Particular Access Expectations** |
| None |
| **Particular Transfer and Progression Expectations** |
| 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 |
| **QQI Policy** |
| This standard shall be interpreted consistently with QQI’s *Policy for Determining Awards*  *Standards* and its *Policy and Criteria for Making Awards*. |

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| Component Specification | | | |
| Title:  Award Class:  NFQ Level:  Credit Value:  Code: | | Mechanical Maintenance of Vehicles  Minor  6  15  To be assigned by QQI | |
| Purpose:  The purpose of this award is to equip the learner with the knowledge, skill and in the principles of modern vehicle maintenance systems and perform fault finding and repair tasks on vehicle mechanical systems. | | | |
| Expected Learning Outcomes | **Strand** | | **NFQ level Indicators** |
| The learner should be able to: |  | |  |
| |  |  | | --- | --- | | 1 | Describe the construction and operating principles of internal combustion engines and their systems | | 2 | Describe the typical maintenance procedures, intervals and schedules for motor vehicles | | 3 | Outline the principles of hydraulic systems, devices, fittings and fluids | | 4 | Explain the principles of mechanical power transmission between rotating shafts | | 5 | Appraise the operation of braking and steering systems | | **Knowledge** | | **Breadth** Specialised knowledge of a broad area  **Kind** Some theoretical concepts and abstract thinking, with significant depth in some areas |
| |  |  | | --- | --- | | 6 | Demonstrate the working principles of hydraulics and systems on agriculture equipment | | 7 | Disassemble and re-assemble the main components of an internal combustion engine | | 8 | Utilise engine testing equipment to diagnose complex faults and to carry out engine maintenance | | 9 | Service and maintain manual transmissions | | 10 | Operate in accordance with standard safety procedures using personal protection equipment and ensuring compliance with health and safety legislation and regulations | | **Know-how and skill** | | **Range** Demonstrate comprehensive range of specialised skills and tools  **Selectivity** Formulate responses to well-defined abstract problems |
|  | **Competence** | | **Context**  Utilise diagnostic and creative skills in a range of functions in a wide variety 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, complex and heterogeneous groups  **Learning to learn**  Learn to take responsibility for own learning within a managed environment  **Insight**  Express an internalised, personal world view, reflecting engagement with others |

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| **Assessment** |
| Details of QQI's assessment requirements are set out in QQI’s current Assessment Guidelines and Validation Policy and Criteria.  Assessment is criterion referenced. Successful achievement of the award is based on learners attaining the expected (determined) standards of knowledge, skill or competence.  The techniques set out for the assessment for QQI awards are considered optimal. In exceptional circumstances a further education and training provider may seek approval of alternative assessment techniques through its application for programme validation. |
| **Award classification [NFQ level 4 and higher]** |
| Pass 50% threshold  Merit 65% threshold  Distinction 80% threshold  A percentage grading system shall be used with a pass mark of 50%.  A pass classification or passing percentage grade shall indicate that all the expected learning outcomes have been achieved and any classification or percentage grade in excess of these respectively indicate achievement in excess of this.  The award class (where the award is classified) is based on a credit weighted mean of percentage grades awarded for the elements of a programme of education and training validated for this award.  A QQI award or a QQI award with pass classification shall only be awarded where all of the award’s expected learning outcomes have been achieved. |
| **Particular Guidelines on Assessment for the Minor Award** |
| **Each assessment type must be passed**  **Examination Theory 60%**  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 assess learning outcomes 1 to 5 and learning outcome 9 using theory examination(s)  **Skills demonstration 40%**  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.  Learning outcomes 6 to 10 will be assessed by skills demonstration(s)  Learning outcome 6:  The learner must attempt demonstrate the working principles of a minimum of 10 of the following:   1. position control on tractor hydraulics 2. draft control on tractor hydraulics 3. weight transfer via the hydraulic system 4. external hydraulic services 5. hydraulic symbols 6. internal hydraulic systems 7. external hydraulic systems 8. hydraulic spool valves 9. hydraulic cylinders 10. hydraulic hoses 11. hydraulic couplers 12. hydraulic pumps 13. hydraulic motors 14. hydraulic filters 15. hydraulic fluids |
| **Prescribed Assessment Techniques for the Minor Award** |
| Candidates are required to be assessed using the following techniques. The available percentage marks for this award are to be apportioned over the assessment techniques as follows.    Examination Theory 60%  Skills demonstration 40% |
| **Specific Validation Requirements** |
| The provider must have the following in place to offer this award:  1. Access to suitable training workshop and facilities with equipment for conduction machinery maintenance  2. Access to appropriate up to date equipment (e.g. diagnostics)  3. Appropriate Health and Safety Plan and procedures in place  4. Appropriate arrangements for handling vehicle fluids |
| **Supporting Documentation** |
| None |
| **General Access Expectations** |
| Generally, to access programmes leading to major awards 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. Some awards may specify additional requirements for access. |
| **Particular Access Expectations** |
| None |
| **Particular Transfer and Progression Expectations** |
| 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 |
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| This standard shall be interpreted consistently with QQI’s *Policy for Determining Awards*  *Standards* and its *Policy and Criteria for Making Awards*. |

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| Component Specification | | | |
| Title:  Award Class:  NFQ Level:  Credit Value:  Code: | | Milking Process Technique  Minor  6  5  To be assigned by QQI | |
| Purpose:  The purpose of this award is to equip the learner with the knowledge, skill and competence to autonomously perform and manage the dairy herd milking process integrating key milking techniques with required milk quality, food safety, dairy herd health and dairy cow welfare for commercial Irish dairy herds | | | |
| Expected Learning Outcomes | **Strand** | | **NFQ level Indicators** |
| The learner should be able to: |  | |  |
| |  |  | | --- | --- | | 1 | Evaluate the factors that affect milk composition in the cow, milk quality and food safety in the context of internationally recognised standards, Irish milk processor quality assurance and milk quality standards required under legislation | | 2 | Assess best practice for managing sickness and abnormal behaviour in dairy cows in the herd and communications required for third parties | | 3 | Appraise best practice bio-security measures necessary to maintain a disease free herd | | 4 | Assess situations where disease in milking animals pose risk to milk production, quality, operator and consumer health | | 5 | Assess current legislative and health and safety issues associated with milk production | | 6 | Appraise components, operation, maintenance requirements and new developments of common milking parlour types | |  |  | | **Knowledge** | | **Breadth** Specialised knowledge of a broad area  **Kind** Some theoretical concepts and abstract thinking, with significant depth in some areas |
| |  |  | | --- | --- | | 7 | Report clearly on the implementation of any instruction and communications received in relation to the milking process and specific control measures where necessary | | 8 | Utilise appropriate preparatory and post milking procedures in regard to the environment and equipment for the entire milking process | | 9 | Assess herd for health and heat pre milking and take appropriate action | | 10 | Utilise best practice in regards to operator hygiene | | 11 | Utilise recognised best practice procedures in regard to key cow pre and post milking procedures including teat preparation, hygiene, and disinfection and checking for mastitis | | 12 | Utilise recognised best practice procedures in respect of: cluster attachment, milking of the cow, and cluster removal whilst ensuring safe and efficient operation | | 13 | Monitor the milking process and the operation of the milking machine, bulk tank backing gate and cow flow taking regard of efficiency and cow calmness, taking corrective action as appropriate | | 14 | Sample milk using appropriate techniques including taking a sterile sample for culture | | 15 | Utilise recognised best practice procedures to deal with a cow with mastitis | | 16 | Supervise the manual or automatic milking machine washing and rinsing procedure | | 17 | Demonstrate knowledge of essential milk bulk tank operational checks and maintenance. | | **Know-how and skill** | | **Range** Demonstrate comprehensive range of specialised skills and tools  **Selectivity** Formulate responses to well-defined abstract problems |
| |  |  | | --- | --- | | 18 | Manage the implementation of risk assessment and hazard control at each milking process step as appropriate | | **Competence** | | **Context**  Utilise diagnostic and creative skills in a range of functions in a wide variety 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, complex and heterogeneous groups  **Learning to learn**  Learn to take responsibility for own learning within a managed environment  **Insight**  Express an internalised, personal world view, reflecting engagement with others |

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| **Assessment** |
| Details of QQI's assessment requirements are set out in QQI’s current Assessment Guidelines and Validation Policy and Criteria.  Assessment is criterion referenced. Successful achievement of the award is based on learners attaining the expected (determined) standards of knowledge, skill or competence.  The techniques set out for the assessment for QQI awards are considered optimal. In exceptional circumstances a further education and training provider may seek approval of alternative assessment techniques through its application for programme validation. |
| **Award classification [NFQ level 4 and higher]** |
| Pass 50% threshold  Merit 65% threshold  Distinction 80% threshold  A percentage grading system shall be used with a pass mark of 50%.  A pass classification or passing percentage grade shall indicate that all the expected learning outcomes have been achieved and any classification or percentage grade in excess of these respectively indicate achievement in excess of this.  The award class (where the award is classified) is based on a credit weighted mean of percentage grades awarded for the elements of a programme of education and training validated for this award.  A QQI award or a QQI award with pass classification shall only be awarded where all of the award’s expected learning outcomes have been achieved. |
| **Particular Guidelines on Assessment for the Minor Award** |
| **Skills Demonstration 60%**  A Skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skill demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills.  The learner must achieve 40 out of the 60 skills demonstration marks available to achieve this award.  **Examination – Theory 30%**  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.  **Examination - Oral 10%**  An oral examination assesses the ability to speak effectively in the vernacular or other languages |
| **Prescribed Assessment Techniques for the Minor Award** |
| Candidates are required to be assessed using the following techniques. The available percentage marks for this award are to be apportioned over the assessment techniques as follows.  Skills Demonstration 60%  Examination Theory 30%  Examination Oral 10% |
| **Specific Validation Requirements** |
| The provider must have all of the following in place to offer this award:  1) Access to a farm with appropriate animal and feed stuff housing and handling facilities in compliance with health and safety requirements  2) Access to a farm with appropriate skills demonstration space in compliance with health and safety requirements  3) Access to a farm of sufficient scale to ensure that all learners have access to animals and equipment required to practice and achieve learning outcomes to include a suitable sized dairy herd and complete milking parlour including milk bulk tank  4) Stated policies and procedures by the provider to deal with potential bio security risks  5) Access to a farm in compliance with current dairy hygiene regulations |
| **Supporting Documentation** |
| None |
| **General Access Expectations** |
| Generally, to access programmes leading to major awards 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. Some awards may specify additional requirements for access. |
| **Particular Access Expectations** |
| None |
| **Particular Transfer and Progression Expectations** |
| Successful completion of this component award enables the learner to transfer to programme leading to other certificates where their component is a mandatory or an elective requirement |
| **QQI Policy** |
| This standard shall be interpreted consistently with QQI’s *Policy for Determining Awards*  *Standards* and its *Policy and Criteria for Making Awards*. |

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| Component Specification | | | |
| Title:  Award Class:  NFQ Level:  Credit Value:  Code: | | Agricultural Land Drainage  Minor  6  10  To be assigned by QQI | |
| Purpose:  The purpose of this award is to equip the learner with the knowledge, skill and competence to formulate appropriate agricultural land drainage system designs for a range of soil types and conditions in accordance with best practice. | | | |
| Expected Learning Outcomes | **Strand** | | **NFQ level Indicators** |
| The learner should be able to: |  | |  |
| |  |  | | --- | --- | | 1 | Classify soil types and their pertinent characteristics in relation to drainage capacity. | | 2 | Explain water movement in soils and hydrology in the Irish landscape. | | 3 | Explain techniques and materials used in land drainage and the remediation of damaged soils. | | **Knowledge** | | **Breadth** Specialised knowledge of a broad area  **Kind** Some theoretical concepts and abstract thinking, with significant depth in some areas |
| |  |  | | --- | --- | | 4 | Identify soil characteristics in the field and classify each in terms of drainage characteristics by manually and visually assessing different soil types. | | 5 | Identify typical land drainage problems and poorly drained soil characteristics. | | 6 | Manage compliance requirements of drainage system installation, particularly in relation to Environmental Impact Assessment regulations | | **Know-how and skill** | | **Range** Demonstrate comprehensive range of specialised skills and tools  **Selectivity** Formulate responses to well-defined abstract problems |
| |  |  | | --- | --- | | 7 | Survey land in terms of geometry and topography to recommend drainage layout arrangement. | | 8 | Appraise different land types and recommend appropriate drainage system design. | | 9 | Specify appropriate drainage system type, installation procedure, aftercare and maintenance. | | 10 | Appraise all relevant online soil information | | **Competence** | | **Context**  Utilise diagnostic and creative skills in a range of functions in a wide variety 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, complex and heterogeneous groups  **Learning to learn**  Learn to take responsibility for own learning within a managed environment  **Insight**  Express an internalised, personal world view, reflecting engagement with others |

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| **Assessment** |
| Details of QQI's assessment requirements are set out in QQI’s current Assessment Guidelines and Validation Policy and Criteria.  Assessment is criterion referenced. Successful achievement of the award is based on learners attaining the expected (determined) standards of knowledge, skill or competence.  The techniques set out for the assessment for QQI awards are considered optimal. In exceptional circumstances a further education and training provider may seek approval of alternative assessment techniques through its application for programme validation. |
| **Award classification [NFQ level 4 and higher]** |
| Pass 50% threshold  Merit 65% threshold  Distinction 80% threshold  A percentage grading system shall be used with a pass mark of 50%.  A pass classification or passing percentage grade shall indicate that all the expected learning outcomes have been achieved and any classification or percentage grade in excess of these respectively indicate achievement in excess of this.  The award class (where the award is classified) is based on a credit weighted mean of percentage grades awarded for the elements of a programme of education and training validated for this award.  A QQI award or a QQI award with pass classification shall only be awarded where all of the award’s expected learning outcomes have been achieved. |
| **Particular Guidelines on Assessment for the Minor Award** |
| None |
| **Prescribed Assessment Techniques for the Minor Award** |
| Candidates are required to be assessed using the following techniques. The available percentage marks for this award are to be apportioned over the assessment techniques as follows.  **Examination Theory 50%**  **Assignment 50%** |
| **Specific Validation Requirements** |
| There are no specific validation requirements |
| **Supporting Documentation** |
| None |
| **General Access Expectations** |
| Generally, to access programmes leading to major awards 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. Some awards may specify additional requirements for access. |
| **Particular Access Expectations** |
| None |
| **Particular Transfer and Progression Expectations** |
| To access programmes leading to this award the learner should have reached the standard 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. |
| **QQI Policy** |
| This standard shall be interpreted consistently with QQI’s *Policy for Determining Awards*  *Standards* and its *Policy and Criteria for Making Awards*. |

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| Component Specification | | | |
| Title:  Award Class:  NFQ Level:  Credit Value:  Code: | | Managing Pig Nutrition  Minor  6  10  To be assigned by QQI | |
| Purpose:  The purpose of this award is to equip the learner with the knowledge, skill and competence to formulate rations in accordance with nutritional requirements for various groups of pigs | | | |
| Expected Learning Outcomes | **Strand** | | **NFQ level Indicators** |
| The learner should be able to: |  | |  |
| |  |  | | --- | --- | | 1 | Appraise digestion and metabolism in monogastrics | | 2 | Appraise the relationship, roles and function of the major organs of the pig digestive system | | 3 | Evaluate the nutrition requirements and intake potential of common commercial pig groups in terms of energy, protein, fibre and minerals | | 4 | Classify the nutritional value of feedstuffs pertinent to pig production | | 5 | Appraise the effects of nutrition on metabolic diseases and disorders in pigs | | 6 | Assess nutrient disorders in pig groups | | 7 | Appraise feed conversion efficiency, nutritional requirements, cost efficient diet management in pigs | | **Knowledge** | | **Breadth** Specialised knowledge of a broad area  **Kind** Some theoretical concepts and abstract thinking, with significant depth in some areas |
| |  |  | | --- | --- | | 8 | Identify nutrient, minerals, vitamins and non-nutritional supplement sources for monogastrics | | 9 | Formulate feeding regimes for a common pig groups and production systems | | 10 | Manage pig feedstuffs in accordance with best practice and current legislation | | 11 | Carryout tasks independently in accordance with health , safety and hygiene requirements | | **Know-how and skill** | | **Range** Demonstrate comprehensive range of specialised skills and tools  **Selectivity** Formulate responses to well-defined abstract problems |
|  | **Competence** | | **Context**  Utilise diagnostic and creative skills in a range of functions in a wide variety 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, complex and heterogeneous groups  **Learning to learn**  Learn to take responsibility for own learning within a managed environment  **Insight**  Express an internalised, personal world view, reflecting engagement with others |

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| **Assessment** |
| Details of QQI's assessment requirements are set out in QQI’s current Assessment Guidelines and Validation Policy and Criteria.  Assessment is criterion referenced. Successful achievement of the award is based on learners attaining the expected (determined) standards of knowledge, skill or competence.  The techniques set out for the assessment for QQI awards are considered optimal. In exceptional circumstances a further education and training provider may seek approval of alternative assessment techniques through its application for programme validation. |
| **Award classification [NFQ level 4 and higher]** |
| Pass 50% threshold  Merit 65% threshold  Distinction 80% threshold  A percentage grading system shall be used with a pass mark of 50%.  A pass classification or passing percentage grade shall indicate that all the expected learning outcomes have been achieved and any classification or percentage grade in excess of these respectively indicate achievement in excess of this.  The award class (where the award is classified) is based on a credit weighted mean of percentage grades awarded for the elements of a programme of education and training validated for this award.  A QQI award or a QQI award with pass classification shall only be awarded where all of the award’s expected learning outcomes have been achieved. |
| **Particular Guidelines on Assessment for the Minor Award** |
| **Each Assessment type must be passed**  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  **Examination Theory 60%**  A theory based examination assesses the ability to recall, apply and understand specific theory and knowledge  The assessor will devise theory examination(s) to assess learning outcomes 1 to 7.  **Examination Practical 40%**  A practical examination assesses specified practical skills demonstrated in a set period of time under restricted conditions  The assessor will devise practical examination(s) to assess learning outcomes 8 to 11. |
| **Prescribed Assessment Techniques for the Minor Award** |
| Candidates are required to be assessed using the following techniques. The available percentage marks for this award are to be apportioned over the assessment techniques as follows.    Examination Theory 60%  Examination Practical 40% |
| **Specific Validation Requirements** |
| There are no specific validation requirements |
| **Supporting Documentation** |
| None |
| **General Access Expectations** |
| Generally, to access programmes leading to major awards 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. Some awards may specify additional requirements for access. |
| **Particular Access Expectations** |
| The learner must have access to modern commercial pig unit(s) with various groups of pigs |
| **Particular Transfer and Progression Expectations** |
| 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. |
| **QQI Policy** |
| This standard shall be interpreted consistently with QQI’s *Policy for Determining Awards*  *Standards* and its *Policy and Criteria for Making Awards*. |

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| Component Specification | | | |
| Title:  Award Class:  NFQ Level:  Credit Value:  Code: | | Pig Equipment Management  Minor  6  10  To be assigned by QQI | |
| Purpose:  The purpose of this award is to equip the learner with the knowledge, skill and competence to manage and maintain ancillary equipment required for pig production | | | |
| Expected Learning Outcomes | **Strand** | | **NFQ level Indicators** |
| The learner should be able to: |  | |  |
| |  |  | | --- | --- | | 1 | Appraise current developments in pig equipment | | 2 | Assess the range of feeding equipment for groups of pigs | | 3 | Appraise climate control, its role in pig production, and the optimum conditions for pig groups | | 4 | Evaluate pig equipment and labour saving devices associated with husbandry tasks for groups of pigs | | 5 | Appraise available systems for home feed production | | 6 | Evaluate IT herd management programmes required for pig production | |  |  | | **Knowledge** | | **Breadth** Specialised knowledge of a broad area  **Kind** Some theoretical concepts and abstract thinking, with significant depth in some areas |
| |  |  | | --- | --- | | 7 | Schedule and execute routine checks of equipment required for pig production | | 8 | Manage settings and controls of pig equipment | | 9 | Manage maintenance of tools and equipment used in pig production according manufacturer recommendations and best practice | | **Know-how and skill** | | **Range** Demonstrate comprehensive range of specialised skills and tools  **Selectivity** Formulate responses to well-defined abstract problems |
| |  |  | | --- | --- | |  |  | | **Competence** | | **Context**  Utilise diagnostic and creative skills in a range of functions in a wide variety 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, complex and heterogeneous groups  **Learning to learn**  Learn to take responsibility for own learning within a managed environment  **Insight**  Express an internalised, personal world view, reflecting engagement with others |

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| **Assessment** |
| Details of QQI's assessment requirements are set out in QQI’s current Assessment Guidelines and Validation Policy and Criteria.  Assessment is criterion referenced. Successful achievement of the award is based on learners attaining the expected (determined) standards of knowledge, skill or competence.  The techniques set out for the assessment for QQI awards are considered optimal. In exceptional circumstances a further education and training provider may seek approval of alternative assessment techniques through its application for programme validation. |
| **Award classification [NFQ level 4 and higher]** |
| Pass 50% threshold  Merit 65% threshold  Distinction 80% threshold  A percentage grading system shall be used with a pass mark of 50%.  A pass classification or passing percentage grade shall indicate that all the expected learning outcomes have been achieved and any classification or percentage grade in excess of these respectively indicate achievement in excess of this.  The award class (where the award is classified) is based on a credit weighted mean of percentage grades awarded for the elements of a programme of education and training validated for this award.  A QQI award or a QQI award with pass classification shall only be awarded where all of the award’s expected learning outcomes have been achieved. |
| **Particular Guidelines on Assessment for the Minor Award** |
| **All assessment types must be passed**  **Examination Theory 50%**  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  Learning Outcomes 1 to 6 will be assessed by theory examination(s)  **Examination Practical 50%**  A practical examination assesses specified practical skills demonstrated in a set period of time under restricted conditions  Learning outcomes 7 to 9 will be assessed by practical examination(s) |
| **Prescribed Assessment Techniques for the Minor Award** |
| Candidates are required to be assessed using the following techniques. The available percentage marks for this award are to be apportioned over the assessment techniques as follows.  Examination Theory 50%  Examination Practical 50% |
| **Specific Validation Requirements** |
| None |
| **Supporting Documentation** |
| None |
| **General Access Expectations** |
| Generally, to access programmes leading to major awards 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. Some awards may specify additional requirements for access. |
| **Particular Access Expectations** |
| The learner must have access to modern commercial pig unit(s) for various pig groups |
| **Particular Transfer and Progression Expectations** |
| 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. |
| **QQI Policy** |
| This standard shall be interpreted consistently with QQI’s *Policy for Determining Awards*  *Standards* and its *Policy and Criteria for Making Awards*. |

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| Component Specification | | | |
| Title:  Award Class:  NFQ Level:  Credit Value:  Code: | | Applied Pig Reproduction  Minor  6  10  To be assigned by QQI | |
| Purpose:  The purpose of this award is to equip the learner with the knowledge, skills and competence to implement and manage pig reproduction | | | |
| Expected Learning Outcomes | **Strand** | | **NFQ level Indicators** |
| The learner should be able to: |  | |  |
| |  |  | | --- | --- | | 1 | Appraise current breeding practices and metrics available to pig producers | | 2 | Assess husbandry and health management practice in pig production to achieve maximum breeding potential | | 3 | Devise a breeding policy programme for commercial pig production | | 4 | Appraise current breeding support tools available to pig producers | | **Knowledge** | | **Breadth** Specialised knowledge of a broad area  **Kind** Some theoretical concepts and abstract thinking, with significant depth in some areas |
| |  |  | | --- | --- | | 5 | Establish and benchmark current performance | | 6 | Set targets, criteria and strategy to achieve maximum breeding potential | | 7 | Record events for use in a pig breeding programme | | 8 | Produce and interpret herd reports | |  |  | | **Know-how and skill** | | **Range** Demonstrate comprehensive range of specialised skills and tools  **Selectivity** Formulate responses to well-defined abstract problems |
|  | **Competence** | | **Context**  Utilise diagnostic and creative skills in a range of functions in a wide variety 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, complex and heterogeneous groups  **Learning to learn**  Learn to take responsibility for own learning within a managed environment  **Insight**  Express an internalised, personal world view, reflecting engagement with others |

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| **Assessment** |
| Details of QQI's assessment requirements are set out in QQI’s current Assessment Guidelines and Validation Policy and Criteria.  Assessment is criterion referenced. Successful achievement of the award is based on learners attaining the expected (determined) standards of knowledge, skill or competence.  The techniques set out for the assessment for QQI awards are considered optimal. In exceptional circumstances a further education and training provider may seek approval of alternative assessment techniques through its application for programme validation. |
| **Award classification [NFQ level 4 and higher]** |
| Pass 50% threshold  Merit 65% threshold  Distinction 80% threshold  A percentage grading system shall be used with a pass mark of 50%.  A pass classification or passing percentage grade shall indicate that all the expected learning outcomes have been achieved and any classification or percentage grade in excess of these respectively indicate achievement in excess of this.  The award class (where the award is classified) is based on a credit weighted mean of percentage grades awarded for the elements of a programme of education and training validated for this award.  A QQI award or a QQI award with pass classification shall only be awarded where all of the award’s expected learning outcomes have been achieved. |
| **Particular Guidelines on Assessment for the Minor Award** |
| None |
| **Prescribed Assessment Techniques for the Minor Award** |
| Candidates are required to be assessed using the following techniques. The available percentage marks for this award are to be apportioned over the assessment techniques as follows.  A portfolio or collection of work is a collection and or selection of pieces of work produced by the learner over a period of time that demonstrates achievement or a range of learning outcomes. The collection may be self-generated or may be generated in response to a particular bier or task/activities devised by the assessor  **Portfolio / Collection of Work 100%** |
| **Specific Validation Requirements** |
| None |
| **Supporting Documentation** |
| None |
| **General Access Expectations** |
| Generally, to access programmes leading to major awards 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. Some awards may specify additional requirements for access. |
| **Particular Access Expectations** |
| None |
| **Particular Transfer and Progression Expectations** |
| The learner must have access to modern commercial pig unit(s) for various pig groups |
| **QQI Policy** |
| This standard shall be interpreted consistently with QQI’s *Policy for Determining Awards*  *Standards* and its *Policy and Criteria for Making Awards*. |

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| Component Specification | | | |
| Title:  Award Class:  NFQ Level:  Credit Value:  Code: | | Managing Poultry Nutrition  Minor  6  10  To be assigned by QQI | |
| Purpose: The purpose of this award is to equip the learner with the knowledge, skill and competence to formulate rations in accordance with nutritional requirements for various groups of poultry | | | |
| Expected Learning Outcomes | **Strand** | | **NFQ level Indicators** |
| The learner should be able to: |  | |  |
| |  |  | | --- | --- | | 1 | Discuss the relationship, roles and function of the components of the avian digestive system | | 2 | Evaluate the nutrition requirements and intake potential of poultry groups | | 3 | Classify the nutritional value of feedstuffs pertinent to poultry production | | 4 | Appraise the effects of nutrition and non-nutritional supplements on metabolic diseases and disorders | | 5 | Describe common nutrient disorders in poultry | | 6 | Appraise water importance and requirement in poultry production | | **Knowledge** | | **Breadth** Specialised knowledge of a broad area  **Kind** Some theoretical concepts and abstract thinking, with significant depth in some areas |
| |  |  | | --- | --- | | 7 | Identify nutrient, minerals, vitamins and non-nutritional supplement sources for poultry | | 8 | Formulate feeding and water regimes for a common poultry groups and production systems | | 9 | Manage poultry feedstuffs in accordance with best practice and current legislation | | 10 | Carryout tasks independently in accordance with health , safety and hygiene requirements | |  |  | | **Know-how and skill** | | **Range** Demonstrate comprehensive range of specialised skills and tools  **Selectivity** Formulate responses to well-defined abstract problems |
|  | **Competence** | | **Context**  Utilise diagnostic and creative skills in a range of functions in a wide variety 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, complex and heterogeneous groups  **Learning to learn**  Learn to take responsibility for own learning within a managed environment  **Insight**  Express an internalised, personal world view, reflecting engagement with others |

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| **Assessment** |
| Details of QQI's assessment requirements are set out in QQI’s current Assessment Guidelines and Validation Policy and Criteria.  Assessment is criterion referenced. Successful achievement of the award is based on learners attaining the expected (determined) standards of knowledge, skill or competence.  The techniques set out for the assessment for QQI awards are considered optimal. In exceptional circumstances a further education and training provider may seek approval of alternative assessment techniques through its application for programme validation. |
| **Award classification [NFQ level 4 and higher]** |
| Pass 50% threshold  Merit 65% threshold  Distinction 80% threshold  A percentage grading system shall be used with a pass mark of 50%.  A pass classification or passing percentage grade shall indicate that all the expected learning outcomes have been achieved and any classification or percentage grade in excess of these respectively indicate achievement in excess of this.  The award class (where the award is classified) is based on a credit weighted mean of percentage grades awarded for the elements of a programme of education and training validated for this award.  A QQI award or a QQI award with pass classification shall only be awarded where all of the award’s expected learning outcomes have been achieved. |
| **Particular Guidelines on Assessment for the Minor Award** |
| **Each Assessment type must be passed**  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  **Examination Theory 60%**  A theory based examination assesses the ability to recall, apply and understand specific theory and knowledge  The assessor will devise theory examination(s) to assess learning outcomes 1 to 6.  **Examination Practical 40%**  A practical examination assesses specified practical skills demonstrated in a set period of time under restricted conditions  The assessor will devise practical examination(s) to assess learning outcomes 7 to 10. |
| **Prescribed Assessment Techniques for the Minor Award** |
| Candidates are required to be assessed using the following techniques. The available percentage marks for this award are to be apportioned over the assessment techniques as follows.    Examination Theory 60%  Examination Practical 40% |
| **Specific Validation Requirements** |
| There are no specific validation requirements |
| **Supporting Documentation** |
| None |
| **General Access Expectations** |
| Generally, to access programmes leading to major awards 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. Some awards may specify additional requirements for access. |
| **Particular Access Expectations** |
| The learner must have access to modern commercial poultry unit(s) |
| **Particular Transfer and Progression Expectations** |
| [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. |
| **QQI Policy** |
| This standard shall be interpreted consistently with QQI’s *Policy for Determining Awards*  *Standards* and its *Policy and Criteria for Making Awards*. |

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| Component Specification | | | |
| Title:  Award Class:  NFQ Level:  Credit Value:  Code: | | Poultry Equipment Management  Minor  6  10  To be assigned by QQI | |
| Purpose:  The purpose of this award is to equip the learner with the knowledge, skill and competence to managed poultry equipment in compliance with best practice, animal welfare and current legislation | | | |
| Expected Learning Outcomes | **Strand** | | **NFQ level Indicators** |
| The learner should be able to: |  | |  |
| |  |  | | --- | --- | | 1 | Appraise the range of and developments in poultry equipment and systems | | 3 | Appraise climate control and lighting, their role in poultry production, and the optimum conditions for common poultry groups | | 5 | Evaluate poultry equipment and labour saving devices associated with husbandry tasks for common groups of poultry | | 6 | Appraise available equipment for mixing feed, managing water, managing manure and waste in poultry production | | 7 | Evaluate IT flock management programmes and control of various systems required for poultry production | | 8 | Evaluate energy usage and management in poultry production | | **Knowledge** | | **Breadth** Specialised knowledge of a broad area  **Kind** Some theoretical concepts and abstract thinking, with significant depth in some areas |
| |  |  | | --- | --- | | 9 | Manage routine checks of equipment required for poultry production | | 10 | Manage settings and controls of poultry equipment | | 11 | Manage maintenance of tools and equipment used in poultry production according manufacturer recommendations and best practice | | **Know-how and skill** | | **Range** Demonstrate comprehensive range of specialised skills and tools  **Selectivity** Formulate responses to well-defined abstract problems |
|  | **Competence** | | **Context**  Utilise diagnostic and creative skills in a range of functions in a wide variety 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, complex and heterogeneous groups  **Learning to learn**  Learn to take responsibility for own learning within a managed environment  **Insight**  Express an internalised, personal world view, reflecting engagement with others |

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| **Assessment** |
| Details of QQI's assessment requirements are set out in QQI’s current Assessment Guidelines and Validation Policy and Criteria.  Assessment is criterion referenced. Successful achievement of the award is based on learners attaining the expected (determined) standards of knowledge, skill or competence.  The techniques set out for the assessment for QQI awards are considered optimal. In exceptional circumstances a further education and training provider may seek approval of alternative assessment techniques through its application for programme validation. |
| **Award classification [NFQ level 4 and higher]** |
| Pass 50% threshold  Merit 65% threshold  Distinction 80% threshold  A percentage grading system shall be used with a pass mark of 50%.  A pass classification or passing percentage grade shall indicate that all the expected learning outcomes have been achieved and any classification or percentage grade in excess of these respectively indicate achievement in excess of this.  The award class (where the award is classified) is based on a credit weighted mean of percentage grades awarded for the elements of a programme of education and training validated for this award.  A QQI award or a QQI award with pass classification shall only be awarded where all of the award’s expected learning outcomes have been achieved. |
| **Particular Guidelines on Assessment for the Minor Award** |
| **Each assessment type must be passed**  **Examination Theory 60%**  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 theory examination(s) to assess learning outcomes 1 to 8.  **Examination Practical 40%**  A practical examination assesses specified practical skills demonstrated in a set period of time under restricted conditions  The assessor will devise practical examination(s) to assess learning outcomes 9 to 11. |
| **Prescribed Assessment Techniques for the Minor Award** |
| Candidates are required to be assessed using the following techniques. The available percentage marks for this award are to be apportioned over the assessment techniques as follows.    Examination Theory 60%  Examination Practical 40% |
| **Specific Validation Requirements** |
| There are no specific validation requirements |
| **Supporting Documentation** |
| None |
| **General Access Expectations** |
| Generally, to access programmes leading to major awards 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. Some awards may specify additional requirements for access. |
| **Particular Access Expectations** |
| The learner must have access to modern commercial poultry unit(s) |
| **Particular Transfer and Progression Expectations** |
| 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. |
| **QQI Policy** |
| This standard shall be interpreted consistently with QQI’s *Policy for Determining Awards*  *Standards* and its *Policy and Criteria for Making Awards*. |

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| Component Specification | | | |
| Title:  Award Class:  NFQ Level:  Credit Value:  Code: | | Poultry Management  Minor  6  15  To be assigned by QQI | |
| Purpose:  The purpose of this award is to equip the learner with the knowledge, skill and competence to manage a poultry production in accordance with recommended standards, relevant legislation and good farming practice. | | | |
| Expected Learning Outcomes | **Strand** | | **NFQ level Indicators** |
| The learner should be able to: |  | |  |
| |  |  | | --- | --- | | 1 | Describe poultry production systems in Ireland including factors affecting profitability, production standards and guidelines for different systems of poultry production | | 2 | Appraise the poultry industry in respect of producer and processor partnership, marketing strategies, schemes, quality, specifications and pricing | | 3 | Identify key principles, components and requirements of food safety and overall principles of current EU and national regulations in relation to poultry production | | 4 | Assess work organisation and mechanisation requirements on poultry farms | | 5 | Evaluate for poultry groups, planning permission requirement, facility type, costings, structural improvement schemes and environmental impact | | 6 | Appraise a poultry production enterprise in respect of business management, the management process, decision making and characteristics of successful farm managers | | 7 | Describe legislation and best practice in regard to employment, engaging service providers, and negotiation skills relevant to the poultry industry | | 8 | Appraise best practice in husbandry management for poultry production systems | | **Knowledge** | | **Breadth** Specialised knowledge of a broad area  **Kind** Some theoretical concepts and abstract thinking, with significant depth in some areas |
| |  |  | | --- | --- | | 9 | Devise a health and vaccination programme for a poultry flock | | 10 | Evaluate potential financial returns from poultry production to include impact for scale, system of production, assets and capital requirements and compatibility with other enterprises | | 11 | Assess the potential of expansion and / or conversion in poultry production and any requirements arising at farm level | | 12 | Appraise work on a live poultry enterprise taking into account labour, enterprise performance, facilities and recommending change | | **Know-how and skill** | | **Range** Demonstrate comprehensive range of specialised skills and tools  **Selectivity** Formulate responses to well-defined abstract problems |
| |  |  | | --- | --- | | 13 | Identify latest research findings /technology development, new practices and policy trends in relation to poultry production | | **Competence** | | **Context**  Utilise diagnostic and creative skills in a range of functions in a wide variety 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, complex and heterogeneous groups  **Learning to learn**  Learn to take responsibility for own learning within a managed environment  **Insight**  Express an internalised, personal world view, reflecting engagement with others |

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| **Assessment** |
| Details of QQI's assessment requirements are set out in QQI’s current Assessment Guidelines and Validation Policy and Criteria.  Assessment is criterion referenced. Successful achievement of the award is based on learners attaining the expected (determined) standards of knowledge, skill or competence.  The techniques set out for the assessment for QQI awards are considered optimal. In exceptional circumstances a further education and training provider may seek approval of alternative assessment techniques through its application for programme validation. |
| **Award classification [NFQ level 4 and higher]** |
| Pass 50% threshold  Merit 65% threshold  Distinction 80% threshold  A percentage grading system shall be used with a pass mark of 50%.  A pass classification or passing percentage grade shall indicate that all the expected learning outcomes have been achieved and any classification or percentage grade in excess of these respectively indicate achievement in excess of this.  The award class (where the award is classified) is based on a credit weighted mean of percentage grades awarded for the elements of a programme of education and training validated for this award.  A QQI award or a QQI award with pass classification shall only be awarded where all of the award’s expected learning outcomes have been achieved. |
| **Particular Guidelines on Assessment for the Minor Award** |
| **Each assessment type must be passed**  **Examination - Theory 50%**  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 examination to assess learning outcomes 1 to 8 and learning outcome 13  **Assignment 50%**  A practical examination assesses specified practical skills demonstrated in a set period of time under restricted conditions  The assessor will devise an assignment to assess learning outcomes 9 to 12  20% of the available assignment marks will be awarded to 5 individual reports of discussion groups based on 5 different technical areas linked to learning outcomes 9 to 12. |
| **Prescribed Assessment Techniques for the Minor Award** |
| Candidates are required to be assessed using the following techniques. The available percentage marks for this award are to be apportioned over the assessment techniques as follows.  Examination - Theory 50%  Assignment 50% |
| **Specific Validation Requirements** |
| None |
| **Supporting Documentation** |
| None |
| **General Access Expectations** |
| Generally, to access programmes leading to major awards 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. Some awards may specify additional requirements for access. |
| **Particular Access Expectations** |
| 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.  The learner must also have  1. access to suitable poultry units with appropriate housing and handling facilities  2. access to a unit with appropriate demonstration space in compliance with health and safety requirements |
| **Particular Transfer and Progression Expectations** |
| 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. |
| **QQI Policy** |
| This standard shall be interpreted consistently with QQI’s *Policy for Determining Awards*  *Standards* and its *Policy and Criteria for Making Awards*. |

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| Component Specification | | | |
| Title:  Award Class:  NFQ Level:  Credit Value:  Code: | | Applied Poultry Reproduction Minor  6  10  To be assigned by QQI | |
| Purpose:  The purpose of this award is to equip the learner with the knowledge, skills and competence to manage and implement poultry breeding | | | |
| Expected Learning Outcomes | **Strand** | | **NFQ level Indicators** |
| The learner should be able to: |  | |  |
| |  |  | | --- | --- | | 1 | Appraise current breeding practices and metrics available to poultry producers | | 2 | Assess husbandry and health management practice in poultry breeding and hatching to achieve maximum potential and comply with legal requirements | | 3 | Devise a breeding policy programme and calendar for poultry breeding | | 4 | Appraise current breeding support and tools available to the poultry industry | |  |  | | **Knowledge** | | **Breadth** Specialised knowledge of a broad area  **Kind** Some theoretical concepts and abstract thinking, with significant depth in some areas |
| |  |  | | --- | --- | | 5 | Establish and benchmark current performance | | 6 | Set targets, criteria and strategy to achieve maximum breeding potential | | 7 | Record events for use in a poultry breeding programme and interpret poultry breeding reports | | **Know-how and skill** | | **Range** Demonstrate comprehensive range of specialised skills and tools  **Selectivity** Formulate responses to well-defined abstract problems |
|  | **Competence** | | **Context**  Utilise diagnostic and creative skills in a range of functions in a wide variety 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, complex and heterogeneous groups  **Learning to learn**  Learn to take responsibility for own learning within a managed environment  **Insight**  Express an internalised, personal world view, reflecting engagement with others |

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| **Assessment** |
| Details of QQI's assessment requirements are set out in QQI’s current Assessment Guidelines and Validation Policy and Criteria.  Assessment is criterion referenced. Successful achievement of the award is based on learners attaining the expected (determined) standards of knowledge, skill or competence.  The techniques set out for the assessment for QQI awards are considered optimal. In exceptional circumstances a further education and training provider may seek approval of alternative assessment techniques through its application for programme validation. |
| **Award classification [NFQ level 4 and higher]** |
| Pass 50% threshold  Merit 65% threshold  Distinction 80% threshold  A percentage grading system shall be used with a pass mark of 50%.  A pass classification or passing percentage grade shall indicate that all the expected learning outcomes have been achieved and any classification or percentage grade in excess of these respectively indicate achievement in excess of this.  The award class (where the award is classified) is based on a credit weighted mean of percentage grades awarded for the elements of a programme of education and training validated for this award.  A QQI award or a QQI award with pass classification shall only be awarded where all of the award’s expected learning outcomes have been achieved. |
| **Particular Guidelines on Assessment for the Minor Award** |
| None |
| **Prescribed Assessment Techniques for the Minor Award** |
| Candidates are required to be assessed using the following techniques. The available percentage marks for this award are to be apportioned over the assessment techniques as follows.  A portfolio or collection of work is a collection and or selection of pieces of work produced by the learner over a period of time that demonstrates achievement or a range of learning outcomes. The collection may be self-generated or may be generated in response to a particular bier or task/activities devised by the assessor  **Portfolio / Collection of Work 100%** |
| **Specific Validation Requirements** |
| None |
| **Supporting Documentation** |
| None |
| **General Access Expectations** |
| Generally, to access programmes leading to major awards 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. Some awards may specify additional requirements for access. |
| **Particular Access Expectations** |
| The learner must have access to modern poultry breeding unit(s) of sufficient commercial scale to achieve the learning outcomes |
| **Particular Transfer and Progression Expectations** |
| 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. |
| **QQI Policy** |
| This standard shall be interpreted consistently with QQI’s *Policy for Determining Awards*  *Standards* and its *Policy and Criteria for Making Awards*. |