



# City & Guilds Level 2 Diploma in Saddle, Harness and Bridle Making (0101-02)

Version 1.2 (September 2024)

**Qualification Handbook**

## Qualification at a glance

<b>Subject area</b>	Crafts, creative arts and design
<b>City &amp; Guilds number</b>	0101
<b>Age group approved</b>	16+
<b>Entry requirements</b>	None
<b>Assessment</b>	Assignment
<b>Grading</b>	Pass/Fail
<b>Approvals</b>	Full approval required
<b>Support materials</b>	Qualification handbook
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds qualification number</b>	<b>Regulatory reference number</b>	<b>GLH</b>	<b>TQT</b>
City & Guilds Level 2 Diploma in Saddle, Harness and Bridle Making	0101-02	600/6250/2	690	1360
City & Guilds Level 2 in Saddle, Harness and Bridle Making – Unit Route	0101-92	600/6250/2	690	1360

Version and date	Change detail	Section
1.0 September 2012	Initial version	All
1.1 October 2017	Added TQT and GLH details Deleted QCF	Qualification at a Glance, Structure Appendix
1.2 September 2024	Handbook reviewed and updated to new template	All

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# Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	This qualification is for those individuals who work or want to work as saddlers.
What does the qualification cover?	This qualification covers the skills required for employment and/or career progression in the saddlery sector.
What opportunities for progression are there?	It allows candidates to progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none"><li>• Level 2 Diploma in Saddlery (0084-21)</li><li>• Level 3 Diploma in Saddlery (0084-31)</li><li>• Level 3 Diploma in Saddle, Harness and Bridle Making (0101-03)</li></ul>
Who did we develop the qualification with?	The Worshipful Company of Saddlers The Society of Master Saddlers
Is it part of an apprenticeship framework or initiative?	No

## Structure

To achieve the City & Guilds Level 2 Diploma in Saddle, Harness and Bridle Making, learners must achieve a total of 136 credits; 112 credits from the mandatory units and a minimum of 24 credits from the optional units available.

Unit accreditation number	City & Guilds unit number	Unit title	Credit Value	GLH
<b>Mandatory units:</b>				
L/504/2447	201	Saddle making in the equestrian industry	40	220
R/504/2448	202	Bridle making in the equestrian industry	36	165
Y/504/2449	203	Harness making in the equestrian industry	36	170
<b>Optional units:</b>				
L/504/2450	204	Equine studies for saddle fitters	12	85
R/504/2451	205	Machine techniques for the saddlery industry	12	85
Y/504/2452	206	The principles of lornery in the equine industry	12	50

## Total Qualification Time (TQT)

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT comprises of the following two elements:

- 1) the number of hours that an awarding organisation has assigned to a qualification for guided learning
- 2) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Title and level	GLH	TQT
City & Guilds Level 2 Diploma in Saddle, Harness and Bridle Making	690	1360
City & Guilds Level 2 Diploma in Saddle, Harness and Bridle Making – Unit Route	690	1360

# Centre requirements

## Approval

### Full approval

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.



## Resource requirements

### Physical resources and site agreements

Centres can use specially designated areas within a centre to assess. The equipment, systems and machinery must meet industrial standards and be capable of being used under normal working conditions.

### Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area(s) for which they are delivering training and/or have experience of providing training (this knowledge must be to the same level as the training being delivered)
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

### Assessors and Internal Quality Assurer

The centre must provide Assessor personnel who must be occupationally competent in the industry either qualified to at least level 2 and/or have current experience of working in the industry at this level.

The centre must provide Internal Quality Assurance personnel who must be occupationally competent in the land-based sector either qualified to at least level 2 and/or have current experience of working in the industry at this level.

Assessors/Internal Quality Assurance personnel may hold relevant qualifications such as D32/33/34 or A1/V1 or TAQA however they are not a mandatory requirement for this qualification. They should have had formal training in assessment/IQA, which may be the qualifications above, or other training that allows the assessor to demonstrate competence in the practice of assessment/IQA. This training may be carried out in-house or with an external agency.

TAQA qualifications are considered very appropriate as Continuing Professional Development (CPD) or as best practice standards for new centre staff to work towards.

### Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

## Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both

CASS and City and Guilds Quality Assurance processes visit: the [What is CASS?](#) and [Quality Assurance Standards](#) documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- Internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers must

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds EQA process. EQAs are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

## **Learner entry requirements**

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

## **Age restrictions**

This qualification is approved for learners aged 16 or above.

## **Access arrangements and reasonable adjustments**

City & Guilds has considered the design of this qualification and its assessments in order to best support accessibility and inclusion for all learners. We understand however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

Equalities legislation requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the Joint Council for Qualifications (JCQ) access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds for more information. Both are available on the City & Guilds website [www.cityandguilds.com](http://www.cityandguilds.com)

# Delivering the qualification

## Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs
- support and guidance they may need when working towards their qualification
- any units they have already completed or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner and the responsibilities of the centre. This information can be recorded on a learning contract.

## Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth.

More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

[Inclusion and diversity | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com)

## Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that support our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

[Our Pathway to Net Zero | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com)

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy, considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)
- reusing components wherever possible

- waste procedures (ensuring that waste is minimised, recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of plumbing activities wherever possible.

## 4 Assessment

### Assessment of the qualification

Candidates must:

- successfully complete x1 centre-devised assignment for each mandatory unit
- City & Guilds has written guidance for centres to write their own assignments. Please go to the [Centre document library](#) on [www.cityandguilds.com](http://www.cityandguilds.com)
- before using these centre-devised assignments they must be approved by your City & Guilds EQA.

### Assessment strategy

City & Guilds has written guidance for centres to write their own assessments/assignments. (See above for where to find these documents.)

### Time constraints

The following time constraints must be applied to the assessment of these qualifications:

- all assignments must be completed and assessed within the learner's period of registration.
- centres should advise learners of any internal timescales for the completion and marking of individual assignments.

### Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is allowed and is also sector-specific.

## 5 Units

### Structure of the units

These units each have the following:

- [unit accreditation number \(UAN\)](#)
- City & Guilds reference number
- title
- level
- guided learning hours (GLH)
- credit value
- assessment type
- unit aim
- learning outcomes, which are comprised of a number of assessment criteria
- range statements
- supporting information
- relationship to NOS/mapping to occupational/apprenticeship standards
- endorsement by a sector or regulatory body.

### Guidance for delivery of the units

This qualification is comprised of a number of **units**. A unit describes what is expected of a competent person in particular aspects of their job.

Each **unit** is divided into **learning outcomes** which describe in further detail the skills and knowledge that a candidate should possess.

Each **learning outcome** has a set of **assessment criteria** (performance and knowledge and understanding) which specify the desired criteria that must be satisfied before an individual can be said to have performed to the agreed standard.

**Range** statements define the breadth or scope of a learning outcome and its assessment criteria by setting out the various circumstances in which they are to be applied.

**Supporting information** provides guidance of the evidence requirement for the unit and specific guidance on delivery and range statements. Centres are advised to review this information carefully before delivering the unit.

## Unit 201

## Saddle making in the equestrian industry (unit 2)

<b>UAN:</b>	L/504/2447
<b>Level:</b>	2
<b>Credit value:</b>	40
<b>GLH:</b>	220
<b>Assessment type:</b>	Assignment
<b>Relationship to NOS:</b>	n/a
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillset, the Sector Skills Council for Creative.
<b>Aim:</b>	This unit provides a practical introduction to the craft skills and knowledge necessary for the production of saddles. It aims to assess the ability to use a range of materials, fittings, tools and machinery, in order to select appropriate construction, materials and production skills, together with fostering the ability to transfer skills and techniques used in one discipline to that of another. It aims to provide the learner with a broad foundation of craft skills using both traditional and modern manufacturing processes.

<b>Learning outcome</b>
The learner will:
1. Know the types of materials used in Saddle production
<b>Assessment criteria</b>
The learner can:
1.1 list the different <b>leathers</b> used in saddle making
1.2 list <b>fittings</b> used in the production of saddles
1.3 state suitable <b>thread types and sizes</b>
<b>Range</b>
<b>Leathers</b> Bridle shoulder Flap butt Stirrup butt Panel hide



**Fittings**

Saddle tree  
Staples  
Dees  
Saddle nails

**Thread types and sizes**

Linen thread  
18-3  
18-4  
25-3  
Synthetic thread  
0.8  
1.4

**Learning outcome**

The learner will:

2. Be able to select appropriate materials for a range of saddle components

**Assessment criteria**

The learner can:

- 2.1 identify the different **parts of a hide**
- 2.2 identify the best end and side of a flap butt
- 2.3 identify hide size and thickness in both imperial and metric measurements
- 2.4 assess the **suitability of different parts of the hide** in the selection process
- 2.5 name the component parts of a rigid and a sprung **saddle tree**
- 2.6 check saddle trees for **faults**
- 2.7 compare the **differences** between a rigid and a sprung saddle tree
- 2.8 select suitable **threads for use in saddle making**

**Range****Parts of a hide**

Whole hide,  
Half a hide/Hide side  
Pair of Backs  
Whole middle/Whole butt  
Pair of butts  
Shoulder  
Leather cuts  
Thicknesses and average size of different cuts

**Suitability of different parts of the hide**

Use, Strength, Safety

**Saddle tree**

List components of saddle trees

**Faults**

Symmetry, Fatigue, Fittings, Poor finish

**Differences**

Substance and weight of saddle trees, One has springs the other not, One flexes the other is rigid

Threads used in saddle making

Linen thread

18-3

18-4

25-3

Synthetic thread

0.8

1.4

### Learning outcome

The learner will:

3. Know the names, uses and maintenance of the different tools used for saddle making

### Assessment criteria

The learner can:

3.1 list the different **tools** used in saddle making

3.2 state the **use** of each tool in the making process

3.3 describe how to **maintain and store** each tool

### Range

#### Tools

Knives

Hammer

Bull dog pliers

Tack lifter

Skirt shave

Stitch grove

Surform

Stuffing irons

Masher

Curved awl

#### Use

Cutting out leather

Tacking

Draw on saddle seat

Lift tacks

Shave saddle skirts

Make a channel for stitching

Shape saddle seat

Stuff saddle panel

Shape saddle panel

Backing holes for skirts and Lace in saddle panel

#### Maintain and store

Storage of tools and sharpening of knives, skirt shave and awl

### Learning outcome

The learner will:

4. Be able to use the methods and practices of saddle making

### Assessment criteria

The learner can:

4.1 Use the skills and techniques required for each of the **making processes**

**Range**

**Making processes**

- Webbing up
- Building and blocking a seat
- Hand seaming
- Machine seaming
- Cutting
- Flocking
- Quilting
- Lacing

**Learning outcome**

The learner will:

5. Be able to produce a simple saddle

**Assessment criteria**

The learner can:

5.1 Produce samples of a range of **saddle making techniques**

5.2 Produce a simple saddle on a sprung saddle tree

**Range**

**Saddle making techniques**

Cutting, Shave skirts, Backing holes for skirts, Welting and Seaming

## Unit 201

## Saddle making in the equestrian industry (unit 2)

### Supporting information

#### Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

#### Special considerations

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example:

Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

## Unit 202

## Bridle making in the equestrian Industry (unit 2)

<b>UAN:</b>	R/504/2448
<b>Level:</b>	2
<b>Credit value:</b>	36
<b>GLH:</b>	165
<b>Assessment type:</b>	Assignment
<b>Relationship to NOS:</b>	n/a
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillset, the Sector Skills Council for Creative.
<b>Aim:</b>	This unit provides a practical introduction to the craft skills and knowledge necessary for the production of bridles. It aims to assess the ability to use a range of materials, fittings, tools and machinery, in order to select appropriate construction, materials and production skills, together with fostering the ability to transfer skills and techniques used in one discipline to that of another. It aims to provide the learner with a broad foundation of craft skills using both traditional and modern manufacturing processes.

<b>Learning outcome</b>
The learner will:
1. Know the types of materials used in bridle production
<b>Assessment criteria</b>
The learner can:
1.1 list the different <b>leathers</b> used in bridle making
1.2 list <b>fittings</b> used in the production of bridle making
1.3 state suitable <b>thread types and sizes</b>
<b>Range</b>
<b>Leathers</b> Bridle butt Bridle shoulder Rein back

Stirrup butt  
Panel hide

### **Fittings**

Head collar buckles  
Swage buckles  
Rings  
Bridle buckles  
Spiked rings  
Billet hooks  
Martingale rings  
Stirrup buckles

### **Thread types and sizes**

Linen thread; 3/25, 3/18 and 4/18

### **Learning outcome**

The learner will:

2. Be able to select appropriate materials for a range of bridle components

### **Assessment criteria**

The learner can:

- 2.1 identify the different **parts of a hide**
- 2.2 identify the best end and side of a bridle butt
- 2.3 identify hide size and thickness in both imperial and metric measurements
- 2.4 assess the **suitability of different parts of the hide** in the selection process
- 2.5 identify a range of **bridle fittings**
- 2.6 assess bridle fittings for **faults**
- 2.7 select suitable **threads for use in bridle making**

### **Range**

#### **Parts of a hide**

Whole hide,  
Half a hide/Hide side  
Pair of Backs  
Whole middle/Whole butt  
Pair of butts  
Shoulder

#### **Suitability of different parts of the hide**

Leather cuts  
Thicknesses and average size of different cuts  
Use, Strength, Safety

#### **Bridle fittings**

Head collar buckles  
Swage buckles  
Rings  
Bridle buckles  
Spiked rings  
Billet hooks  
Martingale rings  
Stirrup buckles

#### **Faults**

Casting  
Metal fatigue  
Poor finish  
Buckle tongues

**Threads used in bridle making**

Linen thread; 3/25, 3/18 and 4/18

### Learning outcome

The learner will:

3. Know the names, uses and maintenance of the different tools used for bridle making

### Assessment criteria

The learner can:

- 3.1 list the different **tools** used in bridle making
- 3.2 state the **use** of each tool in the making process
- 3.3 describe how to **maintain and store** each tool

### Range

#### Tools

Cutting tools  
Edge tools  
Creasing tools  
Preparation/Marking tools  
Punching tools  
Stitch markers  
Awls  
Finishing tools

#### Use

Cutting out leather  
Chamfer edges of leather  
Making an indent  
Marking for stitching/patterns  
Making holes  
Dent marks in the desired area  
for stitching  
Makes holes for stitching  
Polishing and finishing of edges

#### Maintain and store

Storing of tools and sharpening of knives, edge tools and awls

### Learning outcome

The learner will:

4. Be able to use the methods and practices of bridle making

### Assessment criteria

The learner can:

4.1 use the **skills and techniques** required for each of the making processes

### Range

#### Skills and techniques

- Measuring
- Cutting
- Edge
- Stain
- Crease
- Hole punching
- Stitch marking
- Skiving
- Stitching
- Finishing



## **Learning outcome**

The learner will:

5. Be able to produce a range of bridle components

## **Assessment criteria**

The learner can:

5.1 produce samples of a range of **bridle making techniques**

5.2 produce the following:

- Foal slip
- Head collar
- Bridle
- Martingale
- Stirrup leathers

## **Range**

### **Bridle making techniques**

Measuring

Cutting

Edging

Staining

Creasing

Hole punching

Stitch marking

Skiving

Stitching

Finishing

## Unit 202

## Bridle making in the equestrian Industry (unit 2)

### Supporting information

#### Evidence requirements

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

#### Special considerations

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example:

Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

## Unit 203

## Harness making in the equestrian Industry (unit 3)

<b>UAN:</b>	Y/504/2449
<b>Level:</b>	2
<b>Credit value:</b>	36
<b>GLH:</b>	170
<b>Assessment type:</b>	Assignment
<b>Relationship to NOS:</b>	n/a
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillset, the Sector Skills Council for Creative.
<b>Aim:</b>	This unit provides a practical introduction to the craft skills and knowledge necessary for the production of harness. It aims to assess the ability to use a range of materials, fittings, tools and machinery, in order to select appropriate construction, materials and production skills, together with fostering the ability to transfer skills and techniques used in one discipline to that of another. It aims to provide the learner with a broad foundation of craft skills using both traditional and modern manufacturing processes.

<b>Learning outcome</b>
The learner will:
1. Know the types of materials used in harness production
<b>Assessment criteria</b>
The learner can:
1.1 list the different <b>leathers</b> used in harness making
1.2 list <b>fittings</b> used in the production of harness components
1.3 state suitable <b>thread types and sizes</b>
<b>Range</b>
<b>Leathers</b> Harness back Bridle butt Bridle shoulder

Russet  
Patent  
Panel hide

### **Fittings**

Harness buckles  
Trace/Tug buckles  
Breeching Dees  
Standing Dees  
Dees

### **Thread types and sizes**

Linen thread; 3/18 and 4/18

### **Learning outcome**

The learner will:

2. Be able to select appropriate materials for a range of harness components

### **Assessment criteria**

The learner can:

- 2.1 identify the different **parts of a hide**
- 2.2 identify the best end and side of a bridle butt
- 2.3 identify hide size and thickness in both imperial and metric measurements
- 2.4 check the **suitability of different parts of the hide** in the selection process
- 2.5 identify a range of **harness fittings**
- 2.6 check harness fittings for **faults**
- 2.7 select **suitable threads for use in harness making**

Range

### **Parts of a hide**

Whole hide,  
Half a hide/Hide side  
Pair of Backs  
Whole middle/Whole butt  
Pair of butts  
Shoulder

### **Suitability of different parts of the hide**

Leather cuts  
Thicknesses and average size of different cuts  
Use, Strength, Safety

### **Harness fittings**

Harness buckles  
Trace/Tug buckles  
Breeching Dees  
Standing Dees  
Dees

### **Faults**

Casting  
Metal fatigue  
Poor finish  
Buckle tongues

## Suitable threads for use in harness making

Linen thread (3/18 and 4/18)

### Learning outcome

The learner will:

1. Know the names, uses and maintenance of the different tools used for harness making

### Assessment criteria

The learner can:

- 3.1 list the different **tools** used in harness making
- 3.2 state the **use** of each tool in the making process
- 3.3 describe how to **maintain and store** each tool

### Range

#### Tools

Cutting tools  
Edge tools  
Creasing tools  
Preparation/Marking tools  
Punching tools  
Stitch markers  
Awls  
Finishing tools

#### Uses

Cutting out leather  
Chamfer edges of leather  
Making an indent  
Marking for stitching/patterns  
Making holes  
Dent marks in the desired area  
for stitching  
Makes holes for stitching  
Polishing and finishing of edges

#### Maintain and store

Storing of tools and sharpening of knives, edge tools and awls

### Learning outcome

The learner will:

4. Be able to use the methods and practices of harness making

### Assessment criteria

The learner can:

- 4.1 use the correct skills and techniques requirement for each of the **making processes**

### Range

#### Making processes

- Measuring
- Cutting
- Edging
- Staining
- Creasing

- Hole punching
- Stitch marking
- Skiving
- Stitching
- Finishing

Harness components fit for purpose

### **Learning outcome**

The learner will:

5. Be able to produce a range of harness components

### **Assessment criteria**

The learner can:

5.1 produce samples of a range of harness making techniques

5.2 produce the following harness components using correct tools and methods:

- short tugs
- neck strap
- breast collar
- false martingale

## Unit 203

## Harness making in the equestrian Industry (unit 3)

### Supporting information

#### **Evidence requirements**

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

#### **Special considerations:**

The nature of this unit means that most of your evidence must come from real work activities.

Simulation can only be used in exceptional circumstances for example:

Where performance is critical or high risk, happens infrequently or happens frequently but the presence of an assessor/observer would prevent the Independent Advocacy relationship developing.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Independent Advocacy.

## Unit 204

## Equine studies for saddle fitters (unit 4)

<b>UAN:</b>	L/504/2450
<b>Level:</b>	2
<b>Credit value:</b>	12
<b>GLH:</b>	85
<b>Assessment type:</b>	Assignment
<b>Relationship to NOS:</b>	n/a
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillset, the Sector Skills Council for Creative.
<b>Aim:</b>	This unit provides an important base of equine knowledge necessary for the understanding of saddlery requirements for both horse and rider. It aims to assess the ability to assess equine behaviour, health, conformation and development together with safe handling and stable management requirements.

<b>Learning outcome</b>
The learner will:
1. Know the anatomy and conformation of a horse
<b>Assessment criteria</b>
The learner can:
1.1 name the <b>points</b> of the horse
1.2 identify the <b>skeletal structure</b> of the horse
1.3 identify the <b>specific muscles and bones</b> used to support the saddle and rider
1.4 describe the <b>conformational features</b> of different types of <b>sport</b> and <b>non-sport horses</b>
1.5 describe how, <b>conformation</b> can affect <b>saddlery fitting</b> .
1.6 identify differences in conformation in different types and breeds of horses
<b>Range</b>
<b>Points</b>
Ear
Nape
Throat
Mane
Neck.



Withers  
Back  
Hip  
Rump  
Buttock  
Tail  
Thigh  
Leg  
Hock  
Cannon bone  
Fetlock  
Pastern  
Stifle  
Flank  
Fetlock joint  
Toe  
Hoof  
Coronet  
Canon bone  
Knee  
Shoulder  
Breast, Throat, Cheek, Jowl, Lower lip, Mouth.  
Upper lip, Nostril, Tip of nose  
Nose  
Eye

### **Skeletal structure**

Atlas  
Cervical vertebrae  
Thoracic vertebrae  
Lumbar vertebrae  
Sacrum.  
Caudal vertebrae Pelvis  
Femur  
Patella  
Tibia  
Calcaneus  
Tarsus  
Metatarsus  
Phalanges  
Third phalange  
Second phalange  
First phalange  
Cannon bone  
Carpus  
Radius  
Sternum  
Humerus  
Rib  
Scapula  
Mandible  
Tooth  
Orbital cavity  
Skull

### **Specific muscles and bones**

Thoracic vertebrae  
Lumbar vertebrae  
Trapezius muscle  
Latissimus muscle  
Fascia muscle

### **Conformational features – sport horse**

Elegant, lighter than heavy horses but heavier than a Thoroughbred, good leg angles, neck well set and limbs long with a short back and good foot shape

### **Conformational features of non-sport horses**

Native breed specific conformation features, working horse specific breed features, Arabs, Thoroughbreds and other common non-sports horse specific features

### **Conformation – saddle fitting**

Mutton Withers – Saddle slipping from side to side  
Short back – Saddle extends beyond the 18th rib  
Sway back – Saddle bridging  
Roach back – Saddle rocking  
High withers – Saddle not clearing  
Croup high – Saddle slipping forwards  
Herring gutted - Saddle slipping forwards  
Board shoulder – Pushing saddle back

## **Learning outcome**

The learner will:

2. Know how to monitor health and well-being of horses

## **Assessment criteria**

The learner can:

- 2.1 describe how to recognise signs of **ill-health**
- 2.2 describe how to recognise a horse's physical condition
- 2.3 describe routine measures of **worming, vaccination and hoof care**
- 2.4 describe how to recognise a **lame horse**

## **Range**

### **Ill health**

Common diseases, internal, external, disability and direct injury

Worm infestation, skin parasites and diseases.

When and how to monitor

physical condition

Respiratory infections, colic, Azoturia, Cushings disease, both worm, ring worm

### **Worming, vaccination and hoof care**

When to worm, how often, types of wormers for different times of the year, vaccinations and veterinary recording, foot care, trimming, shoeing and signs of

### **Lame horse**

What to look for in a lame horse, how the horse moves when lame:

Not wanting to use leg

Stride length

Foot fall sound

Head nod

Rhythm

Posture

### Learning outcome

The learner will:

3. Be able to restrain a horse using specific methods

### Assessment criteria

The learner can:

- 3.1 use suitable **personal protective equipment (PPE)**
- 3.2 restrain a horse according to instruction using correct **equipment**

### Range

#### Personal protective equipment (PPE)

Gloves, footwear and removal of jewellery

#### Equipment

Head collar, and bridle

### Learning outcome

The learner will:

4. Be able to lead and control a horse for inspection

### Assessment criteria

The learner can:

- 4.1 use appropriate **personal protective equipment (PPE)**
- 4.2 maintain control of the horse by using suitable saddlery and control techniques
- 4.3 move the horse for health and soundness inspection according to instructions
- 4.4 lead and **control** the horse for inspection in accordance with instruction

### Range

#### Personal Protective Equipment (PPE)

Gloves, footwear and removal of jewellery

#### Control

Control a horse with head collar or bridle  
Correct procedure, stand, walk and trot  
Walk, trot and turning

### Learning outcome

The learner will:

5. Be able to fit and remove basic saddlery and boots

### Assessment criteria

The learner can:

- 5.1 fit suitable **saddlery**
- 5.2 remove saddlery
- 5.3 fit suitable **boots**
- 5.4 remove boots

### Range

#### Saddlery

Snaffle bridles, running martingale, breast plate, riding saddle, numnah and girth

#### Boots

Brushing boot types, front and back



## Unit 204

## Equine studies for saddle fitters (unit 4)

### Supporting information

#### **Evidence requirements**

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## Unit 205

## Machining techniques for the saddlery industry (unit 5)

<b>UAN:</b>	R/504/2451
<b>Level:</b>	2
<b>Credit value:</b>	12
<b>GLH:</b>	85
<b>Assessment type:</b>	Assignment
<b>Relationship to NOS:</b>	n/a
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillset, the Sector Skills Council for Creative.
<b>Aim:</b>	An introduction to the knowledge and skills required to safely maintain, operate and control a range of sewing machines.

### Learning outcome

The learner will:

1. Know the names, uses and maintenance of parts on a range of sewing machines

### Assessment criteria

The learner can:

- 1.1 list the different types of **sewing machines**
- 1.2 state the differences between a range of sewing machine types
- 1.3 list the different **parts** of a sewing machine
- 1.4 describe the **maintenance** of a sewing machine

### Range

#### Sewing machines

Flatbed  
Cylinder arm  
Post

#### Parts

Thread stand  
Thread bracket  
Fly wheel

Stitch adjustment and reverse lever

Thread stem

Wire loops

Tension discs

Knurled side tension

Black post

Check spring

Take up arm

Hole in the side casing

Tube/Wire loop

Hole in the bottom needle bar

Presser foot/Walking foot

Needle

Needle plate, Throat plate

Feed dog

Bobbin case

### **Maintenance**

Daily service and check ups;

Oil the machine

Change/replace of a needle

Remove the bobbin case and shuttle

Remove the throat plate

Remove fluff or thread from shuttle or feed

Oiling

### **Learning outcome**

The learner will:

2. Be able to select appropriate sewing machine needles and threads

### **Assessment criteria**

The learner can:

2.1 list the different **sewing machine needles**

2.2 identify suitable **machine thread types and their uses**

2.3 identify **thread sizes** in the different systems used

2.4 assess the suitability of different needles and threads in the selection process

### **Range**

#### **Sewing machine needles:**

Needle system 134-35; 90/14, 120/19, 125/20, 130/21, 140/22, 160/23, 180/24, 200/25 with round point or left/right hand twist

Needle system 328; 130/21, 140/22, 160/23, 180/24, 200/25, 230/26 with round point or left/right hand twist

#### **Machine thread types and their uses:**

Sizes to size of needle

Spun polyester thread;

90/14 and 100/16; TKT 50, 40

110/18 and 120/19; TKT 30, 24

140/22; TKT 16

160/23; TKT 16, 12

180/24; TKT 12

200/25; TKT 10

230/26; TKT 8?

**Thread sizes**

both imperial and metric measurements

**Learning outcome**

The learner will:

3. Be able to safely control, operate, maintain and use a range of sewing machines

**Assessment criteria**

The learner can:

3.1 **operate** a sewing machine

**Range****Operate**

Operate the treadle with both feet on a range of sewing machines

Thread a range of sewing machines

Wind and fit the bobbin on a range of sewing machines

Produce samples of straight stitching with and without a guide

Usage, Safety

**Learning outcome**

The learner will:

4. Be able to adjust a sewing machine to a range of stitching requirements

**Assessment criteria**

The learner can:

4.1 adjust the pressure to suit material

4.2 adjust tension to produce correct stitch formation

4.3 analyse possible reasons for faults in stitching

4.4 **prepare** a sewing machine for stitching a range of different materials.

4.5 assess sewing machines for **faults**

**Range****Prepare**

Setting/s of sewing machine

Choice of needle

Damaged needle

Choice of thread

Malfunction of mechanics

Choice of material

Operator error

**Faults**

Settings of sewing machine

Choice of needle

Damaged needle

Choice of thread

Malfunction of mechanics



Inadequate safety precautions

### **Learning outcome**

The learner will:

5. Be able to produce a range of stitch and seam samples

### **Assessment criteria**

The learner can:

5.1 produce samples of a range of **machine making techniques**

### **Range**

#### **Machine making techniques**

Straight stitching

Turned edge

Plain seam

Closed seam

Silked seam

Lapped seam

Binding

French binding

Piping binding

## Unit 205

## Machining techniques for the saddlery industry (unit 5)

### Supporting information

#### **Evidence requirements**

You must provide your assessor with evidence for all the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

#### **Special considerations:**

The nature of this unit means that most of your evidence must come from real work activities.

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## Unit 206

## The principles of lorinery in the equine industry (unit 6)

<b>UAN:</b>	Y/504/2452
<b>Level:</b>	2
<b>Credit value:</b>	12
<b>GLH:</b>	50
<b>Assessment type:</b>	Assignment
<b>Relationship to NOS:</b>	n/a
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillset, the Sector Skills Council for Creative.
<b>Aim:</b>	To prove a sound foundation of relevant and functional information on lorinery (bits and bridling) for the working saddler and equestrian professional.

<b>Learning outcome</b>
The learner will:
1. Know the scope of lorinery in the equine industry
<b>Assessment criteria</b>
The learner can:
1.1 explain the origins and use of the term <b>lorinery</b>
1.2 identify <b>early and modern lorinery</b>
1.3 list the different <b>categories</b> of lorinery
1.4 explain the <b>purpose</b> of an item in each category
<b>Range</b>
<b>Lorinery</b> The term Lorinery applies to all the metal parts of a horses saddlery, it includes stirrups, spurs, saddle-trees, horse brasses, harness and all other saddlery furniture as well as bits, a Loriner makes and sell these items.
<b>Early and modern lorinery</b> Bits, spurs and stirrups from between 14-16th century to present date
<b>Categories</b>

Bits  
Spurs  
Stirrups  
Fittings  
Saddle trees

### **Purpose**

**Bits:** a bit is placed in the mouth of a horse and assists a rider in communicating with the animal. It rests on the bars of the mouth in an interdental region where there are no teeth. It is held on a horse's head by means of a bridle and has reins attached for use by a rider.

**Spurs:** A spur is a metal tool designed to be worn in pairs on the heels of riding boots for the purpose of directing a horse to move forward or laterally while riding. It is usually used to refine the riding aids (commands) and to back up the natural aids (the leg, seat, hands and voice)

**Stirrups:** attaches to the saddle for the rider to brace their feet in to, the assist the balance and riding position

**Fittings:** for use in the production of bridle, harness and saddle making

**Saddle trees:** are used as the foundation upon which a saddle is build

### **Learning outcome**

The learner will:

2. Know the material components of Lorinery

### **Assessment criteria**

The learner can:

- 2.1 list the most **common alloys used in bit manufacture**
- 2.2 list the **advantages and disadvantages** of each alloy
- 2.3 list the most **common alloys used in stirrup and spur manufacture**
- 2.4 list the **advantages and disadvantages** of each alloy
- 2.5 list the most **common alloys used in buckle manufacture**
- 2.6 list the **advantages and disadvantages** of each alloy
- 2.7 list the **types of forging**
- 2.8 describe the **basic steps of casting**

### **Range**

#### **Common alloys – bit manufacture**

Stainless steel, nickel, iron, sweet iron, copper, aluminium, aurgan, brass

#### **Advantages and disadvantages**

Stainless Steel – hard wearing, no rusting, smooth – cold, does not encourage salivation, high nickel content

Nickel – cheap, no rusting – can flake – not hard wearing, not smooth

Iron – Strong, cheap, hard wearing – rusts

Sweet iron – taste sugary, encourage salivation – unsightly

Copper – conducts heat, corrosion resistant, antibacterial – not strong, expensive, oxidises

Aluminium – light, non toxic, conducts heat corrosion resistant – weak, can break

Aurigan – high quality finish, no rusting, warm , encourages salivation – expensive, can look dull

Brass – Nice in appearance but soft

### **Common alloys – stirrup and spur manufacture**

stainless steel, nickel, iron, copper, aluminium, aurigan, brass

### **Advantages and disadvantages**

Stainless Steel – hard wearing, no rusting, smooth – high nickel content

Nickel – cheap, no rusting – can flake – not hard wearing, not smooth

Iron – Strong, cheap, hard wearing – rusts

Copper – Corrosion resistant, – Not strong, expensive, oxidises

Aluminium – light, corrosion resistant – weak, can break

Aurigan – high quality finish, no rusting,– expensive, can look dull

Brass – Nice in appearance but soft

### **Common alloys – buckle manufacture**

Stainless steel, nickel, iron, copper, aluminium, aurigan, brass

### **Advantages and disadvantages**

Stainless Steel - hard wearing, no rusting, smooth- high nickel content

Nickel – cheap, no rusting – can flake- not hard wearing, not smooth

Iron – Strong, cheap, hard wearing – rusts

Copper –Corrosion resistant, – Not strong, expensive, oxidises

Aluminium – Light, corrosion resistant – weak, can break

Aurigan – high quality finish, no rusting,– expensive, can look dull

Brass – Nice in appearance but soft

### **Types of forging**

Upsetting

Swaging

Bending

Welding

Punching

Cutting out

### **Basic steps of casting**

Obtaining the casting geometry

Pattern making

Moulding box and materials

Core making

Moulding  
Melting and pouring  
Cleaning and Finishing

### Learning outcome

The learner will:

3. Understand the principals of biting

### Assessment criteria

The learner can:

- 3.1 state the **reason for biting and bridling a horse**
- 3.2 name the **points of the horse head**
- 3.3 identify the **skeletal structure of the horse's head**
- 3.4 identify the **dental arcade of a horse**
- 3.5 describe the how to **inspect a horse's mouth**
- 3.6 explain the role of the Equine Dental Technician or Vet
- 3.7 identify the **seven points** of biting control
- 3.8 explain the importance of a **correct outline**
- 3.9 explain the action of the different groups of bits
- 3.10 explain the action of a range of mouthpieces

### Range

#### Reason for biting and bridling a horse

Horses are bitted and bridled to help control speed, direction and performance without the horse experiencing fear or pain.

#### Points of the horse head

Ears, poll, eyes, forehead, face, bridge, nostril, muzzle, mouth, chin grove, cheek, jaw

#### Skeletal structure of the horse's head

Nuchal crest  
Fossa temporalis  
Paracondylar process  
Zygomatic arch  
Frontal bone  
Zygomatic bone  
Mandibular angle  
Lacrimal bone  
Maxilla  
Infraorbital hole  
Molar teeth  
Nasal Bone  
Nasal cavity  
Incisival bone  
Incisor teeth

#### Equine dental arcade

Molars, premolars, wolf teeth, canine teeth, incisors

#### Inspect a horse's mouth

A horse/pony should have its mouth and teeth inspected professionally at least every 12 month

Equine Dental Technician or Vet

To examine teeth and gums to identify symmetry/signs of disease/abnormal wear  
Rasp rough edges found on teeth  
Round off the 'bit seat' to improve the comfort of the horse when the bit is in his mouth and assist food flow

### **Seven points**

Roof of mouth, bars, lips/corners, tongue, poll, nose, chin groove

### **Correct outline**

riding from leg to hand with the bit at the end of the line of command rather than the beginning

action of different groups of bits

Snaffles – pressure on bars, lips and tongue

Curb – pressure on tongue lips, chin, bars, roof, poll

Gag – pressure on bars, poll, lips, tongue

Pelham – pressure on tongue, lips, chin, bars, roof

Bitless – nose, poll, chin

action of a range of mouthpieces

Snaffles – upward action

Curb – encourages the horse to lower the head and flex

Gag – upward lift to head

Pelham – lower and flex head

Bitless – bringing the head inwards

successful biting

families of biting

correct sizing

effects of nosebands and martingales

Bit must suit the conformation of the individual horses mouth

the properties of the different materials used in bit manufacturer

Routine checks of the horses mouth

### **Learning outcome**

The learner will:

4. Know how to correctly size lornery

### **Assessment criteria**

The learner can:

4.1 describe how to **size a bit**

4.2 explain how to **size a saddle tree**

4.3 explain how to **size stirrups**

4.4 explain how to **size rings**

4.5 explain how to **size buckles**

### **Range**

#### **Size a bit**

Width of horse's mouth plus 1 cm or half an inch allowance at either side of the mouth inside the rings

#### **Size a saddle tree**

Width, length, contour

#### **Size stirrups**

Size of boot with half an inch allowance either side of the boot

### Size rings

Rings are sized by measuring the inside diameter

### Size buckles

Buckles are sized in both imperial measurements; the buckle is measured across for the width that needs to fit the strap.

### Learning outcome

The learner will:

5. Be able to fit a range of lornery

### Assessment criteria

The learner can:

5.1 list the **aspects to consider** when selecting and fitting a bit

5.2 describe the **signs of biting discomfort**

5.3 explain the **mouth conformation considerations** to take into account when fitting bits.

5.4 fit a saddle tree to a horse

5.5 explain how the **saddle tree fits** the horse

### Range

#### Aspects to consider

Work being done

Stable Management

Ability of the rider

Age of the horse

Horse's history

Mouth conformation

#### Signs of biting discomfort

Head shaking

Bit resistance

Being behind the bit

Being over bent

Being on the forehead

Quidding (dropping food from the mouth)

Lugging (Pulling to one side)

Head too high or too low

#### Mouth conformation considerations

Allowance for the tongue, height of roof of the mouth etc.

Transferred pressures in biting when related to varied mouth conformations

#### Saddle tree fits

Too wide, long, narrow, too small, not following horse contour curved, flat, well fitting, correct length, correct width, following horse contour.

### Learning outcome

The learner will:

6. Be able to select lornery for use in the manufacture of saddlery

### Assessment criteria

The learner can:

6.1 explain the **purpose** of the British standard specification for saddle trees

6.2 explain how to recognise a **British standard saddle tree**



- 6.3 identify the different **types of stirrup bars**
- 6.4 list the different **buckles** used in saddlery manufacture
- 6.5 explain the uses of type of different buckles
- 6.6 explain how to recognise **faults** in buckles, fittings, spurs, stirrups and bits
- 6.7 describe how to **maintain and store** a range of Lorinery

## Range

### Purpose

Symmetry, metal quality, load, material quality, strength

### British standard saddle tree

Stamped BS 6635:2003 for wooden saddle trees and BS7875:2009 for synthetic saddle trees

### Types of stirrup bars

Open ended stirrup bars  
Thumb catch stirrup bars  
Inset/Recessed stirrup bars  
Adjustable stirrup bars  
Felt pad stirrup bars  
Side saddle stirrup bar  
Double stirrup bars

### Buckles

Bridle buckles for bridle work, harness buckles for harness work

### Faults

buckles – casting faults, finishing faults, metal fatigue, cracks, rough edges

fittings – buckles – casting faults, finishing faults, metal fatigue, cracks, rough edges

spurs – buckles – casting faults, finishing faults, metal fatigue, cracks, rough edges

stirrups – buckles – casting faults, finishing faults, metal fatigue, cracks, rough edges

bits – buckles – casting faults, finishing faults, metal fatigue, cracks, rough edges

### Maintain and store

Many cleaning products contain ammonia, weak acids, solvents, waxes, and fats which may have an adverse effect on metal objects. Use caution when using spray air fresheners and other cleaning products. Try to keep items in dry conditions and out of direct light and in cases which prevent dust and dirt from entering them.

## Unit 206

## The principles of livery in the equine industry (unit 6)

### Supporting information

#### **Evidence requirements**

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## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the [Centre document library](#) on [www.cityandguilds.com](http://www.cityandguilds.com) or click on the links below:

### Centre Handbook: Quality Assurance Standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

### **Centre Assessment: Quality Assurance Standards**

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

**Access arrangements: When and how applications need to be made to City & Guilds** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **Centre document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

### Useful contacts

Please visit the **Contact us** section of the City & Guilds website.

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For over 140 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

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