



## **Component Specification**

### **Outdoor Vegetable Crop Production**

**Level 3**

**D3N0561**

## 1. Introduction

The Further Education and Training Awards Council is the single national awarding body in further education and training in Ireland. It is responsible for determining the standards for named awards at levels 1 to 6 on the National Framework of Qualifications. All named awards are devised in line with the National Qualifications Authority of Ireland's determinations and guidelines.

## 2. The National Framework of Qualifications

The National Framework of Qualifications comprises 10 levels ranging from initial learning (level 1) to the most advanced levels of learning (level 10).

At each level there are one or more award types. An award type is a grouping of awards that share similar features. The National Qualifications Authority of Ireland has determined Award Type Descriptors for each award type. See [www.nqai.ie](http://www.nqai.ie). The Award Type Descriptor identifies the key strands and sub-strands of knowledge, skill and competence for that award type.

## 3. Guide to Level

Learning outcomes at this level relate to a low volume of practical capability and of knowledge of theory. The outcomes relate to the performance of relatively simple work and may be fairly quickly acquired. Outcomes at this level may also confer a minimum employability for low skilled occupations and include functional literacy and numeracy

<b>Strand</b>	<b>Sub-strand</b>	<b>Nature of learning</b>
Knowledge	Breadth	Knowledge moderately broad in range
	Kind	Mainly concrete in reference and with some comprehension of relationship between knowledge elements
Know How & Skill	Range	Demonstrate a limited range of practical and cognitive skills and tools
	Selectivity	Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems
Competence	Context	Act within a limited range of contexts
	Role	Act under direction with limited autonomy; function within familiar, homogeneous groups
	Learning to Learn	Learn to learn within a managed environment
	Insight	Assume limited responsibility for consistency of self- understanding and behaviour

*Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI ([www.nqai.ie](http://www.nqai.ie))*

#### **4. Award Specifications**

FETAC determines the standards for all awards in partnership with relevant stakeholders. This award was developed in line with the Council policy on Standards Development published in September 2005.

Standards are published in the form of Award Specifications. A Specification is devised in respect of each named award. Each Specification provides a comprehensive description of the features, characteristics and standards of the award.

A **Certificate Specification** is published for each named **major award**.

A **Component Specification** is published for each named **minor award**. Please note that each component (i.e. minor award) is associated with one or more Certificates (i.e. major, special purpose or supplemental award). See [www.fetac.ie](http://www.fetac.ie).

A **Specific Purpose Specification** is published for each **special purpose award**.

A **Supplemental Specification** is published for each **supplemental award**.

Standards 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 that award.

Learning outcomes for all awards (i.e. major, special purpose, supplemental awards) are contained within the associated Component Specifications.

## 5. Component Details

<b>Title</b>	Outdoor Vegetable Crop Production
<b>Teideal as Gaeilge</b>	Táirgeadh Barra Glasraí Faoin Aer
<b>Award Type</b>	Minor
<b>Code</b>	D3N0561
<b>Level</b>	3
<b>Credit Value</b>	10
<b>Purpose</b>	The purpose of this award is to equip the learner with the knowledge, skill and competence to produce a crop of outdoor vegetables under supervision.
<b>Learning Outcomes</b>	Learners will be able to: <ol style="list-style-type: none"><li>1 List the tools, materials and equipment required to grow outdoor vegetables</li><li>2 List the stages of ground preparation for vegetable sowing</li><li>3 Explain pH levels in the soil</li><li>4 Explain the purpose of and techniques for thinning, transplanting and weeding</li><li>5 Describe a range of preventative methods for controlling vegetable diseases and pests organically or with chemicals</li><li>6 Carry out a soil test</li><li>7 Prepare the ground for growing vegetables including clearing the ground organically or with chemicals, single digging, improving soil fertility, cross-digging the area, forking over, raking and levelling, marking out and preparing drills</li><li>8 Sow a vegetable crop from seeds or transplant a crop to outdoors</li><li>9 Use a range of techniques to maintain the vegetable crop including thinning, transplanting, watering, feeding, weed-control, mulching, disease and pest control</li><li>10 Harvest the crop at the correct stage of maturity</li><li>11 Demonstrate the application of communications, team working and quality awareness in a horticulture environment</li></ol>

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- 12 Apply appropriate health, safety and personal hygiene procedures when producing a crop of vegetables.

## Assessment

**General Information** Details of FETAC's assessment requirements are set out in [Assessment Guidelines for Providers](#).

All FETAC assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

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

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

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

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. [See FETAC's Provider Guidelines for Programme Validation](#).

## Assessment Techniques

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

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

Programme validation will require providers to map each learning outcome to its associated assessment technique. [See FETAC's Provider Guidelines for Programme Validation](#).

All learning outcomes **must** be assessed.

Skills Demonstration 80%

Portfolio / Collection of Work 20%

## Description

### 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.*

## **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.*

<b>Recognition of Prior Learning (RPL)</b>	Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at <a href="http://www.fetac.ie">www.fetac.ie</a> for further information and registration details.
<b>Grading</b>	Successful indicates that the learner has achieved all the learning outcomes, within a narrow range of predictable and structured contexts. Referred indicates more learning is required to enable satisfactory achievement of one or more learning outcomes.
<b>Specific Validation Requirements</b>	There are no specific validation requirements
<b>Supporting Documentation</b>	None
<b>Access</b>	None
<b>Transfer</b>	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.