Component Specification NFQ Level 6

Managing Pig Nutrition 6N20478

1. Component Details

Title: Managing Pig Nutrition

Teideal as Gaeilge: Bainistiocht Cothú Muc

Award Type: Minor

Code: 6N20478

Level: 6

Credit Value: 10

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.

Learning Outcomes: Learners will 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
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
12 Practice safety and workplace health in agriculture

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.

Examination - Theory 60%
Examination - Practical 40%

Description

Examination - Theory

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

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

The assessor will devise theory examination(s) to assess learning outcomes 1 to 7 and 12.

Examination - Practical

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.

The assessor will devise practical examination(s) to assess learning outcomes 8 to 11.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>50% - 64%</td>
</tr>
<tr>
<td>Merit</td>
<td>65% - 79%</td>
</tr>
<tr>
<td>Distinction</td>
<td>80% - 100%</td>
</tr>
</tbody>
</table>

Specific Validation Requirements

There are no specific validation requirements

Supporting Documentation

1. Publications from: The Health and Safety Authority of Ireland
2. Publications from: Department of Agriculture, Food and the Marine
3. Publications from: Teagasc, The Agriculture and Food Development Authority

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.

The learner must have access to modern commercial pig unit(s) with various groups of pigs

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:

<table>
<thead>
<tr>
<th>AWARD CLASS</th>
<th>STANDARDS</th>
<th>AWARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Award</td>
<td>Certificate Specification</td>
<td>Certificate (Levels 1 to 5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced Certificate (Level 6)</td>
</tr>
<tr>
<td>Supplemental Award</td>
<td>Supplemental Specification</td>
<td>Supplemental Certificate (Level 3 to 6)</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>NFQ Level</th>
<th>Major Awards Credit Values</th>
<th>Default Credit Values</th>
<th>Other Permitted Minor Award Credit Values</th>
<th>Special Purpose and Supplemental Award Credit Value Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>30</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>10</td>
<td>5,20</td>
<td>&gt;5 and &lt;60</td>
</tr>
<tr>
<td>4</td>
<td>90</td>
<td>10</td>
<td>5,15,20</td>
<td>&gt;5 and &lt;90</td>
</tr>
<tr>
<td>5</td>
<td>120</td>
<td>15</td>
<td>5,10,30</td>
<td>&gt;5 and &lt;120</td>
</tr>
<tr>
<td>6</td>
<td>120</td>
<td>15</td>
<td>5,10,30</td>
<td>&gt;5 and &lt;120</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Strand</th>
<th>Sub-strand</th>
<th>Nature of learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Breadth</td>
<td>Specialised knowledge of a broad area</td>
</tr>
<tr>
<td></td>
<td>Kind</td>
<td>Some theoretical concepts and abstract thinking, with significant underpinning theory</td>
</tr>
<tr>
<td>Know How &amp;</td>
<td>Range</td>
<td>Demonstrate a comprehensive range of specialised skills and tools</td>
</tr>
<tr>
<td>Skill</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Selectivity  Formulate responses to well defined abstract problems

Competence  Context  Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts

Role  Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form and function within, multiple and complex heterogeneous groups.

Learning to Learn  Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs

Insight  Express an internalised, personal world view, reflecting engagement with others.

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