



## **Component Specification**

### **Equine Nutrition**

**Level 5**

**5N3363**

## 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 include a broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity, with the capacity to use the instruments and techniques relating to an occupation. They are associated with work being undertaken independently, subject to general direction.

<b>Strand</b>	<b>Sub-strand</b>	<b>Nature of learning</b>
Knowledge	Breadth	Broad range of knowledge
	Kind	Some theoretical concepts and abstract thinking, with significant depth in some areas. Some underpinning theory
Know How & Skill	Range	Demonstrate a broad range of specialised skills and tools
	Selectivity	Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems
Competence	Context	Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts
	Role	Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups
	Learning to Learn	Learn to take responsibility for own learning within a managed environment
	Insight	Assume full 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>	Equine Nutrition
<b>Teideal as Gaeilge</b>	Cothú Capall
<b>Award Type</b>	Minor
<b>Code</b>	5N3363
<b>Level</b>	5
<b>Credit Value</b>	15
<b>Purpose</b>	The purpose of this award is to equip the learner with the knowledge, skill and competence to understand in depth the equine digestive system, the composition of food and equine nutrition.
<b>Learning Outcomes</b>	Learners will be able to: <ol style="list-style-type: none"><li>1 Label a diagram of equine digestive and dental systems</li><li>2 Explain the digestive process of the equine including the functions of the individual digestive juices, and peristalsis</li><li>3 Describe the composition of food, including essential amino acids and a comparison of the carbohydrates available to horses</li><li>4 Explain the roles and functions of the nutrients of a horses diet, including the composition of a balanced diet</li><li>5 Outline the nutritive value of cereals, including the risk factors associated with feeding cereals to horses</li><li>6 Examine the nutritional information labels of different feed mixes identifying the feed mix appropriate to horse type, including reference to the different manufacturing processes used</li><li>7 Distinguish between different supplements available for equines and the functions of each</li><li>8 Discuss the advantages and disadvantages associated with feeding hay and haylage and other roughage alternatives</li><li>9 Summarise the factors that affect the nutritional requirements of an individual horse, including reference to a gestating mare at various stages, a stallion, an older horse, a horse at rest and a horse in light to medium work</li><li>10 Explain the effects of nutrition on a growing foal, including Developmental Orthopaedic Disease (DOD) and the importance</li></ol>

---

of colostrum

- 11 Discuss why excess protein is undesirable in the performance horse diet
- 12 Discuss the importance of grass in the horses diet, recognising high and low quality grass and the effect of seasonal changes on pasture
- 13 Explain the causes of common diet related disorders, including choke, colic and tying up
- 14 Describe the effects of exercise and diet on the development of gastric ulcers, discussing dietary changes that may prevent or help with gastric ulcers
- 15 Evaluate the possible risk factors associated with carbohydrate overload and possible preventative measures
- 16 Suggest a suitable annual worming programme
- 17 Discuss the significance of the rules of feeding, their reasons and implications
- 18 Describe the effect that dehydration has on a horse
- 19 Outline a general grassland management programme recognising common weeds and poisonous plants.

---

## 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

In order to demonstrate that they have reached the standards of

## Techniques

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.

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.*

### 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)

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 [www.fetac.ie](http://www.fetac.ie) for further information and registration details.

## 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.

## 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.