

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

October 2017 Version 1.1



Qualification at a glance

Subject area	Land and Environment
City & Guilds number	0101-03
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 3 Diploma in Saddle, Harness and Bridle Making	654	1360	0101-03	600/6252/6
Level 3 Diploma in Saddle, Harness and Bridle Making – unit route	654	1360	0101-92	600/6252/6

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



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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?	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.
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 3 Diploma in Saddlery (0084)

Structure

Learners must achieve a total of **136 credits**, to achieve the **Level 3 Diploma in Saddle, Harness and Bridle Making:**

- **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
Mandatory			
D/504/2453	301	Saddle production in the equestrian industry	40
K/504/2455	302	Bridle production in the equestrian industry	36
M/504/2456	303	Harness production in the equestrian industry	36
Optional			
T/504/2457	304	Saddlery accessories	12
A/504/2458	305	Business start up and management for the saddlery industry	12
F/504/2459	306	Saddlery fitting	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 3 Diploma in Saddle, Harness and Bridle Making	654	1360
Level 3 Diploma in Saddle, Harness and Bridle Making – unit route	654	1360



2 Centre requirements

Approval

Centres that are approved to offer the Level 3 Advanced Certificate in Saddlery (4750-13) qualification can apply for approval of the Level 3 Diploma in Saddle, Harness and Bridle Making (0101-03) 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[s] 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, eg tutor and assessor or internal quality assurer, but cannot internally quality assure their own assessments.

Assessors and Internal Quality Assurer

The centre **must** provide assessor personnel are occupationally competent in the industry either qualified to at least Level 3 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 3 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 them 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 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
- endorsement by a sector or other appropriate body
- learning outcomes which are comprised of a number of assessment criteria

Unit 301

Saddle production in the equestrian industry

UAN:	D/504/2453
Level:	3
Credit value:	40
GLH:	220
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.

<p>Causes</p> <ul style="list-style-type: none"> • Web asymmetry • Web tension • Skiving depth irregularity • Cutting faults • Seam, stitch and lacing tension and regularity faults • Moulding and shaping inaccuracies. <p>Quality defects</p> <ul style="list-style-type: none"> • Unsafe • Unfit for purpose • Not meeting specifications. <p>Safe working practices</p> <ul style="list-style-type: none"> • Workshop Code of Conduct. <p>Working practices to minimise wastage</p> <ul style="list-style-type: none"> • 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
<p>Saddle components</p> <p>Saddle top</p> <ul style="list-style-type: none"> • Seat • Skirts • Flaps • Girth straps • Gullet lining. <p>Saddle panel</p> <ul style="list-style-type: none"> • Panel back • Facings • Lining • Gussets • Knee roles • Sweat flaps.

Unit 301 Saddle production in the equestrian industry

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

UAN:	K/504/2455
Level:	3
Credit value:	36
GLH:	155
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**.

<p>Range</p> <p>Processes and techniques used during bridle work production</p> <ul style="list-style-type: none"> • Measuring, cutting, edging • Staining, creasing • Hole punching, skiving • Stitch marking, stitching and 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 • 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.
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<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.
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<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> <p>4.4 compare quality defects that affect bridle work</p> <p>4.5 estimate quantity of leather used for manufacture of bridle work based on:</p> <ul style="list-style-type: none"> • size • style • pattern <p>4.6 implement safe working practices</p> <p>4.7 develop working practices in order to minimise wastage.</p>

<p>Range</p> <p>Making process</p> <ul style="list-style-type: none"> • Measuring • Cutting • Edging • Staining • Creasing • Hole punching • Skiving • Stitch marking • Stitching • Finishing. <p>Defects</p> <ul style="list-style-type: none"> • Faults or irregularities in the choice of material • Preparation • Cutting • Stitching.

<p>Causes</p> <ul style="list-style-type: none"> • Inaccurate material • Inaccurate preparation • Inaccurate cutting • Inaccurate stitching. <p>Quality defects</p> <ul style="list-style-type: none"> • Strength • Safety • Sizing • Appearance • Fit for purpose. <p>Bridle work</p> <ul style="list-style-type: none"> • Bridles • Martingales • Girths. <p>Safe working practices</p> <ul style="list-style-type: none"> • Workshop Code of Conduct. <p>Working practices to minimise waste</p> <ul style="list-style-type: none"> • Create a cutting plan • Prepare work area • Prepare tools and equipment.
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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
<ul style="list-style-type: none"> • Bridles • Martingales • Girths.

Unit 302 Bridle production in the equestrian industry

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

UAN:	M/504/2456
Level:	3
Credit value:	36
GLH:	155
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.

<p>Harness components</p> <ul style="list-style-type: none"> • Harness bridle • Harness breeching. <p>Different parts of the hide</p> <ul style="list-style-type: none"> • Leather cuts • Use, strength, safety and flexibility. <p>Components cut from hide Components of a single private driving show harness.</p> <p>Harness fittings</p> <ul style="list-style-type: none"> • Harness buckles • Harness rings • Breeching Dees • Dees • Ornaments. <p>Faults in fittings</p> <ul style="list-style-type: none"> • Casting • Metal fatigue • Poor finish • Buckle tongues.
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<p>Learning outcome</p> <p>The learner will:</p> <p>2. Understand the different processes and techniques involved in harness component construction</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>2.1 describe the different processes and techniques during harness component production</p> <p>2.2 calculate cut and made up measurements</p> <p>2.3 describe how to adjust to pony, cob and full size measurements</p> <p>2.4 analyse how components fit together</p> <p>2.5 describe how to assemble components.</p>

<p>Range</p> <p>Processes and techniques</p> <ul style="list-style-type: none"> • Measuring • Cutting • Edging • Staining • Creasing • Hole punching • Skiving • Stitch marking • Stitching • Finishing.
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Cut measurements

- Measurement before assembly.

Made up measurement

- Measurement after assembly.

Adjust

- Reduce or increase measurement in proportion.

Components fit together

- Abutment symmetry.

Assemble components

- Harness bridle
- Harness breeching.

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

- 3.1 describe the **tools** and **equipment** used in the production of harness components
- 3.2 use tools and equipment safely for the production of harness components.

Range**Tools**

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

Equipment

- Stitching clams
- Cutting block
- Rounding block
- Splitting machine
- Finishing stove
- Vice.

Learning outcome
The learner will: 4. Be able to use the industry methods, techniques and skills to produce harness 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 harness components 4.5 estimate quantity of leather used for manufacture based on: <ul style="list-style-type: none"> • size • style • pattern 4.6 implement safe working practices 4.7 develop working practices in order to minimise wastage.

Range
<p>Making process</p> <ul style="list-style-type: none"> • Measuring • Cutting • Edging • Staining • Creasing • Hole punching • Skiving • Stitch marking • Stitching • Finishing. <p>Defects</p> <ul style="list-style-type: none"> • Faults or irregularities in the choice of material • Preparation • Cutting • Stitching. <p>Causes</p> <ul style="list-style-type: none"> • Inaccurate material • Inaccurate preparation • Inaccurate stitching. <p>Quality defects</p> <ul style="list-style-type: none"> • Strength • Safety • Sizing • Appearance • Fit for purpose.

<p>Harness components</p> <ul style="list-style-type: none"> • Harness bridle • Harness breeching. <p>Safe working practices</p> <ul style="list-style-type: none"> • Workshop Code of Conduct. <p>Working practices to minimise waste</p> <ul style="list-style-type: none"> • 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
<p>Harness components</p> <p>Harness breeching to include:</p> <ul style="list-style-type: none"> • crupper • dock • hips strap • breeching seat • shaft straps. <p>Harness bridle to include:</p> <ul style="list-style-type: none"> • winkers • winker stays • winker cheeks • head piece • throatlatch • noseband • browband.

Unit 303 Harness production in the equestrian industry

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.

UAN:	T/504/2457
Level:	3
Credit value:	12
GLH:	85
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 <ul style="list-style-type: none"> • Bridle shoulder • Panel hide • Bag Hide • Russet • Skiver. Fittings <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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
<p>Tools</p> <ul style="list-style-type: none"> • Marking tools • Cutting tools • Edge tools • Folding tools • Stitching tools • Finishing tools. <p>Equipment</p> <ul style="list-style-type: none"> • Cutting block • Splitting machine • Finishing stove.

Learning outcome
<p>The learner will:</p> <p>5. Be able to use the industry methods, techniques and skills to produce saddlery accessories</p>
Assessment criteria
<p>The learner can:</p> <p>5.1 carry out the making process using the correct skills and techniques</p> <p>5.2 explain what is meant by defects</p> <p>5.3 describe the causes of defects in the making process</p> <p>5.4 implement safe working practices.</p>

Range
<p>Making process</p> <ul style="list-style-type: none"> • Marking out • Cutting • Edge finishing • Folding/Moulding • Assembly • Closing. <p>Defects</p> <ul style="list-style-type: none"> • Faults or irregularities in the choice of material • Preparation • Asymmetry • Cutting • Closing. <p>Causes</p> <ul style="list-style-type: none"> • Inaccurate material • Inaccurate preparation • Inaccurate cutting • Inaccurate closing. <p>Safe working practices:</p> <ul style="list-style-type: none"> • 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
<p>Samples</p> <ul style="list-style-type: none"> • Patterns • Handle sample • Cylindrical closing sample • Square closing sample. <p>Complete items</p> <ul style="list-style-type: none"> • Patterns • Cylindrical flask case • Square box case.

Unit 304 Saddlery accessories

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 305

Business start up and management for the saddlery industry

UAN:	A/504/2458
Level:	3
Credit value:	12
GLH:	44
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 <ul style="list-style-type: none">• 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

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.

UAN:	F/504/2459
Level:	3
Credit value:	12
GLH:	80
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

- Headpiece
- Browband
- Cheek pieces
- Noseband
- Bit.

Basic saddle fitting principles

Seven points of saddle fitting.

Fit a single set of harness

- 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
<p>Injuries Injuries to:</p> <ul style="list-style-type: none"> • face • jaw • nose • mouth • ears • eyes. <p>Behavioural consequences</p> <ul style="list-style-type: none"> • Reluctance to be saddled • Biting • Lowering back when mounting • Reluctance to move correctly • Bucking • Rearing • Bolting <p>Sites of common saddle injuries</p> <ul style="list-style-type: none"> • 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. <p>Causes of common saddle injuries</p> <ul style="list-style-type: none"> • 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

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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Appendix 1 Relationships to other qualifications

Links 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

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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).

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HB-01-0101