

Level 2 Diploma in Saddle, Harness and Bridle Making (0101-02)

October 2017 Version 1.1



Qualification at a glance

Subject area	Land and Environment
City & Guilds number	0101-02
Age group approved	16-18, 18+, 19+
Entry requirements	n/a
Assessment	Centre-devised assignments (contact centre for assessments)
Fast track	Yes
Support materials	n/a
Registration and certification	Consult the Walled Garden/Online Catalogue for end registration and certification dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 2 Diploma in Saddle, Harness and Bridle Making	690	1360	0101-02	600/6250/2
Level 2 Diploma in Saddle, Harness and Bridle Making – Unit Route	690	1360	0101-92	600/6250/2

Version and date	Change detail	Section
1.1 October 2017	Added TQT and GLH details	Qualification at a Glance, Structure
	Deleted QCF	Appendix



Contents

1	Introduction	4
	Structure	4
2	Centre requirements	6
	Approval	6
	Resource requirements	6
	Candidate entry requirements	7
3	Delivering the qualification	8
	Initial assessment and induction	8
	Support materials	8
4	Assessment	9
5	Units	10
Unit 201	Saddle making in the equestrian industry	11
Unit 202	Bridle making in the equestrian Industry	16
Unit 203	Harness making in the equestrian Industry	21
Unit 204	Equine studies for saddle fitters	26
Unit 205	Machining techniques for the saddlery industry	32
Unit 206	The principles of Lorinery in the equine industry	37
Appendix 1	Relationships to other qualifications	46
Appendix 2	Sources of general information	47



1 Introduction

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

Area	Description
Who is the qualification for?	It is for learners who work or want to work as saddlers.
What does the qualification cover?	It allows candidates to learn, develop and practise the skills required for employment and/or career progression in the saddlery sector.
Is the qualification part of a framework or initiative?	n/a
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"> • Level 2 Diploma in Saddlery (0084) • Level 3 Diploma in Saddle, Harness and Bridle Making (0101-03) • Level 3 Diploma in Saddlery (0084)

Structure

To achieve the **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	Excluded combination of units (if any)
Mandatory				
L/504/2447	Unit 201	Saddle making in the equestrian industry	40	
R/504/2448	Unit 202	Bridle making in the equestrian industry	36	
Y/504/2449	Unit 203	Harness making in the equestrian industry	36	

Optional

L/504/2450	Unit 204	Equine studies for saddle fitters	12
R/504/2451	Unit 205	Machine techniques for the saddlery industry	12
Y/504/2452	Unit 206	The principles of lornery in the equine industry	12

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

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



2 Centre requirements

Approval

If your Centre is approved to offer the qualification Level 2 Certificate in Saddlery (4750-12)] you can apply for the new Level 2 Diploma in Saddle, Harness and Bridle Making (0101-02) approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* 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 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.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

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 must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Candidate entry requirements

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

Age restrictions

City & Guilds cannot accept any registrations for candidates under 16 as this qualification is not approved for under 16s.



3 Delivering the qualification

Initial assessment and induction

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

- if the candidate 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 candidate fully understands the requirements of the qualification, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for this qualification:

Description	How to access
Fast track approval forms / generic fast track approval form	www.cityandguilds.com



4 Assessment

Candidates must:

- successfully complete one centre-devised assignment for each unit – please contact the centre for assessment material

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

Availability of units

They are on The Register of Regulated Qualifications:
<http://register.ofqual.gov.uk/Unit>

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria

Unit 201

Saddle making in the equestrian industry

UAN:	L/504/2447
Level:	2
Credit value:	40
GLH:	220
Relationship to NOS:	n/a
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillset, the Sector Skills Council for Creative.
Aim:	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.

Learning outcome
The learner will: 1. Know the types of materials used in Saddle production
Assessment criteria
The learner can: 1.1 list the different leathers used in saddle making 1.2 list fittings used in the production of saddles 1.3 state suitable thread types and sizes

Range
Leathers 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 <ul style="list-style-type: none"> • 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

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

UAN:	R/504/2448
Level:	2
Credit value:	36
GLH:	165
Relationship to NOS:	n/a
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillset, the Sector Skills Council for Creative.
Aim:	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.

Learning outcome
The learner will: 1. Know the types of materials used in bridle production
Assessment criteria
The learner can: 1.1 list the different leathers used in bridle making 1.2 list fittings used in the production of bridle making 1.3 state suitable thread types and sizes

Range
Leathers 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

<p>Spiked rings Billet hooks Martingale rings Stirrup buckles</p> <p>Faults Casting Metal fatigue Poor finish Buckle tongues</p> <p>Threads used in bridle making Linen thread; 3/25, 3/18 and 4/18</p>

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
<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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

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

UAN:	Y/504/2449
Level:	2
Credit value:	36
GLH:	170
Relationship to NOS:	n/a
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillset, the Sector Skills Council for Creative.
Aim:	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.

Learning outcome
The learner will: 1. Know the types of materials used in harness production
Assessment criteria
The learner can: 1.1 list the different leathers used in harness making 1.2 list fittings used in the production of harness components 1.3 state suitable thread types and sizes

Range
Leathers 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:

3. 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 corrects tools and methods:
- short tugs
 - neck strap
 - breast collar
 - false martingale

Unit 203 Harness making in the equestrian Industry

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

UAN:	L/504/2450
Level:	2
Credit value:	12
GLH:	85
Relationship to NOS:	n/a
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillset, the Sector Skills Council for Creative.
Aim:	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.

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

Range
Points 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

<p>Tooth Orbital cavity Skull</p> <p>Specific muscles and bones Thoracic vertebrae Lumbar vertebrae Trapezius muscle Latissimys muscle Facia muscle</p> <p>Conformational features – sport horse Elegant, lighter than heavy horses but heavier than a Thou bread, good leg angles, neck well set and limbs long with a short back and good foot shape</p> <p>Conformational features of non-sport horses Native breed specific conformation features, working horse specific breed features, Arabs, Thou breads and other common non sports horse specific features</p> <p>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</p>

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 recognise a horses 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, cushions 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

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 205

Machining techniques for the saddlery industry

UAN:	R/504/2451
Level:	2
Credit value:	12
GLH:	85
Relationship to NOS:	n/a
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillset, the Sector Skills Council for Creative.
Aim:	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

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 206

The principles of lorinery in the equine industry

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

Learning outcome
The learner will: 1. Know the scope of lorinery in the equine industry
Assessment criteria
The learner can: 1.1 explain the origins and use of the term lorinery 1.2 identify early and modern lorinery 1.3 list the different categories of lorinery 1.4 explain the purpose of an item in each category

Range
Lorinery The term Lorinery applies to all the metal parts of a horse's saddlery, it includes stirrups, spurs, saddle-trees, horse brasses, harness and all other saddlery furniture as well as bits, a Loriner makes and sells these items.
Early and modern lorinery Bits, spurs and stirrups from between 14-16th century to present date
Categories 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, aurigan, 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 bitting
Assessment criteria
The learner can: 3.1 state the reason for bitting 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 bitting 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 bitting 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 months

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 horse's mouth

the properties of the different materials used in bit manufacture

Routine checks of the horse's mouth

Learning outcome
The learner will: 4. Know how to correctly size lorinery
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 lorinery
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 in to 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

<p>Horse's history Mouth conformation</p> <p>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 to low</p> <p>Mouth conformation considerations Allowance for the tongue, height of roof of the mouth etc. Transferred pressures in biting when related to varied mouth conformations</p> <p>Saddle tree fits Too wide, long, narrow, too small, not following horse contour curved, flat, well fitting, correct length, correct width, following horse contour.</p>

Learning outcome
The learner will: 6. Be able to select lorinery 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 lorinery in the equine industry

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.



Appendix 1 Relationships to other qualifications

Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see www.cityandguilds.com/functionalskills
- Essential Skills (Northern Ireland) – see www.cityandguilds.com/essentialskillsni
- Essential Skills Wales – see www.cityandguilds.com/esw



Appendix 2 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 **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications 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 homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: feedbackandcomplaints@cityandguilds.com

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The *Standard Copying Conditions* (see the City & Guilds website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Published by City & Guilds, a registered charity established to promote education and training

City & Guilds

1 Giltspur Street

London EC1A 9DD

T +44 (0)844 543 0000

F +44 (0)20 7294 2413

www.cityandguilds.com

Docushare Ref. HB-02-0101