

apprenticeship FRAMEWORK

Farriery (England)

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Farriery (England)

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The Apprenticeship sector for occupations in environmental and land-based.

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Short description

The farriery profession is a highly regulated industry under the Farriers (Registration) Act 1975 as amended. The Advanced Apprenticeship offers a Level 3 entry route into the profession, providing learners entering the industry with the skills and knowledge to provide a service to the horse owning public.

Upon successful completion of the Advanced Apprenticeship apprentices will be able to qualify as registered farriers that will allow them to set up their own business, join other farriers or progress to be an approved training farrier.

Contact information

Proposer of this framework

The Farriery Industry Group consists of Registered Farriers, including Approved Training Farriers (AFTs) together with representative organisations and associations, such as: The British Farriers and Blacksmiths Association, The Farriers Registration Council (FRC), The Worshipful Company of Farriers and The National Farrier Training Agency.

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Purpose of this framework

Summary of the purpose of the framework

Farriery is a specialist profession and under the Farriers (Registration) Act 1975 as amended, farriery is defined as 'any work in connection with the preparation or treatment of a horse for the immediate reception of a shoe thereon, the fitting by nailing or otherwise of a shoe to the foot or the finishing off of such work to the foot'. There are around 2,640 registered farriers in the UK and around 300 ATFs.

A farrier is a skilled crafts person with the skills and knowledge of shoeing all types of equine feet, whether normal or defective, making shoes to suit all types of animal and working conditions and of devising corrective measures that will help compensate for faulty limb action.

Lantra's Skills Assessment 2010 found that micro-businesses dominate the land-based and environmental sector with 97% employing fewer than ten members of staff. Farriery is a profession where the majority are self-employed or work within a small company and so it is estimated that the number of farriery businesses is equal to the number of farriers at 2,260 in England. This represents 1% of the businesses and employment within the sector, however, farriers support the equine industry, which is a larger industry representing 14% of the sector in England. The National Equine Database estimates that there are a million or more horses in the UK and therefore it is important for farriers to have the skills and knowledge required to work within the profession.

The Farriery Apprenticeship offers a Level 3 Advanced Apprenticeship which is the main entry route within the UK into the farriery profession due to the experience required by the apprentice and the legislation involved.

There are other entry routes for those with professional experience or recognised qualifications e.g. the UK Army runs a training scheme and a few overseas qualifications are recognised.

Therefore, the Advanced Apprenticeship is valued by the profession as evidenced by the consistent completions of the Advanced Apprenticeship. To become a Registered Farrier a four year and two month Advanced Apprenticeship with an FRC Approved Training Farrier must be completed. Over the past three years, according to Skills Funding Agency (SFA) data the number of starts on the Farriery Apprenticeship has fluctuated between 90 and 140 per annum.

Completions of Advanced Apprenticeships

2009/2010

- Total – 90

2008/2009

- Total – 80

2007/2008

- Total – 60

To register onto the Advanced Apprenticeship a prospective apprentice must be accepted by an ATF who must propose them to the National Farrier Training Agency (NFTA) to ensure that they meet the entry requirements and are prepared to train. Apprentice farriers work on behalf of their ATF who oversees and takes responsibility for their professional behaviour and quality of their work throughout their training.

Qualified farriers are registered with the Farriers Registration Council (FRC) which can provide a list of all registered farriers.

The NFTA can provide prospective apprentices with a current ATF list.

During their training, apprentice farriers will work under the supervision of their Approved Training Farrier, learning to:

- Handle and restrain horses
- Check the horse's leg, foot and hoof
- Discuss and agree the horse's shoeing requirements
- Cut away excess hoof growth and make sure the horse is balanced correctly
- Choose the most appropriate shoe for the horse relating to its size, foot condition, activity, work and working conditions
- Fit the shoe and complete any finishing off work
- Adjust the shape of the shoe if necessary using the relevant tools
- Make tools and horseshoes
- Maintain the forge and equipment.

Throughout the review Lantra, worked closely with the farriery industry, Approved Training Farriers, Registered Farriers and representative organisations and associations including: The British Farriers and Blacksmiths Association, The Farriers Registration Council, The Worshipful Company of Farriers and The National Farrier Training Agency.

Completion of the Advanced Apprenticeship could lead to becoming a registered farrier.

Further information on the farriery industry can be found at www.lantra.co.uk.

Aims and objectives of this framework (England)

The aim of the Advanced Apprenticeship in Farriery is to build on the success of its predecessor

by including updated qualifications to meet the skills needs of employers, attracting new applicants into the farriery profession to fill the requirement of the horse owning public.

The objectives are to:

1. Maintain the uptake of the Advanced Apprenticeship in Farriery by attracting new apprentices into the sector, especially those from the under-represented groups to meet the changing needs of employers and industry
2. Increase awareness of the Advanced Apprenticeship
3. Provide clear progression routes and information on the range of opportunities and higher level jobs available.

Career information within the farriery industry is available on Lantra's website www.lantra.co.uk/careers

Entry conditions for this framework

If you are interested in becoming a registered farrier, it is important that you have a genuine interest in horses, their care, behaviour and welfare and enjoy working for different types of customers in a variety of different locations.

Due to the industry being highly regulated, the National Farrier Training Agency requires candidates to meet the following requirements:

Until 2014:

- 4 GCSE passes at grade C or higher, which must include English and Maths
- Forging certificate
- Candidates cannot apply directly for an Advanced Apprenticeship in Farriery but must be proposed by an Approved Training Farrier (ATF) who has agreed to employ them for the duration of the Apprenticeship.

Where an entrant does not have such qualifications, entrants may have alternative qualifications that are demonstrably equivalent and that are approved by the National Farriery Training Agency.

Some possible alternative qualifications which may be acceptable are:

- Pre-Farriery Access Course including the Forging certificate
- NVQ/Work-based Diploma Level 2 (ideally in a related subject such as equine or animal care) and the Forging certificate
- BTEC First Diploma (ideally in a related subject such as equine or animal care) and the Forging certificate.

It is advisable that prospective apprentices who are uncertain as to whether they hold the

required entry requirements contact the National Farrier Training Agency direct - www.farrierytraining.co.uk.

The purpose of minimum entry qualifications is to ensure that potential apprentices are in a position to:

- Cope with the level and scope of learning required to achieve the necessary qualifications in farriery

and

- Function effectively and safely as an apprentice farrier in the workplace.

Access to this Advanced Apprenticeship is available to all learners who meet the entry requirements, regardless of gender, race, creed, age or special needs. The Head of Centre should ensure that no learner is subjected to unfair discrimination on any grounds in relation to access to the taught programme or assessment. Centres are required to check whether equal opportunity policies are being adhered to.

Progression opportunities

The success of self-employed farriers depends on them getting enough customers for work. It is also important to build a reputation based on customer satisfaction and recommendations to other horse owners.

Permanent employment may be available in the Police, linked with large veterinary practices or welfare institutions. There may be promotion opportunities to senior farrier or to a management position. Overseas work may sometimes be available, especially within the horse breeding and racing field.

Initial assessment

Training providers and employers should use an initial assessment process which is fit for purpose. This will ensure that applicants starting on the Advanced Apprenticeship have a fair opportunity to demonstrate their ability and to tailor programmes to meet individual needs, recognising prior qualifications and experience.

Recognition of Prior Learning (RPL)

If applicants have units towards the level 3 work-based qualification, these will be reviewed during an initial assessment to see if RPL can be claimed.

Learners who have completed the 14-19 Diploma may have completed units or short courses which will provide underpinning knowledge towards the Advanced Apprenticeship, this will be assessed during an initial assessment allowing RPL where appropriate.

All apprentices must achieve the required Key/Functional Skills. Applicants may already hold the equivalent qualifications. Refer to Transferable Skills section for more details.

Level 3

Title for this framework at level 3

Farriery

Pathways for this framework at level 3

Pathway 1: Farriery

Level 3, Pathway 1: Farriery

Description of this pathway

The fitting by nailing or otherwise of a shoe to the foot of a horse. A minimum of 440 credits.

Entry requirements for this pathway in addition to the framework entry requirements

There are no additional pathway entry requirements.

Job title(s)	Job role(s)
Approved Training Farrier	A registered farrier who has undergone further training in order to employ, train and supervise apprentice farriers to become an approved training farrier (ATF). ATFs are responsible for teaching and instructing an apprentice in the theory and practical areas of the farriery profession.
Apprentice Farrier	Apprentice farriers work with their ATF who takes responsibility for their professional behaviour and quality of their work. Duties include: handling and restraining horses; making tools and horseshoes and maintaining the forge; choosing and fitting the most appropriate shoe for the horse
Registered Farrier	Farriery is a skilled profession and farriers shoe all types of equine feet and make shoes to suit all types of work. Majority of farriers are self-employed so business and customer care skills are important. Farriery is a regulated profession under the Farriers (Registration) Act 1975 as amended

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 Diploma in Farriery - Work-Based					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/1228/6	British Horseracing and Education Standards Trust (BHEST)	345	2252	N/A

Knowledge qualifications available to this pathway

K1 - Level 3 Diploma in Farriery					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/0828/3	The Worshipful Company of Farriers	85	850	N/A

Combined qualifications available to this pathway

N/A

Notes on competence and knowledge qualifications (if any)

K1 provides the underpinning knowledge for C1.

When apprentices complete K1 and C1 the minimum number of credits achieved will be 430.

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

English	Minimum level or grade	Credit value
Functional Skills qualification in English	2	5
GCSE qualification (with enhanced functional content)	C	5
Key Skills qualification in Literacy achieved either before September 2013 as part of the Apprenticeship, or... *	2	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

Information Communication Technology Functional/Key skills has not been included within the Advanced Apprenticeship. Following consultation with employers in the sector, it has been identified that the qualifications did not fit industry needs for this level of apprenticeship because the use of ICT in Animal Care is limited, although it is recognised that IT systems may be used in some parts of the industry.

ICT Functional/Key skills is not mandatory within the advanced apprenticeship, however the apprentice should be encouraged when necessary as they provide valuable skills. This will be monitored and reviewed in the future.

Progression routes into and from this pathway

The Level 3 Advanced Apprenticeship in Farriery is valued by the farriery profession as an entry route, as this is the main route to become a registered farrier. It allows apprentices the opportunity to practice and learn the vital skills and knowledge required to work with equines and their feet.

Due to the industry being highly regulated, the National Farrier Training Agency require candidates to have the following qualifications:

Until 2014

- 4 GCSE passes at grade C or higher which must include English and Maths
- Forging certificate
- Candidates cannot apply directly for an Advanced Apprenticeship in Farriery but must be proposed by an Approved Training Farrier (ATF) who has agreed to employ them for the period of the Apprenticeship.

Where an entrant does not have such qualifications, entrants may have alternative qualifications that are demonstrably equivalent and are approved by the NFTA.

Some possible alternative qualifications which may be acceptable are:

- Pre-Farriery Access Course including the Forging certificate
- NVQ Level 2 (ideally in a related subject such as equine or animal care) and the Forging certificate
- BTEC First Diploma (ideally in a related subject such as equine or animal care) and the Forging certificate.

Learners who have completed the 14-19 Diploma may have completed units or short courses which will provide underpinning knowledge towards the Advanced Apprenticeship, this will be assessed during an initial assessment allowing Recognition Prior Learning (RPL) where appropriate.

It is advisable that apprentices who are uncertain as to whether they hold the required entry requirements contact the National Farrier Training Agency direct - www.farrierytraining.co.uk.

Progression from the Advanced Apprenticeship

Apprentices successfully completing the Advanced Apprenticeship will become registered farriers under the Farriers Registration Council and apprentices will be able to set up a business or join with other farriers.

For those apprentices who wish to they can progress to become an Approved Training Farrier that will allow them to pass on their skills and knowledge to other apprentices.

Further information on careers in the farriery industry including job profiles, progression maps and case studies can be found at www.lantra.co.uk/careers.

UCAS points for this pathway: N/A

Delivery and assessment of employee rights and responsibilities

Employee Rights and Responsibilities (ERR) within the Advanced Apprenticeship in Farriery

Within the Advanced Apprenticeship in Farriery an Employee Rights and Responsibilities workbook must be completed.

Lantra's Farriery ERR workbook contains a number of tasks with short answer questions covering the nine outcomes listed below, which apprentices can complete at their own pace. The workbook can be found on Lantra's website www.lantra.co.uk/ERR.

Evidence of achievement of the ERR workbook must be sent to Lantra before an Apprenticeship Completion Certificate can be issued. This must be the sign off sheet at the back of the book which must be signed by the apprentice, employer and training provider.

There are nine national outcomes/standards that all apprentices must know and/or understand:

1. Knows and understands the range of employer and employee statutory rights and responsibilities under employment law. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010 and health and safety legislation, together with the responsibilities and duties of employers
2. Knows and understands the procedures and documentation in their organisation, which recognise and protect their relationship with their employer. Health and safety and equality and diversity training must be an integral part of the apprentice's learning programme
3. Knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme
4. Understands the role played by their occupation within their organisation and industry
5. Has an informed view of the types of career pathways that are open to them
6. Knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities
7. Knows where and how to get information and advice on their industry, occupation, training and career
8. Can describe and work within their organisation's principles of conduct and codes of practice
9. Recognises and can form a view on issues of public concern that affect their organisation and industry.

The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

Farriery industry

The farriery industry employees are mainly males (98%), which is significantly higher than the sector average of 68% (UK) male employees and England's average at 65%. Whilst the industry doesn't preclude females from working in the sector, it is suggested that the imbalance is due to an out-dated perception of farriery employment as traditionally a male dominated profession despite many roles in farriery being carried out by females. It is interesting to note that Further Education enrolments onto Horticulture related learning programmes are also mainly male at an average of 81% compared with work-based learning enrolments 93%.

There are wide range of hands-on roles for people of all ages and abilities together with an increasing need for skilled managerial, high-tech and specialist people. Lantra's research predicts that 110,000 people will be needed over the next decade across the land-based sector.

Farriery is not always seen as a career of choice because of the perceptions that there are no or limited progression opportunities. Equally, misconceptions that all jobs involve working outdoors in all weathers with long and unsociable hours. However, these are identified as trends which are specific to the nature of the farriery sector and there are no actual barriers to recruitment into the industry. There may be some physical restrictions in parts of the farriery profession especially whilst working with large equines. This should not rule anyone out as there may be opportunities elsewhere in the industry.

Care should be taken by providers and employers that unfair discrimination does not occur.

Apprenticeships are seen as an important route to encourage and facilitate a greater diversity of individuals into the industry. Training providers MUST comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to the industry, using the nine legally protected characteristics of:

1. Age
2. Disability
3. Gender
4. Gender reassignment
5. Marriage and civil partnerships
6. Pregnancy and maternity
7. Race
8. Religion and Belief
9. Sexual orientation

Resolutions and further work

The units within the Diploma in Farriery Work-based have been written in collaboration with partner awarding organisations to ensure that they are free from bias, accessible to all apprentices and are applicable to a wide range of roles and businesses within farriery. Because of the diverse nature of the farriery sector the Diploma in farriery Work-based has been developed from these units to allow maximum flexibility and choice within the rules of combination.

Lantra will work with its Farriery Industry Group to promote the need for skilled farriers. This will also take into account the need to increase female and ethnic participation in the industry. Activities will include:

- Increasing the awareness of the Farriery Level 3 Advanced Apprenticeship with specific promotions, in particular focusing on under-represented groups such as females
- Increasing marketing and communications highlighting the opportunities to a wide range of careers within and related to the sector
- Using Lantra's careers web pages to inform careers advisors and apprentices of the opportunities available in the industry.

On and off the job guided learning (England)

Total GLH for each pathway

Total Guided Learning Hours (GLH)

The total amount of GLH which includes both on and off-the-job guided learning for the Farriery Advanced Apprenticeship is 3348 GLH.

It is expected that apprentices undertaking this pathway would be able to complete the programme with 48 months. The requirement, therefore, is for an apprentice to undertake a minimum of 837 hours in each year of the programme.

Minimum off-the-job guided learning hours

Off-the-job GLH is defined as time for learning activities away from normal work duties.

For this framework the amount of off-the-job guided learning is as follows:

Farriery Advanced Apprenticeship - a minimum of 772 hours off-the-job guided learning hours

must be delivered over the 48 month period. 193 off-the-job guided learning hours must be delivered within each year of the programme. This exceeds the minimum requirement of 100 hours per year.

How this requirement will be met

Off-the-job guided learning should:

- Be planned, reviewed and evaluated jointly between the apprentices and a tutor, teacher, mentor or manager
- Allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager
- Be delivered during contracted working hours
- Be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers, guided study.

Examples of off-the-job learning for the Farriery Advanced Apprenticeship are:

- Knowledge of different equine species, their anatomy and physiology and their work requirements
- Understanding business principles
- Functional/key skills in English/Communication and Maths/Application of Number
- Taught sessions contributing to Employee Rights and Responsibilities
- Induction where activities are covered away from normal work duties
- Practical reinforcement and assessment.

This evidence will be collected through:

- Competence and knowledge qualifications
- Level 2 functional/key skills in English/Communication and Maths/Application of Number
- Employee Rights and Responsibilities
- Personal Learning and Thinking Skills
- Induction

Evidence of off-the-job GLH

Off-the-job training must be recorded in a diary, workbook, portfolio or attendance records. This evidence needs to be checked and signed by the assessor and employer.

A completed sign off sheet from the provider that the appropriate off-the-job GLH have been completed, which is available on Lantra's website www.lantra.co.uk/apprenticeships, needs to be sent to Lantra with a completed certification request.

Minimum on-the-job guided learning hours

On-the-job guided learning is defined as skills, knowledge and competence gained within normal work duties.

For this Advanced Apprenticeship the amount of on-the-job guided learning is as follows:

- Farriery Advanced Apprenticeship - a minimum of 2572 on-the-job guided learning hours must be delivered over the 48 month period. 643 on-the-job guided learning hours must be delivered within each year of the programme.

How this requirement will be met

Job roles within the Advanced Apprenticeship require a high level of competence and knowledge, which will be undertaken through work-based training, practice and experience.

On-the-job guided learning should:

- Achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework
- Be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager
- Allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager
- Be delivered during contracted working hours
- Be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers, guided study.

Examples of on-the-job learning that a learner will be focusing on within the workplace for the Farriery Apprenticeship are:

- Handle and restrain horses
- Check the horse's leg, foot and hoof
- Discuss and agree the horse's shoeing requirements
- Cut away excess hoof growth and make sure the horse is balanced correctly
- Choose the most appropriate shoe for the horse relating to its size, foot condition, activity, work and working conditions
- Fit the shoe and complete any finishing off work
- Adjust the shape of the shoe if necessary using the relevant tools
- Make tools and horseshoes
- Maintain the forge and equipment

- Employability skills
- Communication skills
- Taught sessions by the workplace line manager/instructor
- Induction where activities are covered within normal work duties.

Evidence of on-the-job guided learning

- Level 3 Diploma in Farriery Work-Based
- Level 2 functional/key skills in English/Communication and Maths/Application of Number
- WCF Level 3 Diploma in Farriery.

On-the-job guided learning must be recorded in either a diary, workbook, portfolio or attendance records. This evidence needs to be checked and signed by the assessor and employer.

A completed sign of sheet from the provider that the appropriate on-the-job GLH have been completed, which is available on Lantra's website www.lantra.co.uk, needs to be sent to Lantra with a completed certification request.

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

This section sets out the requirements for completion of all the Personal Learning and Thinking Skills (PLTS) outcomes and then goes on to give more detailed information about how each one is to be evidenced.

Within the Farriery Advanced Apprenticeship there are many opportunities for learners to demonstrate and collect evidence for each of the PLTS outcomes through the units within the Diploma in Farriery Work-based qualification. The awarding organisations have developed with Lantra a Record of Achievement, which is based on quality assured evidence collected throughout the Apprenticeship. This ensures that the PLTS outcomes are formally assessed.

Lantra requires learners to complete the Farriery PLTS Record of Achievement and providers/assessors will need to check the evidence provided and complete the sign off sheet that can be found on Lantra's website www.lantra.co.uk/apprenticeships.

It will be the responsibility of the centre to ensure this information is retained for the internal verifier to ensure quality assurance.

The completed sheets must be sent into Lantra when claiming for the Apprenticeship certificate.

Creative thinking

Outcomes to be achieved for creative thinking are:

1. Generate ideas and explore possibilities
2. Ask questions to extend their thinking
3. Connect their own and others' ideas and experiences in inventive ways
4. Question their own and others' assumptions
5. Try out alternatives or new solutions and follow ideas through
6. Adapt ideas as circumstances change.

In the delivery and assessment of the farriery competence element, there will be opportunities for apprentices to provide evidence for the achievement of all the creative thinking outcomes listed above when working within their employment or through activities such as when learners complete the shoeing plan different options will be provided to the owner or when questioning

the type of shoe to be made and any adjustments that may be required.

Creative thinking skills may be covered within other areas within the Farriery Diploma - Work-Based and can be recorded within the Record of Achievement. There may also be other areas within the Apprenticeship where evidence can be collected and noted on the Record of Achievement.

The Record of Achievement demonstrates where the outcomes may be covered and these can be found at www.lantra.co.uk/PLTS.

Independent enquiry

Outcomes to be achieved for independent enquiry:

1. Identify questions to answer and problems to resolve
2. Plan and carry out research, appreciating the consequences of decisions
3. Explore issues, events or problems from different perspectives
4. Analyse and evaluate information, judging its relevance and value
5. Consider the influence of circumstances, beliefs and feelings on decision and events
6. Support conclusions, using reasoned arguments and evidence.

In the delivery and assessment of the farriery competence element there will be opportunities for apprentices to provide evidence for the achievement of all the independent enquiry outcomes listed above. This could be covered through activities such as monitoring the horse's movement or discussing proposed shoeing plan with owners.

Independent enquiry skills may be covered within other areas within the Farriery Diploma - Work-Based and can be recorded within the Record of Achievement. There may also be other areas within the Apprenticeship where evidence can be collected and noted on the Record of Achievement.

The Record of Achievement demonstrates where the outcomes may be covered and these can be found at www.lantra.co.uk/PLTS.

Reflective learning

Outcomes to be achieved for reflective learning:

1. Assess themselves and others, identifying opportunities and achievements
2. Set goals with success criteria for their development and review work
3. Review progress, acting on the outcomes

4. Invite feedback and deal positively with praise, setbacks and criticism
5. Evaluate experiences and learning to inform future progress
6. Communicate their learning in relevant ways for different audiences

In the delivery and assessment of the farriery competence element there will be opportunities for apprentices to provide evidence for the achievement of all the reflective learning outcomes listed above when completing activities such as when learners evaluate each job to ensure the best care and attention has been given to the horse or as part of the review process, the learner must evaluate the learning experience and discuss with their college administrator/assessor or internal verifier.

Reflective learning skills may be covered within other areas within the Farriery Diploma - Work-Based and can be recorded within the Record of Achievement. There may also be other areas within the Apprenticeship where evidence can be collected and noted on the Record of Achievement.

The Record of Achievement demonstrates where the outcomes may be covered and these can be found at www.lantra.co.uk/PLTS.

Team working

Outcomes to be achieved for team working:

1. Collaborate with others to work towards common goals
2. Reach agreements, managing discussions to achieve results
3. Adapt behaviour to suit different roles and situations, including leadership roles
4. Show fairness and consideration to others
5. Take responsibility, showing confidence in themselves and their contribution
6. Provide constructive support and feedback to others.

In the delivery and assessment of the farriery competence element there will be opportunities for apprentices to provide evidence for the achievement of all the team working outcomes listed above. There will be a number of opportunities to provide evidence for the outcomes listed as apprentices will be working with others during their daily routines and within activities such as when they assist with horse holding and trotting up the horse for each other.

Team working skills may be covered within other areas within the Farriery Diploma - Work-Based and can be recorded within the Record of Achievement. There may also be other areas within the Apprenticeship where evidence can be collected and noted on the Record of Achievement.

The Record of Achievement demonstrates where the outcomes may be covered and these can be found at www.lantra.co.uk/PLTS.

Self management

Outcomes to be achieved for self-management:

1. Seek out challenges or new responsibilities and show flexibility when priorities change
2. Work towards goals, showing initiative, commitment and perseverance
3. Organise time and resources, prioritising actions
4. Anticipate, take and manage risks
5. Deal with competing pressures, including personal and work-related demands
6. Respond positively to change, seeking advice and support when needed
7. Manage their emotions, and build and maintain relationships.

In the delivery and assessment of the farriery competence element there will be opportunities for learners to provide evidence for the achievement of all the self-management outcomes listed above within activities such as working towards their assessment plan, achieving ahead of time when appropriate and moving onto more complex tasks or through completing risk assessments when undertaking work at a new yard or with a new horse.

Self-management skills may be covered within other areas within the Farriery Diploma - Work-Based and can be recorded within the Record of Achievement. There may also be other areas within the Apprenticeship where evidence can be collected and noted on the Record of Achievement.

The Record of Achievement demonstrates where the outcomes may be covered and these can be found at www.lantra.co.uk/PLTS.

Effective participation

Outcomes to be achieved for effective participation:

1. Discuss issues of concern, seeking resolution where needed
2. Present a persuasive case for action
3. Propose practical ways forward, breaking these down into manageable steps
4. Identify improvements that would benefit others as well as themselves
5. Try to influence others, negotiating the balancing diverse views to reach workable solutions
6. Act as an advocate for views and beliefs that may differ from their own.

In the delivery and assessment of the farriery competence element there will be opportunities for apprentices to provide evidence for the achievement of all the effective participation outcomes listed above. Evidence for these outcomes could be through some of the outcomes and activities in effective participation such as when learners complete risk assessments and

present findings in a coherent and concise manner or when learners produce and maintain a job description.

Effective participation skills may be covered within other areas within the Farriery Diploma - Work-Based and can be recorded within the Record of Achievement. There may also be other areas within the Apprenticeship where evidence can be collected and noted on the Record of Achievement.

The Record of Achievement demonstrates where the outcomes may be covered and these can be found at www.lantra.co.uk/PLTS.

Additional employer requirements

All learners are advised to complete the following, although it is not a requirement of the Specification of Apprenticeship Standards for England (SASE). These additional employer requirements will enhance and facilitate within the farriery profession:

- Business studies.

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www.apprenticeshipframeworksonline.semta.org.uk