



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Component Specification NFQ Level 4

Stable and Yard Routine 4N3125

1. Component Details

Title	Stable and Yard Routine
Teideal as Gaeilge	Gnáthamh Stábla agus Clóis
Award Type	Minor
Code	4N3125
Level	4
Credit Value	20
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence to care for and maintain horses under supervision.
Learning Outcomes	Learners will be able to: <ol style="list-style-type: none">1 Explain the various beddings suitable for use with horses and the requirements for the disinfection of stables2 Outline the considerations required in relation to management of horses on grass, including the required checks for hazards, 10 common poisonous plants, the dangers of ragwort, the factors that lead to a horse-sick field and the symptoms of common ailments that affect grass kept horses3 Explain the factors that need to be taken into account when feeding and watering horses, including the rules for feeding and watering horses, the advantages and disadvantages of different methods of watering and different methods of feeding of concentrates

- 4 Differentiate between foods commonly fed to horses including concentrates, roughage, succulents, supplements and good, bad or acceptable hay or haylage, including the suitability and effect each has on the horse
- 5 Identify the items of the grooming kit and when they should be used
- 6 Outline the information required in relation to clipping a horse, including the different types of clip available, timing of clipping and caring for a clipped horse
- 7 Explain the functions of the parts of a horses foot and when a horse needs the attention of a farrier
- 8 Give detailed information in relation to horse health and identification including classification of horse/pony breeds, coat colours and markings, the points of the horse and location of the main organs, the signs that a horse is lame, sick nursing procedures, signs of colic and how to alleviate colic whilst awaiting a veterinarian
- 9 Outline the considerations required in relation to management of horses on grass, including the required checks for hazards, common poisonous plants and their eradication, the dangers of ragwort, factors that lead to a horse-sick paddock and its prevention, and the symptoms of common ailments that affect grass kept horses
- 10 Demonstrate working safely around horses in a field, including approaching, catching, restraining and letting horses go in a field
- 11 Prepare a range of feedstuffs commonly fed to horses
- 12 Complete a range of different grooming techniques including a full groom, quartering, set fair and grooming grass kept horses
- 13 Fit and adjust a variety of different rugs and rug fittings, correctly identifying each type and why it would be used
- 14 Fit a pair of correctly selected brushing boots to a horse, explaining why they are used
- 15 Demonstrate correct application of a tail bandage including information on why one would be used

- 16 Carry out tack maintenance, including disassembling, cleaning and reassembling a saddle and bridle, correctly identifying all parts
- 17 Demonstrate the fitting of appropriate tack for riding, including applying a variety of nosebands and martingales
- 18 Demonstrate assisting a farrier who is shoeing a horse by restraining the horse and correctly identifying the tools being used by the farrier and what they are being used for
- 19 Check a horse for signs of good and ill health, including taking and recording temperature and identifying if the horse is sound or lame
- 20 Differentiate between horses of different levels of condition, explaining how to estimate the weight of a horse
- 21 Apply communication skills, team working and safety awareness in an equine environment.

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.

Portfolio / Collection of Work	20%
Skills Demonstration	70%
Examination - Theory	10%

Description

Portfolio / Collection of Work

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 of a range of learning outcomes. The collection may be self-generated or may be generated in response to a particular brief or tasks/activities devised by the assessor.

Skills Demonstration

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.

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

The provider must have all of the following in place to offer this award:

Access to a yard that is approved by the Association of Irish Riding Establishments (www.aire.ie) or Horse

1. Racing Ireland (www.goracing.ie)
2. Access to suitable horses for all tasks
3. Access to all equipment and facilities required for practical tasks
- 4.

Supporting Documentation

None

Access

To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.

Transfer

Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.

2. FET Award Standards

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

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

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

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

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

3. FET Credit

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

Table 1: FET Credit Values

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

Guide to Level

Independence is the hallmark of this level. Learning outcomes at this level correspond to a growing sense of responsibility for participating in public life and shaping one's own life. The outcomes at this level would be associated with first-time entry to many occupational sectors.

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	Broad range of knowledge
	Kind	Some theoretical concepts and abstract thinking, with significant depth in some areas
Know How & Skill	Range	Demonstrate a moderate range of practical and cognitive skills and tools
	Selectivity	Select from a range of procedures and apply known solutions to a variety of predictable problems
Competence	Context	Act in familiar and unfamiliar contexts
	Role	Act with considerable amount of responsibility and autonomy
	Learning to Learn	Learn to take responsibility for own learning within a supervised environment
	Insight	Assume partial responsibility for consistency of self-understanding and behaviour

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