



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Component Specification NFQ Level 6

Equine Anatomy and Physiology 6N3388

1. Component Details

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

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

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

Assessment

General Information

All assessment should be planned in accordance with the programme assessment strategy developed as part of the programme submission for validation. See **Policies and Criteria for Validation of Programmes**. Assessment should be undertaken consistently and reflect current assessment guidelines. See www.qqi.ie.

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence consistent with the **minimum intended programme learning outcomes**.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are reliable and valid but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. See current FET validation guidelines at www.qqi.ie.

Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and QQI's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. All learning outcomes **must** be assessed and achieved in accordance with the **minimum intended module learning outcomes** set out in the validated programme.

Assignment	40%
Examination - Theory	60%

Description

Assignment

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

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

Examination - Theory

An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions.

A theory-based examination assesses the ability to recall, apply and understand specific theory and knowledge.

Recognition of Prior Learning (RPL)

To support the development and implementation of RPL with regard to access, granting credit/exemptions and achievement of awards/parts of awards, providers should refer to **QQI's Statutory Guidelines for Quality Assurance**, the **Policies and Criteria for Validation of Programmes** and the **Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training** available at www.qqi.ie

Grading	Pass	50% - 64%
	Merit	65% - 79%
	Distinction	80% - 100%
Specific Validation Requirements	There are no specific validation requirements	
Supporting Documentation	None	
Access	To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.	
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Transfer	Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.	

2. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), <http://www.nfq-qqi.com>. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see www.qqi.ie).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for FET awards are contained within the associated specifications:

AWARD CLASS	STANDARDS	AWARDS
Major Award	Certificate Specification	Certificate (Levels 1 to 5) Advanced Certificate (Level 6)
Supplemental Award	Supplemental Specification	Supplemental Certificate (Level 3 to 6)
Special Purpose	Specific Purpose Specification	Specific Purpose Certificate (Levels 3 to 6)
Minor Award	Component Specification	Component Certificate (Levels 1 to 6)

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

3. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

Table 1: FET Credit Values

NFQ Level	Major Awards Credit Values	Default Credit Values Minor Awards	Other Permitted Minor Award Credit Values	Special Purpose and Supplemental Award Credit Value Ranges
1	20	5	10	
2	30	5	10	
3	60	10	5,20	>5 and <60
4	90	10	5,15,20	>5 and <90
5	120	15	5,10,30	>5 and <120
6	120	15	5,10,30	>5 and <120

Guide to Level

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

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	Specialised knowledge of a broad area
	Kind	Some theoretical concepts and abstract thinking, with significant depth in some areas
Know How & Skill	Range	Demonstrate a 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 and complex 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.

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

