



City & Guilds Level 3 Diploma in Saddle, Harness and Bridle Making (0101-03)

Version 1.2 (September 2024)

Qualification Handbook

Qualification at a glance

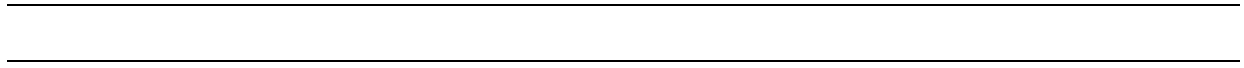
Subject area	Crafts, creative arts and design
City & Guilds number	0101
Age group approved	16+
Entry requirements	None
Assessment	Assignment
Grading	Pass/Fail
Approvals	Full approval required
Support materials	Qualification handbook
Registration and certification	Consult the Walled Garden/Online Catalogue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

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 3 Diploma in Saddle, Harness and Bridle Making	0101-03	600/6252/6	654	1360
City & Guilds Level 3 Diploma in Saddle, Harness and Bridle Making – Unit Route	0101-92	600/6252/6	654	1360

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

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1 Introduction

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

Area	Description
Who is the qualification for?	This qualification is for those individuals who want to work as saddlers.
What does the qualification cover?	This qualification covers skills required for employment and/or career progression in the saddlery sector.
What opportunities for progression are there?	It allows candidates to progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none"><li data-bbox="740 1055 1294 1093">• Level 3 Diploma in Saddlery (0084-31)
Who did we develop the qualification with?	The Worshipful Company of Saddlers The Society of Master Saddlers
Is it part of an apprenticeship framework or initiative?	No

Structure

To achieve the City & Guilds Level 3 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.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
Mandatory units:				
D/504/2453	301	Saddle production in the equestrian industry	40	220
K/504/2455	302	Bridle production in the equestrian industry	36	155
M/504/2456	303	Harness production in the equestrian industry	36	155
Optional units:				
T/504/2457	304	Saddlery accessories	12	85
A/504/2458	305	Business start-up and management for the saddlery industry	12	44
F/504/2459	306	Saddlery fitting	12	80

Total Qualification Time (TQT)

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

TQT comprises of the following two elements:

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

Title and level	GLH	TQT
City & Guilds Level 3 Diploma in Saddle, Harness and Bridle Making	654	1360
City & Guilds Level 3 Diploma in Saddle, Harness and Bridle Making - Unit Route	654	1360

2 Centre requirements

Approval

Full approval

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

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

Resource requirements

Physical resources and site agreements

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

Centre staffing

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

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

Continuing professional development (CPD)

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

Quality assurance

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

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

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

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

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

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

The role of the EQA is to:

- provide advice and support to centre staff

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

Learner entry requirements

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

Age restrictions

This qualification is approved for learners aged 16 or above.

Access arrangements and reasonable adjustments

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

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

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

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

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

3 Delivering the qualification

Initial assessment and induction

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

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

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

Inclusion and diversity

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

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

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

Sustainability

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

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

[Our Pathway to Net Zero | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com/uk/qualifications/our-pathway-to-net-zero)

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

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

- minimising water use and considering options for reuse/salvage as part of plumbing activities wherever possible.

4 Assessment

Assessment of the qualification

Candidates must:

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

Assessment strategy

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

Time constraints

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

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

Recognition of prior learning (RPL)

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

RPL is allowed and is also sector-specific.

5 Units

Structure of the units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- guided learning hours (GLH)
- credit value
- unit aim
- endorsement by a sector or other appropriate body
- assessment type
- learning outcomes, which are comprised of a number of assessment criteria
- range statements
- supporting information

Guidance for delivery of the units

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

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

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

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

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

Unit 301

Saddle production in the equestrian industry (unit 1)

UAN:	D/504/2453
Level:	3
Credit value	40
GLH:	220
Assessment type:	Assignment
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillset, the Sector Skills Council for Creative.
Aim:	This unit develops commercial skills and speed necessary for the production of saddles. It aims to assess the ability to make informed choices of materials, styling and construction, in order to select appropriate construction, materials and production methods, together with fostering the ability to transfer skills and techniques used in one discipline to that of another.

Learning outcome
The learner will: 1. Know the different types of leather and fitting used in saddle production specifications.
Assessment criteria
The learner can: 1.1 describe the leather types used in the production of range of specific saddle components 1.2 explain the suitability of different parts of a hide during the selection process 1.3 explain where the various components would be cut from on a hide in order to achieve maximum strength and durability 1.4 distinguish between sprung saddletrees, ridged saddletrees and synthetic saddletrees 1.5 explain faults in saddletrees .
Range
Leather types: Saddle components: Different parts of the hide: <ul style="list-style-type: none">• Spine edge• Belly edge• Shoulder end

- Butt end.

Components cut from hide:

- Skirts
- Flaps
- Seat
- Girth straps.

Saddletrees

- Ridged
- Sprung
- Synthetic.

Faults in saddletrees

- Asymmetry
- Riveting
- Metal fatigue
- Metal weakness.

Learning outcome

The learner will:

2. Understand the different processes and techniques involved in saddle component construction

Assessment criteria

The learner can:

- 2.1 describe the different **processes and techniques** used during **saddle component production**
- 2.2 describe how **measure a saddle** for width and length
- 2.3 explain how saddle measurements relates to the size of horse
- 2.4 analyse how components fit together
- 2.5 describe how to **assemble components**.

Range

Processes and techniques

- Web straining
- Skiving
- Cutting
- Shaping
- Moulding
- Seaming
- Stitching
- Stuffing
- Quilting
- Lacing.

Saddle component production

- Building and blocking the seat
- Skirts
- Saddle flaps
- Girth straps
- Panel
- Knee rolls
- Sweat flaps.

Measure a saddle

- Measuring the front arch of the tree
- Measuring the length of saddle seat

- Width of horse
- Length of horse.

Assemble components

Sequence of:

- cutting
- adhering
- tacking
- moulding
- seaming
- stitching
- stuffing
- lacing.

Learning outcome

The learner will:

3. Be able to use the different tools and equipment for saddle component production

Assessment criteria

The learner can:

3.1 describe the **tools** and **equipment** used in saddle component production

3.2 use tools and equipment safely for the production of saddle components.

Range

Tools:

- Knives
- Hammer
- Bull dog pliers
- Tack lifter
- Skirt shave
- Stitch grove
- Surform
- Masher
- Stuffing irons
- Curved awl.

Equipment:

- Splitting machine
- Clams
- Sewing Machine
- Finishing stove.

Learning outcome

The learner will:

4. Be able to use the industry methods, techniques and skills to produce saddle components

Assessment criteria

The learner can:

4.1 carry out the **making process** using the correct skills and techniques

4.2 explain what is meant by **defects**

4.3 describe the **causes** of defects in the making process

4.4 compare **quality defects** that affect saddle components

4.5 estimate quantity of leather used for manufacture based on:

- size

- style
- pattern

4.6 implement **safe working practices**

4.7 develop **working practices in order to minimise wastage.**

Range

Making process

- Web straining
- Skiving
- Cutting
- Shaping
- Moulding
- Seaming
- Stitching
- Stuffing
- Quilting
- Lacing.

Defects

- Faults in web straining
- Skiving
- Cutting
- Shaping
- Moulding
- Seaming
- Stitching
- Stuffing
- Quilting
- Lacing.

Causes

- Web asymmetry
- Web tension
- Skiving depth irregularity
- Cutting faults
- Seam, stitch and lacing tension and regularity faults
- Moulding and shaping inaccuracies.

Quality defects

- Unsafe
- Unfit for purpose
- Not meeting specifications.

Safe working practices

- Workshop Code of Conduct.

Working practices to minimise wastage

- Create a cutting plan
- Prepare work area
- Prepare tools and equipment.

Learning outcome

The learner will:

5. Be able to produce a general purpose saddle

Assessment criteria

The learner can:

5.1 produce complete **saddle components**.

Range

Saddle components

Saddle top

- Seat
- Skirts
- Flaps
- Girth straps
- Gullet lining.

Saddle panel

- Panel back
- Facings
- Lining
- Gussets
- Knee roles
- Sweat flaps.

Unit 301

Saddle production in the equestrian industry (unit 1)

Supporting information

Evidence requirements

Evidence must be provided 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 the 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.

At all times, the evidence must reflect the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in independent advocacy.

Unit 302

Bridle production in the equestrian industry (unit 2)

UAN:	K/504/2455
Level:	3
Credit value:	36
GLH:	155
Assessment type:	Assignment
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillset, the Sector Skills Council for Creative.
Aim:	This unit develops commercial skills and speed necessary for the production of bridle work. It aims to assess the ability to make informed choices of materials, styling and construction, in order to select appropriate construction, materials and production methods, together with fostering the ability to transfer skills and techniques used in one discipline to that of another.

Learning outcome
The learner will: 1. Know the different types of leather and fitting used in bridle production specifications
Assessment criteria
The learner can: 1.1 describe the leather types used in the production of range of specific bridle work 1.2 explain the suitability of different parts of a hide during the selection process 1.3 explain where the various components would be cut from on a hide in order to achieve maximum strength and durability 1.4 justify the selection of a range of bridle work fittings used in the production of a range of bridle work 1.5 explain the faults in fittings .
Range
Leather types <ul style="list-style-type: none">• Bridle butt• Bridle shoulder• Rein back• Stirrup butt• Panel hide.

Bridle work

- Bridles
- Martingales
- Girths.

Different parts of the hide

- Best end (maximum strength area)
- Regular end (medium strength area)
- Poorer end (lesser strength area).

Components cut from hide

- Bridles
- Head piece, cheeks, noseband, reins
- Martingales
- Body, Neck strap.

Bridle work fittings

- Bridle buckles
- West end
- Swage
- Crown
- Billet hooks
- Rings.

Faults in fittings

- Casting
- Metal fatigue
- Poor finish
- Buckle tongues.

Learning outcome

The learner will:

2. Understand the different processes and techniques involved in bridle work construction

Assessment criteria

The learner can:

2.1 describe the different **processes and techniques used during bridle work production**

2.2 calculate **cut** and **made up measurements**

2.3 describe how to **adjust** to pony, cob and full size measurements

2.4 analyse how **components fit together**

2.5 describe **how to assemble components**.

Range

Processes and techniques used during bridle work production

- Measuring, cutting, edging
- Staining, creasing
- Hole punching, skiving
- Stitch marking, stitching and finishing.

Cut measurements

- Measurement before assembly.

Made up measurement

<ul style="list-style-type: none"> • Measurement after assembly.
<p>Adjust</p> <ul style="list-style-type: none"> • Reduce or increase • Measurements in proportion.
<p>Components fit together</p> <ul style="list-style-type: none"> • Abutment • Symmetry.
<p>How to assemble components</p> <ul style="list-style-type: none"> • Bridles • Martingales • Girths.

<p>Learning outcome</p>
<p>The learner will:</p>
<p>3. Be able to use the different tools and equipment for bridle work production</p>
<p>Assessment criteria</p>
<p>The learner can:</p>
<p>3.1 describe the tools and equipment used in the production of a range of bridle work</p>
<p>3.2 use tools and equipment safely for the production of bridle work.</p>
<p>Range</p>
<p>Tools</p> <ul style="list-style-type: none"> • Cutting tools • Edge tools • Creasing tools • Preparation/marketing tools • Punching tools • Stitch markers • Awls • Finishing tools.
<p>Equipment</p> <ul style="list-style-type: none"> • Stitching clams • Cutting block • Rounding block • Splitting machine • Finishing stove • Vice • Sewing machine.

<p>Learning outcome</p>
<p>The learner will:</p>
<p>4. Be able to use the industry methods, techniques and skills to produce bridle work</p>
<p>Assessment criteria</p>
<p>The learner can:</p>
<p>4.1 carry out the making process using the correct skills and techniques</p>
<p>4.2 explain what is meant by defects</p>
<p>4.3 describe the causes of defects in the making process</p>

4.4 compare **quality defects** that affect bridle work

4.5 estimate quantity of leather used for manufacture of **bridle work** based on:

- size
- style
- pattern

4.6 implement **safe working practices**

4.7 develop **working practices** in order **to minimise wastage**.

Range

Making process

- Measuring
- Cutting
- Edging
- Staining
- Creasing
- Hole punching
- Skiving
- Stitch marking
- Stitching
- Finishing.

Defects

- Faults or irregularities in the choice of material
- Preparation
- Cutting
- Stitching.

Causes

- Inaccurate material
- Inaccurate preparation
- Inaccurate cutting
- Inaccurate stitching.

Quality defects

- Strength
- Safety
- Sizing
- Appearance
- Fit for purpose.

Bridle work

- Bridles
- Martingales
- Girths.

Safe working practices

- Workshop Code of Conduct.

Working practices to minimise waste

- Create a cutting plan
- Prepare work area
- Prepare tools and equipment.

Learning outcome

The learner will:

5. Be able to produce a range of bridle work

Assessment criteria

The learner can:

5.1 produce a minimum of five complete **bridle work items**

Range

Bridle work items

- Bridles
- Martingales
- Girths.

Unit 302

Bridle production in the equestrian industry (unit 2)

Supporting information

Evidence requirements

Evidence must be provided 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 the 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.

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

Unit 303

Harness production in the equestrian industry (unit 3)

UAN:	M/504/2456
Level:	3
Credit value:	36
GLH:	155
Assessment type:	Assignment
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillset, the Sector Skills Council for Creative.
Aim:	This unit develops commercial skills and speed necessary for the production of harness. It aims to assess the ability to make informed choices of materials, styling and construction, in order to select appropriate construction, materials and production methods, together with fostering the ability to transfer skills and techniques used in one discipline to that of another.

Learning outcome
The learner will: 1. Know the different types of leather and fitting used in harness production specifications
Assessment criteria
The learner can: 1.1 describe the leather types used in the production of range of specific harness components 1.2 explain the suitability of different parts of a hide during the selection process 1.3 explain where the various components would be cut from on a hide in order to achieve maximum strength and durability 1.4 justify the selection of a range of harness fittings used in the production of a range of harness components 1.5 explain the faults in fittings .
Range
Leather types <ul style="list-style-type: none">• Harness back• Bridle butt• Bridle shoulder

- Russet
- Patent
- Panel hide.

Harness components

- Harness bridle
- Harness breeching.

Different parts of the hide

- Leather cuts
- Use, strength, safety and flexibility.

Components cut from hide

Components of a single private driving show harness.

Harness fittings

- Harness buckles
- Harness rings
- Breeching Dees
- Dees
- Ornaments.

Faults in fittings

- Casting
- Metal fatigue
- Poor finish
- Buckle tongues.

Learning outcome

The learner will:

2. Understand the different processes and techniques involved in harness component construction

Assessment criteria

The learner can:

- 2.1 describe the different **processes and techniques** during harness component production
- 2.2 calculate **cut** and **made up measurements**
- 2.3 describe how to **adjust** to pony, cob and full size measurements
- 2.4 analyse how **components fit together**
- 2.5 describe how to **assemble components**.

Range

Processes and techniques

- Measuring
- Cutting
- Edging
- Staining
- Creasing
- Hole punching
- Skiving
- Stitch marking
- Stitching

<ul style="list-style-type: none"> • Finishing. <p>Cut measurements</p> <ul style="list-style-type: none"> • Measurement before assembly. <p>Made up measurement</p> <ul style="list-style-type: none"> • Measurement after assembly. <p>Adjust</p> <ul style="list-style-type: none"> • Reduce or increase measurement in proportion. <p>Components fit together</p> <ul style="list-style-type: none"> • Abutment symmetry. <p>Assemble components</p> <ul style="list-style-type: none"> • Harness bridle • Harness breeching.

<p>Learning outcome</p> <p>The learner will:</p> <p>3. Be able to use the different tools and equipment for harness component production</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>3.1 describe the tools and equipment used in the production of harness components</p> <p>3.2 use tools and equipment safely for the production of harness components.</p>
<p>Range</p> <p>Tools</p> <ul style="list-style-type: none"> • Cutting tools • Edge tools • Creasing tools • Preparation/Marking tools • Pattern tools • Punching tools • Stitch markers • Awls • Finishing tools. <p>Equipment</p> <ul style="list-style-type: none"> • Stitching clams • Cutting block • Rounding block • Splitting machine • Finishing stove • Vice.

<p>Learning outcome</p> <p>The learner will:</p> <p>4. Be able to use the industry methods, techniques and skills to produce harness components</p>
<p>Assessment criteria</p>

The learner can:

4.1 carry out the **making process** using the correct skills and techniques

4.2 explain what is meant by **defects**

4.3 describe the **causes** of defects in the making process

4.4 compare **quality defects** that affect **harness components**

4.5 estimate quantity of leather used for manufacture based on:

- size
- style
- pattern

4.6 implement **safe working practices**

4.7 develop **working practices in order to minimise wastage.**

Range

Making process

- Measuring
- Cutting
- Edging
- Staining
- Creasing
- Hole punching
- Skiving
- Stitch marking
- Stitching
- Finishing.

Defects

- Faults or irregularities in the choice of material
- Preparation
- Cutting
- Stitching.

Causes

- Inaccurate material
- Inaccurate preparation
- Inaccurate stitching.

Quality defects

- Strength
- Safety
- Sizing
- Appearance
- Fit for purpose.

Harness components

- Harness bridle
- Harness breeching.

Safe working practices

- Workshop Code of Conduct.

Working practices to minimise waste

- Create a cutting plan
- Prepare work area
- Prepare tools and equipment.

Learning outcome

The learner will:

5. Be able to produce a range of harness components

Assessment criteria

The learner can:

- 5.1 produce complete **harness components**.

Range

Harness components

Harness breeching to include:

- crupper
- dock
- hips strap
- breeching seat
- shaft straps.

Harness bridle to include:

- winkers
- winker stays
- winker cheeks
- head piece
- throatlatch
- noseband
- browband.

Unit 303

Harness production in the equestrian industry (unit 3)

Supporting information

Evidence requirements

Evidence must be provided 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 the 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.

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

Unit 304

Saddlery accessories (unit 4)

UAN:	T/504/2457
Level:	3
Credit value:	12
GLH:	85
Assessment type:	Assignment
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 saddlery accessories. 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 different types of leather and fitting used in specified saddlery accessory production

Assessment criteria

The learner can:

- 1.1 describe the **leather types** used in the production of range of specific saddlery accessories
- 1.2 justify the selection of a range of **fittings** used in the production of saddlery accessories.

Range

Leather types

- Bridle shoulder
- Panel hide
- Bag Hide
- Russet
- Skiver.

Fittings

- Buckles
- Dee's
- Clips
- Rings.

Learning outcome

The learner will:

2. Understand pattern drafting processes for specified accessory production

Assessment criteria

The learner can:

2.1 analyse pattern drafting **techniques**

2.2 analyse the procedure in pattern making in relation to size and shape.

Range**Techniques**

- Component parts
- Allowances
- Shrinking
- Stretching.

Learning outcome

The learner will:

3. Understand the different processes and techniques involved in saddlery accessory construction

Assessment criteria

The learner can:

3.1 describe the different **processes and techniques during accessory production.**

Range**Processes and techniques in accessory production**

- Marking out
- Cutting
- Edge finishing
- Folding/Moulding
- Assembly
- Closing.

Learning outcome

The learner will:

4. Be able to use the specific tools and equipment for saddlery accessory production

Assessment criteria

The learner can:

4.1 use **tools** and **equipment** safely for the production of saddlery accessories.

Range**Tools**

- Marking tools
- Cutting tools

- Edge tools
- Folding tools
- Stitching tools
- Finishing tools.

Equipment

- Cutting block
- Splitting machine
- Finishing stove.

Learning outcome

The learner will:

5. Be able to use the industry methods, techniques and skills to produce saddlery accessories

Assessment criteria

The learner can:

- 5.1 carry out the **making process** using the correct skills and techniques
- 5.2 explain what is meant by **defects**
- 5.3 describe the **causes** of defects in the making process
- 5.4 implement **safe working practices**.

Range

Making process

- Marking out
- Cutting
- Edge finishing
- Folding/Moulding
- Assembly
- Closing.

Defects

- Faults or irregularities in the choice of material
- Preparation
- Asymmetry
- Cutting
- Closing.

Causes

- Inaccurate material
- Inaccurate preparation
- Inaccurate cutting
- Inaccurate closing.

Safe working practices:

- Workshop Code of Conduct.

Learning outcome

The learner will:

6. Be able to produce a range of saddlery accessory samples and items

Assessment criteria

The learner can:

6.1 produce **samples** and **complete items** inclusive of patterns.

Range

Samples

- Patterns
- Handle sample
- Cylindrical closing sample
- Square closing sample.

Complete items

- Patterns
- Cylindrical flask case
- Square box case.

Unit 304

Saddlery accessories (unit 4)

Supporting information

Evidence requirements

Evidence must be provided 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 the 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.

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Unit 305

Business start up and management for the saddlery industry (unit 5)

UAN:	A/504/2458
Level:	3
Credit value:	12
GLH:	44
Assessment type:	Assignment
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillset, the Sector Skills Council for Creative.
Aim:	This unit provides an introduction to the skills and knowledge required to plan, establish and manage a small business. It investigates the principles of marketing, business planning and promotion in the context of the saddlery and related equine business sector together with relevant legal and practical aspects of self-employment, personnel recruitment, selection and employment.

Learning outcome

The learner will:

1. Know the types and role of saddlery businesses organisations

Assessment criteria

The learner can:

- 1.1 describe the **main trading formats**
- 1.2 explain how to set up the main trading formats
- 1.3 carry out a survey of saddlery businesses
- 1.4 evaluate the range of products and services offered by saddlery businesses.

Range

Main trading formats

- Sole trader
- Partnership
- Limited company.

Learning outcome

The learner will:

2. Be able to cost and charge items for a customer
Assessment criteria
The learner can:
2.1 identify material quantities and costs of making an item for a customer from a range of suppliers
2.2 evaluate the selection of materials in terms of quality, competitiveness and fitness for purpose
2.3 justify the overhead and labour costs for making at item
2.4 design a written quotation for the saddlery articles in an electronic format
2.5 explain requirements for VAT registration, administration, charging and payment.
Range
Suppliers
<ul style="list-style-type: none"> • Catalogues/website.
Written quotation
<ul style="list-style-type: none"> • Written quotation to include calculated total costs, including VAT.

Learning outcome
The learner will:
3. Be able to carry out financial record keeping
Assessment criteria
The learner can:
3.1 construct single-entry records of income and expenditure
3.2 construct a trading profit and loss and balance sheet statements from summary data
3.3 use spread sheet software to construct a cash flow forecast.
Range
Single-entry records
Terms to include:
<ul style="list-style-type: none"> • debit • credit • balance • opening balance • carried down • reconciliation.
Trading profit and loss
<ul style="list-style-type: none"> • Fixed assets • Current assets • Liabilities • Debtors • Creditors • Capital • Depreciation.

Learning outcome
The learner will:
4. Be able to construct a business plan for a saddlery enterprise
Assessment criteria
The learner can:

- 4.1 describe the **proposed business**
- 4.2 explain the **type of proposed business** and **objectives**
- 4.3 explain the **market** for the business
- 4.4 explain the **market competitors** for a business
- 4.5 explain **Marketing Policy**
- 4.6 explain the **management and workforce** for a saddlery business
- 4.7 describe the **operations** of a saddlery business
- 4.8 present **financial information** for a proposed business.

Range

Proposed business

- Summarise the key points of each section of the business plan.

Type of proposed business

- Legal status.

Business objectives

- For first year.

Market

Market size and value. Future trends in the market and how these will impact on the business.

Include statistics or data from market research.

Define the target customers: social, economic, residential, professional, enthusiast, age, gender, ethnic profile. Are there confirmed potential customers? How to identify other customers?

Market competitors

Who are the competitors and what is their share of the market? Their strengths and weaknesses and a plan of how to compete.

Marketing Policy

- Price
- Promotion
- Place
- Product.

Management and workforce

Personal history, experience and background.

What are the key skills and strengths of employees and how will these benefit the business?

Key areas of the business such as sales and finance.

Plans to develop the workforce through recruitment and training.

Operations

- Premises details
- Owned or rented
- Location and reasons for this choice
- IT systems
- Machinery
- Equipment.

Financial Information

Forecasts for the first year of business; trading profit and loss and cash flow forecasts.

Fundraising - how, why and where from, what funds will be used for, details of repayment plan.

Learning outcome

The learner will:

5. Know the legal requirements for self-employment

Assessment criteria

The learner can:

5.1 explain business **registration** and declaration requirements

5.2 explain the principles of income tax for someone who is self-employed

5.3 describe the self-assessment process and key return deadlines

5.4 explain the principles of national insurance for someone who is self employed

5.5 evaluate **business insurance** services

5.6 explain PAYE requirements for employees.

Range

Registration

- Revenue and Customs
- Social Services
- Companies House.

Business insurance

- Public liability
- Professional indemnity
- Employer's liability
- Employee liability
- Premises
- Contents insurance.

Unit 305

Business start up and management for the saddlery industry (unit 5)

Supporting information

Evidence requirements

Evidence must be provided 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 the 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.

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Unit 306

Saddlery fitting (unit 6)

UAN:	F/504/2459
Level:	3
Credit value:	12
GLH:	80
Assessment type:	Assignment
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillset, the Sector Skills Council for Creative.
Aim:	This unit will develop understanding of the complexity of saddlery fitting and the importance of correctly fitting saddlery for the health and safety of both horse and rider.

Learning outcome
The learner will: 1. Know the principles of saddlery fitting
Assessment criteria
The learner can: 1.1 describe how to correctly fit a bridle 1.2 explain the basic saddle fitting principles 1.3 describe how to fit a single set of harness.
Range
Fit a bridle <ul style="list-style-type: none">• Headpiece• Browband• Cheek pieces• Noseband• Bit.
Basic saddle fitting principles Seven points of saddle fitting.
Fit a single set of harness <ul style="list-style-type: none">• Collar• Gig saddle

- Breeching
- Bridle
- Traces.

Learning outcome

The learner will:

2. Understand the implications of poor construction and fitting of saddlery.

Assessment criteria

The learner can:

- 2.1 list the **injuries** that could be caused by an ill-fitting bridle
- 2.2 list equine **behavioural consequences** related to poorly fitted saddles
- 2.3 identify the **sites of common saddle injuries**
- 2.4 explain the **causes of common saddle injuries**
- 2.5 list equine **behavioural consequences** related to poorly fitted harness
- 2.6 identify the **sites of common harness injuries**
- 2.7 explain the **causes of common harness injuries**.

Range

Injuries

Injuries to:

- face
- jaw
- nose
- mouth
- ears
- eyes.

Behavioural consequences

- Reluctance to be saddled
- Biting
- Lowering back when mounting
- Reluctance to move correctly
- Bucking
- Rearing
- Bolting

Sites of common saddle injuries

- Top of wither
- Either side of wither
- Back of saddle
- Spine
- Under stirrup bars
- Edge of flap area
- Front and back of saddle areas
- Middle of back.

Causes of common saddle injuries

- Saddle too wide
- Saddle too narrow
- Saddle tipped backwards

- Gullet not clear
- Stirrup bar end pressing in to horse
- Edge of saddle flap rubbing
- Saddle breeching
- Saddle rocking.

Behavioural consequences

- Reluctance to be harnessed
- Biting
- Not pulling forwards
- Reluctance to move correctly
- Bucking
- Rearing
- Bolting.

Sites of common harness injuries

- Eye
- Ears
- Neck
- Breast
- Whiter
- Ribs
- Dock
- Back legs.

Causes of common harness injuries

- Winkers rubbing
- Browband too tight
- Collar or neck strap rubbing
- Collar or breast collar rubbing
- Pad or saddle not fitting
- Shafts too tight
- Crupper dock not fitting
- Breaching seat rubbing.

Learning outcome

The learner will:

3. Be able to measure a horse for sizing relating to saddlery fitting

Assessment criteria

The learner can:

3.1 produce **charts** for recording horse measurements relating to the fitting of saddlery

3.2 **measure** a horse for a bridle, saddle and carriage harness

3.3 record the measurements for a bridle, saddle and carriage harness.

Range

Charts

Charts with relevant diagrams of a horse for measurement indications and recording.

Measure

For saddle measure wither width relating to saddle width.

Learning outcome

The learner will:

4. Be able to fit a saddle

Assessment criteria

The learner can:

4.1 apply a **bridle** to a horse

4.2 select a saddle to fit a specific horse

4.3 explain how the saddle **fits** the horse

4.4 apply a set of carriage harness to a horse.

Range

Bridle

Snaffle or double bridle fitted ensure that it is adjusted to fit.

Fits

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

Unit 306

Saddlery fitting (unit 6)

Supporting information

Evidence requirements

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Appendix 1 Sources of general information

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

Centre Handbook: Quality Assurance Standards

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

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

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

Assessment: Quality Assurance Standards

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

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

Access arrangements: When and how applications need to be made to City & Guilds

provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The [Centre document library](#) also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

Please visit the [Contact us](#) section of the City & Guilds website.

City & Guilds

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

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