

apprenticeship FRAMEWORK

Farriery (England)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018

Modifications to SASE came into effect on 21 September 2018. Accordingly, SASE publication DFE-00236-2018 applies **both** to new Apprenticeship starts from 21 September 2018 **and** all Apprenticeships commenced before and not completed by 21 September 2018.

Latest framework version?

For any previous versions of this framework: https://acecerts.co.uk/framework_library

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Apprenticeship Certificates
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Farriery (England)

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Framework information

Information on the Issuing Authority for this framework:

Lantra

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

Issue number: 3	This framework includes:
Framework ID: FR03176	Level 2 <input type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: 31/08/2017	This framework is for use in: England

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.

The duration of the Advanced Apprenticeship is 4 years and 2 months.

Contact information

Proposer of this framework

The Farriery industry 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) and The Worshipful Company of Farriers.

Developer of this framework

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Revising a framework

Why this framework is being revised

There is a transfer in Awarding Organisations offering a qualification. As of the 16th December 2014, BHEST no longer offer the competence qualification at level 3 within the Farriery Advanced Apprenticeship framework. 1st4sport will take over responsibility of the qualification.

Summary of changes made to this framework

There is a transfer in Awarding Organisations offering the competence qualifications. As of the 16th December 2014, BHEST no longer offer the following qualification:

600/1228/6 - Level 3 Diploma in Farriery - Work-Based

1st4sport will be offering the following qualification in place of BHEST:

601/5039/7 - 1st4sport Level 3 Diploma in Farriery - Work Based (QCF)

Qualifications removed

- 600/1228/6 - Level 3 Diploma in Farriery - Work-Based

Qualifications added

- 601/5039/7 - 1st4sport Level 3 Diploma in Farriery - Work Based (QCF)

Qualifications that have been extended

None.

Purpose of this framework

Summary of the purpose of the framework

Defining Apprenticeships

An Apprenticeship is a job with an accompanying skills development programme under an Apprenticeship Agreement designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.

All apprentices commencing their Apprenticeship must have an Apprenticeship Agreement between the employer and the apprentice. This can be used to reinforce the understanding of the requirements of the Apprenticeship.

On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

The Farriery Industry

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

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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 an 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, the number of completions on the Farriery Apprenticeship has fluctuated between 52 and 92 per annum.

Completions of Advanced Apprenticeships

2013/14

- Total – 89

2012/13

- Total – 92

2011/12

- Total – 52

To register onto the Advanced Apprenticeship a prospective apprentice must be accepted by an ATF who must 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 FRC 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 and The Worshipful Company of Farriers.

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

The entry conditions for the framework is the employer's and training provider's confidence in your ability to develop the skills and knowledge required to work within the Farriery industry. Employers are encouraged to get involved in the recruitment and selection stages, to ensure they get to know the apprentices before their employment.

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.

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As an apprentice, you will need to be employed for a minimum of 30 hours per week and have an Apprenticeship Agreement which is signed by yourself and your employer.

Duration of the Apprenticeship

Through the development of the Farriery Apprenticeship it has been agreed with the industry that the minimum duration of the Advanced Apprenticeship is 4 years and 2 months.

Due to the industry being highly regulated, the candidates are required to meet the following entry requirements:

- 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.

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 Farriery Registration Council direct.

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 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 the framework at level 3:

Pathway 1: Farriery

Level 3, 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 which is made up of the following:

- Competence qualification - 345 credits
- Knowledge qualification - 85 credits
- Level 2 Functional Skills in English - 5 credits
- Level 2 Functional Skills in Mathematics - 5 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 - 1st4sport Level 3 Diploma in Farriery - Work Based (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/5039/7	1st4sport	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		850	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

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)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

NO

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

NO

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** **NO**

ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

NO

If YES, please state the grade/level required for ICT:

Click here to enter text.

Progression routes into and from this pathway

The 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 candidates are required to meet the following entry requirements:

- 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.

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 prospective apprentices who are uncertain as to whether they hold the required entry requirements contact the Farriery Registration Council direct.

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.

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.

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

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.

Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework

and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

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 qualification has been developed to allow maximum flexibility and choice within the rules of combination.

Lantra will work with the Farriery industry 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 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 3344 GLH.

It is expected that apprentices undertaking this pathway would be able to complete the programme within 4 years and 2 months. The requirement, therefore, is for an apprentice to undertake a minimum of 802.5 hours each year and 134 in the final 2 months.

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 4 years and 2 month period. 185 off-the-job guided learning hours must be delivered within each year of the programme and 32 off-the-job guided learning hours in the final 2

months 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 skills in English and Mathematics
- 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 skills in English and Mathematics - 45 GLH per functional skill
- 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.

Certification Requirements for GLH

On completion of the Advanced Apprenticeship all providers and apprentices must complete the Apprentice Declaration & Authorisation Form when claiming for the Apprentice's apprenticeship certificate.

The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer
- confirm their achievement of all ERR requirements
- confirm their achievement of all 6 PLTS
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job

All apprentices must sign this form at the end of programme to give their authority for the organisation named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate. This form should be uploaded onto Apprenticeship Certification England (ACE) when claiming completion of the framework.

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 4 year and 2 month period. 2469 on-the-job guided learning hours must be delivered within each year of the programme and 103 on-the-job guided learning hours in the final 2 months 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, footcondition, 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 Skills in English and Mathematics - 45 GLH per functional skill
- 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.

Certification Requirements for GLH

On completion of the Advanced Apprenticeship all providers and apprentices must complete the Apprentice Declaration & Authorisation Form when claiming for the Apprentice's apprenticeship certificate.

The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer
- confirm their achievement of all ERR requirements
- confirm their achievement of all 6 PLTS
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job

All apprentices must sign this form at the end of programme to give their authority for the organisation named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate. This form should be uploaded onto Apprenticeship Certification England (ACE) when claiming completion of the framework.

Certification Requirements for GLH

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

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.

Certification Requirements for PLTS

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Creative thinking

People think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Generate ideas and explore possibilities;
- Ask questions to extend their thinking;

- Connect their own and others' ideas and experiences in inventive ways; Question their own and others' assumptions;
- Try out alternatives or new solutions and follow ideas through; Adapt ideas as circumstances change.

Independent enquiry

People process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Skills, behaviours and personal qualities for apprentices:

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

Reflective learning

People evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Assess themselves and others, identifying opportunities and achievements;
- Set goals with success criteria for their development and work;
- Review progress, acting on the outcomes;
- Invite feedback and deal positively with praise, setbacks and criticism; Evaluate experiences and learning to inform future progress;
- Communicate their learning in relevant ways for different audiences.

Team working

People work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

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

Self management

People organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

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

Effective participation

People actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

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

apprenticeship **FRAMEWORK**

For more information visit-
www.acecerts.co.uk/framework_library