

**HEREFORDSHIRE, LUDLOW AND  
NORTH SHROPSHIRE COLLEGE  
APPROVALS COMMITTEE VISIT**  
Farriers Registration Council



Established under the  
Farriers (Registration) Act 1975

**4-5 JULY 2023**

**Report of the Approvals Committee appointed by the Farriers Registration Council  
Established under the Farriers (Registration) Act 1975, as amended**

## **FARRIERS REGISTRATION COUNCIL APPROVAL COMMITTEE VISIT TO HEREFORDSHIRE, LUDLOW AND NORTH SHROPSHIRE COLLEGE ON 4 & 5 JULY 2023**

### **Introduction**

1. The Farriers Registration Council (FRC) is charged under Section 11 (1) (a) and (d) of the Farriers (Registration) Act 1975 with approval of any course of training which the Council considers is designed to confer on persons completing it sufficient knowledge and skill for carrying out the shoeing of horses; and, any institution which the Council considers is properly organized and equipped for conducting the whole or any part of a course of training approved by the Council. The Council may refuse its approval or withdraw such approval previously given. The Council is further charged under Section 12 of the Act with keeping itself informed of the nature of the instruction given at institutions approved under the last foregoing section of the act to persons attending courses approved under that section.

2. So long as the institution offers a course of training in farriery, the FRC has both a right and a duty to keep itself informed of the standard of the courses and the institution and to reassure itself that the courses are of a high standard and convey the knowledge and skills required to shoe a horse. The Council carries out this duty by appointing an Approvals Committee (AC) to visit the institution as may be required, and to report to Council.

3. The Colleges deliver the farrier standard, which outlines the required knowledge, skills and behaviours and is available on the Institute for Apprenticeships & Technical Education website. <https://www.instituteforapprenticeships.org/apprenticeship-standards/farrier-v1-0>

4. The Assessment Plan is also available on the Institute for Apprenticeships & Technical Education website. [https://www.instituteforapprenticeships.org/media/3269/st0172\\_farrier\\_l3\\_ap\\_for\\_publication\\_0307\\_2019.pdf](https://www.instituteforapprenticeships.org/media/3269/st0172_farrier_l3_ap_for_publication_0307_2019.pdf)

5. The Worshipful Company of Farriers (WCF) is the end point assessment organization (EPAO) and carries out the end point assessment (EPA) successful completion of which results in conferment of the Diploma of the Worshipful Company of Farriers (DipWCF). The Colleges act as approved examination centres on behalf of the WCF.

6. The apprenticeship in farriery typically takes 48 months to complete. Apprentices are employed by an Approved Training Farrier (ATF) and have block release to one of the farriery colleges. Farriery Placement / Field Officers (FPOs/FFOs) from the colleges visit the apprentices in the workplace to ensure their welfare, check health and safety and to liaise between the ATFs and colleges in relation to the apprentices training and end of block action plans.

7. The purpose of an Approvals Committee (AC) visit is to gather evidence that may be evaluated in order to provide assurance to both the public and the FRC that training standards are being met and arrangements for safeguarding are effective. The AC for this visit consisted of:

- a. Martin Peaty BVSc CertEP CertES (Orth) MRCVS. FRC member and Chairman AC.
- b. Stephen Neman CertEd MSM FWCF
- c. Sarah Hamlyn MSc BSc BHSI (SM)
- d. Tom Smith FWCF GradDIPELR FRC member and Chairman FRC.

8. The AC were welcomed by the Principal, David Williams, Deputy Principal, Jo Ricketts and Head of Holme Lacy (the site where the farriery school is situated), Kate Stallard. During the two-day visit, the AC also had discussions with the apprentices, farriery lecturers, Farriery Field Officers (FFOs), Approved Training Farriers (ATFs), Learning Support Coordinator, Nikki Honeyman, the Designated Safeguarding Lead, Bev Jackson, the Head of Quality Improvement, Kate Robinson, Director of Finance, Ed Gwilliam and Assistant Principal- Land Based, Melanie Taylor.

9. The AC had the opportunity to talk to group 44L, which consisted of 4 apprentices on block 6 of the College based training programme.

10. At the conclusion of the visit the AC discussed an outline of their findings including proposed recommendations to the FRC with the Principal, Deputy Principal, Head of Holme Lacy and Assistant Principal- Land Based.

11. A draft report was supplied to give the College the opportunity to comment and fact-check the content.

### **Historical Background**

12. Following our visit to Herefordshire, Ludlow and North Shropshire College on 24 & 25 July 2019 the AC recommended that the FRC:

- a. Note the significant progress outlined.
- b. Agree that:
  - i) Herefordshire, Ludlow and North Shropshire College continue to be approved by the FRC to deliver farriery apprenticeship training subject to further reports.
  - ii) The documentation provided to FRC ahead of the AC visits be sent in a format which is readily accessible by FRC and members of the AC.
  - iii) Assessors give more thorough feedback on the theory work, thoroughly check for signatures, always indicate if the work is up to standard and stretch and challenge the more able apprentices.
  - iv) Staff continue to reinforce to the apprentices the importance of wearing safety glasses when working on the anvil.
  - v) The ongoing maintenance program for forges and anvils be continued.
  - vi) Documentation including assessments, checklists and application forms should be signed and dated.
  - vii) Those apprentices who have disclosed dyslexia and enquired about eligibility for special considerations be given a decision prior to their final block when the examination will be imminent.
  - viii) The course handbook should sign post the apprentices to the Farrier and Apprentice Code of Professional Conduct as non-compliance risks future careers.
  - ix) The AC should conduct their next visit in early 2020 when a block 3 or later cohort are at the College.

x) The FRC asks that HLNSC provide a copy of the documentation that promulgates the revised funding arrangements whereby funding is drawn down directly from the Welsh Government.

13. Each of these recommendations was followed up by the AC.

- i. FRC have continued to approve the College.
- ii. Documentation was provided ahead of this visit and a link to extensive documentation on One File provided.
- iii. Assessors were observed to give good feedback and it was noted that the College had provided CPD to the farriery lecturers on stretching and challenging learners.
- iv. Safety glasses were observed to be being worn in the forge.
- v. Maintenance of the forges and anvils is in order.
- vi. Documentation appears to be signed and dated or has migrated online.
- vii. Several apprentices have been identified with additional learning needs and appropriate adjustments put in place or assessments arranged.
- viii. The course handbook signposts the apprentices to the Farrier and Apprentice Code of Professional Conduct.
- ix. The COVID-19 pandemic intervened so that the AC visit could not be undertaken.
- x. The documentation in relation to the funding of Welsh apprentices was provided.

### **Financial Viability and Probity**

14. Herefordshire, Ludlow and North Shropshire College's (HLNSC's) Annual Report and Financial Statements for the Year Ended 31 July 2022 was provided and the AC met with the Ed Gwilliam, Director of Finance.

15. Reserves as a percentage of income were 38% with a 10% target set by the Education and Skills Funding Agency. There was therefore a strong balance sheet.

16. Classroom based subjects were more profitable and made a greater financial contribution than practical subjects, like farriery, which required more resources and practical instruction, but the College is committed to maintaining its range of courses and courses important to rural and local economies.

17. Total income was £26,068,000 and total expenditure £26,238,00 resulting in a £170,000 deficit but there was an actuarial gain in respect of pensions of £13,872,000.

18. The College was certified as a going concern, and it was confirmed that it complied with the Education and Skills Funding Agency's (ESFA) requirements.

19. The College Policies and Performance section of the website contains policies on fraud and whistleblowing.

<https://hlnc.ac.uk/about-hlnc/policies-and-governance/>

### **Teaching and Learning**

20. The AC observed theory and practical lessons.

21. Theory lectures included documentation which was clear and up to date. Schemes of work, timetables, and lesson plans were all in place. The register was taken. Planning and delivery showed a range of teaching, learning and assessment activities including lecturing, practical activities, the use of specimens, quizzes, self-evaluation and revision activities.

22. The AC observed good practice in the reinforcement of the theory with the use of specimens and practical activities. PowerPoint presentations were clear and used excellent, colour-coded diagrams. The presentations were also provided as handouts as well as being on the Virtual Learning Environment (VLE) which is via the Moodle platform. It was noted that the PowerPoint presentations observed were copyrighted to Well Equine. Ensuring continued availability of the material will be important to the College in future. Content of the lectures was very clearly related to the requirements of the theory part of the EPA including the written examination and oral elements. The tutor circulated well, checking the apprentice notes, and ensuring that they were making progress. He made good reference to previous learning. Apprentices were confident to ask and answer questions. Other theory lessons observed by the AC lacked learner engagement, interaction, and challenge. There is support from the College to develop teaching, and funding and time provided for tutors taking the level 5 Diploma in Education and Training (DET) during work hours.

23. Practical shoemaking and fitting lessons were observed. Good facilities were available to the apprentices. It was felt that more could have been achieved in the time available. Targets to stretch and challenge the apprentices would have been appropriate. Introducing timed work would help the apprentices cope with the pressure of the practical part of the EPA, especially as the apprentices observed were in block 6.

24. The tutor was observant and supportive of the apprentices, particularly when they needed to rectify errors. Questioning could be improved to use more open and fewer closed questions.

25. The timetables were reasonably accurate, although there was some flexibility around changing forging sessions and shoeing sessions around the provision of horses by owners from the local area. The timetable required updating to reflect "make and fit" opportunities which had been put in as shoemaking sessions.

26. The farriery team consists entirely of part-time tutors. To help with communication and consistency of the practical aspects, it would be helpful to use a check list based on the existing 'make and fit' criteria for each of the apprentices in the group. This would highlight their level of expertise and could be passed to other tutors to create a running record of their progress and training needs. Apprentices were unanimous in wanting more practice in 'make and fit' as well as more challenging time limits for completion.

27. External partner institutions contributing to the farrier programme included the FRC and WCF who both visit in Blocks 1 and 7. Eastlake and Beachell insurance brokers talk to the apprentices about professional negligence insurance and on pension provision. The Donkey Sanctuary currently provides input online but visits to their premises will re-commence once the farriery tutors have completed minibus training. Three Counties Equine Hospital were involved prior to the COVID-19 pandemic when this ceased and did not start again. Contact has been made with a view to visits recommencing to help familiarisation of the apprentices with an equine hospital, advanced diagnostic imaging such as MRI and CT, professionalism and professional relationships between farriers and veterinary surgeons.

28. End of block reports and action plans were examined. Both documents are shared with the ATF employer, FFO and apprentice. These outline clearly what the apprentice should achieve prior to the next college attendance. They are reviewed by the FFO prior to the visits and discussed with apprentices and ATFs during the visit. College attendance with incomplete action plans would be identified by farriery tutors and raised with the apprentice, ATF and FFO. Apprentices said that they liked the way the data from the end of block assessments is used to RAG rate their progress and to determine the content of revision sessions.

29. There was commendable and innovative use of Microsoft Teams to develop a comprehensive management tool, to house the apprenticeship e-portfolios in the file section of the app and to conduct group and individual tutorials via Teams meetings. Moodle and video apps are embedded to provide resources to reinforce theory and practical lectures.

### **Continuity of Apprentices in Training**

30. Difficulties in recruiting new ATFs were reported. The entry route to becoming an ATF puts some off but for those wishing to become ATFs the greatest difficulty being the lack of regular Train the Training Farrier Award (TTFA) provision. The small number of Farriers wishing to become ATFs means that the courses are often not viable to run at individual Colleges.

31. There is a new cohort of apprentices due to begin at the end of August. Excluding these apprentices there are approximately 56 apprentices in training at the College with 6 female apprentices. Evidence was seen to demonstrate that several apprentices enrolled had moved ATFs, sometimes on a temporary basis. Changing ATF seemed to be most common in the third year.

32. As part of the enrolment process the ATF is asked to complete an agreement with the College which includes confirmation, in a tick box, that the apprentice will have an employment contract. This is essential to allow the apprentice to practice farriery legally, to ensure employer's liability and indemnity insurance will be valid and to ensure the apprentice benefits from employment rights. The AC recommends that a copy the employment contract between the ATF and apprentice contract is kept on file so there can be no doubt that one is place

33. The inability to secure funding, and the rules around Scottish Apprentices continues to be a frustration and disappointment. The College has been approached by several ATFs and prospective apprentices and they have not been able to enroll them. The issue around the classification of an apprentice within legislation and guidelines from ESFA needs to be clarified.

34. The College works hard through tutors and FFOs to prevent breakdown in relationships between ATFs and apprentices. When an apprentice leaves an ATF, they have a break in learning after 30 days and after 90 days are required to withdraw from the program although they can apply to re-join the course once they are employed by an ATF again. In practice the College provides help to the apprentices who leave employment with an ATF without another to go to avoid withdrawal whenever possible. Apprentices are advised to update their *curriculum vitae* (CV) and social media profile, talk to potential new ATFs and have helped with CVs and covering letters.

### **Quality Assurance and Compliance**

35. The AC were provided with the recent OFSTED report on the College which included a deep dive into Farriery. The report was positive, and the only recommendation for the land-based provision was that the College plan for possible animal extremist activity.

36. External verification was part of the old NVQ based apprenticeship and is no longer carried out. There is also no longer any formal internal quality assurance of theory or practical work. Apprentices are sometimes asked to self-evaluate against the known standards with 'verification' by the tutor. Apprentices report that whilst they appreciate the value of self-evaluation as a measure of behaviours, they have not fully grasped the concept and feel it is too time-consuming. They would prefer a check list to help them identify what they need to address. The tutors report that there is informal moderation through discussion, observation and standard setting. It is recommended that there is formalisation of internal moderation procedures.

37. There is no longer a system of graded observations for tutors. There are several methods of gaining information about teaching, learning and assessment, including developmental (peer seen and unseen observations) and learning walks. The data gathered informs the self-evaluation process, along with learner feedback from the student voice. Tutors also self-assess their teaching practice against the standards and feedback on the developmental observations, this feeds into their appraisals. New tutors are appointed a mentor who will use a variety of methods to support them, to include direct lesson observations as necessary.

38. In the recent first EPA assessment in May 2023 two of the three candidates passed.

39. It was reported that there is, on average, approximately a 17% drop out rate of apprentices, and that this usually happens within the first two years with a small number of apprentices deciding farriery is not for them. Completion of the pre-farriery course appears to help mitigate this.

40. The student survey indicated that 5 out of 9 apprentices were not receiving FFO visits to workplaces that are required to check facilities and meet with apprentices and ATFs. This is under investigation by senior management and must be rectified.

41. There have been two changes in the Head of Holme Lacy campus, the farrier tutors' line manager since our last visit in 2019. The farriery tutors feel that they are currently very well supported by management, including senior management, who are engaged with and committed to the farriery provision within the College. Management had a good understanding of the needs of the farriery department and requests were well received and actioned.

42. The quality assurance cycle is robust and well documented. Each course team self-asses three times a year. This informs the course team leader quality summit reports from which the first draft of the graded Self-Assessment Report (SAR) is produced, prior to moderation. The actions identified in the SAR are used to produce the quality improvement plan (QIP).

## **Staff**

43. There are four part time farriery tutors: Alan Woodyatt AWCF, Cert Ed; Daniel Bennett AWCF Cert Ed; Dean Bland BA(Hons), DipWCF(Hons), GradDipELR(RVC), Cert Ed, MAFA; and Chris Johnson AWCF.

44. All lecturers have appropriate professional qualifications. Three have the Certificate in Education (Cert Ed) and the other is halfway to completing his.

45. Continuing professional development (CPD) records covering farriery and college related CPD on health and safety, equality and diversity, safeguarding and extremism and other areas were examined.

46. Staff to apprentice ratios for practical sessions were as required, which was easily achieved with only 4 apprentices in the current block.

47. Three FFOs were both interviewed either in person or by telephone. They were enthusiastic about their roles and seemed well appraised of their roles in ensuring health and safety in the workplace and safeguarding of apprentices. Action plans were available and discussed with apprentices and ATFs.

48. The farriery tutors stated that they were well supported by management who were engaged with and committed to farriery at the College.

### **Resources**

49. There is no accommodation at Holme Lacy and apprentices arrange their own accommodation with the College offering recommendations.

50. The AC visited during a time when the majority of students from other courses are not at college. It was reported by the apprentices that the canteen is closed, and the nearest shop is approximately a 15 to 20 minutes round trip.

51. The library is good and well-used but access is limited as it closes at 5:30pm out of term-time.

53. Teaching and demonstration rooms provided a good learning environment.

54. The AC observed the resources available in the forge area. All of the anvils had recently been refurbished. The coke forges were all operational and fit for purpose. The College is expecting delivery of four double forges to replace some of the older forges. They are waiting for several new anvils to replace the most worn. There is an ongoing programme of maintenance for forge equipment, some of the water boshes on the backs of the forges are rusting but still operational.

55. A good range of sections of steel were available including both concave and flat sections. Apprentices reported that they were able to use the sections they required.

56. First aid kits were regularly checked and fully stocked. This included an equine first aid kit located next to the tie up area. Eye wash and burns kits were also available.

57. Up-to-date risk assessments were displayed near to the office in the forge. These are reviewed annually and were comprehensive.

58. Due to the small intake of four apprentices, correct apprentice to tutor ratios were always observed in forging and shoeing sessions during the visit but it was also confirmed by tutors that correct ratios would be adhered to if numbers of apprentices at College increased.

59. Horses are available for practice from several different suppliers. The college yard is able to provide approximately eight horses for shoeing and several for trimming. There are also three external providers of horses including riding schools. Staff reported that they could usually arrange at reasonably short



notice horses for practice sessions. There was no record kept of horses that have been shod by the College and the College relies on the owners to let them know when horses were due to be reshod.

60. As outlined in paragraph 26, apprentices were unanimous in wanting more practice in 'make and fit' as well as more challenging time limits for completion.

### **Student Welfare**

61. The Farrier Standard Apprenticeship Course Handbook requires updating to reflect the changes in internal quality assurance and internal verification now that the Apprenticeship has migrated from Framework to the Standard.

62. The appeals procedure in the Farrier Standard Apprenticeship Course Handbook also requires updating especially in relation to stage 3 which still says the internal quality assurer will be involved.

63. There is a hub for students to drop in that is open during term time at Holme Lacy but farriery apprenticeship blocks, including this one, do not always coincide with term time.

64. Apprentices said that they would prefer the between block assignments to be either issued fortnightly or be given graduated deadlines. This would help them manage their workload more effectively.

65. The AC met with Learning Support Coordinator, Nikki Honeyman.

66. The College asks for self-declaration of learning support needs on application which will be actioned by the Learning Support Coordinator and may require a specialist SENCO assessment.

67. The SENCO will make an assessment, produce a plan and a support plan is created.

68. There is a learning support assistant (LSA), available at the Holme Lacy Campus on Wednesdays. She offers academic support including portfolio building, help with assignments including proof reading and mind mapping. They also function as scribes for those who need them in the end of block assessments and EPA written examination having become familiar with farriery terminology.

69. The AC met with the LSA and apprentices report that they receive very good individual support from tutors with additional support from student services.

70. The LSA provides good support, particularly around examination and revision techniques. However, two apprentices were taken out of a lesson to be given support. It was not clear how this lost time would be made up to them.

71. One apprentice was given an end of block assessment question to answer so that his scribe could practice with him, this was a very useful exercise although it would have been helpful for the scribe to have had a glossary of terms.

72. The AC met with the Designated Safeguarding Lead (DSL), Bev Jackson. She leads the safeguarding team which covers all five campuses run by the College. Each campus has a Deputy Designated Safeguarding Lead (DDSL).

73. In addition to the safeguarding and well-being team on campus, apprentices get free access to 24-hour support and professional counselling delivered by our partners, Health Assured. This highly confidential service is available 365 days a year via phone or mobile app for those at college or in the workplace.

74. All staff including Farrier Field Officers (FFOs) have annual safeguarding training.

75. The College uses My Concern as its online reporting platform. Apprentices can self-refer as can farriery tutors and FFOs. The referrals are accessed, assessed and appropriate support package put in place.

76. Health Assured is available to all learners at the College and provides a 24-hour counselling service. There is also a Health Assured App. Areas covered include a wide variety of issues including money worries, suicide, self-harm, domestic violence, time management, mindfulness, anger management and use of sexualised language.

77. There is enhanced signposting, including on posters around the College with QR codes to services from organisations such as Samaritans, Papyrus, Mind, Young Minds and Mermaids.

78. The Prevent responsibilities are held within safeguarding team.

79. Smooth Wall operates whenever a student is on a College device, College Wi-Fi or signed into a College account. Key words are used to identify students at risk of self-harm, suicide, radicalisation, domestic abuse and county lines drugs organisations. In relation to the latter DSL meets monthly with police and update key words.

### **Equality Diversity and Inclusion**

80. The College policy is available on its website.

<https://hlnc.ac.uk/about-hlnc/equality-diversity-and-accessibility/>

81. The FFO discuss equality and inclusion, health and safety or safeguarding and prevent at each of their workplace visits.

### **Approved Training Farriers (ATFs) (Employers)**

82. All ATFs have completed the Train the Training Farrier Award (TTFA).

83. The AC communicated with three ATFs who reported good relationships with the College.

84. ATF training days are held with the last one addressed by Ben Benson, president of the British Farriers and Blacksmiths Association (BFBA), who discussed running a modern farriery business and was helpful in promoting correct provision for apprentices including contracts of employment.

85. The College strictly applies ESFA rules, not least, to ensure they are paid.

86. Those ATFs who missed the training day will need to undertake the next one at another College.

87. The College monitors ATFs performance and those who repeatedly do not have apprentices complete the apprenticeship will not have new apprentices registered through the College.

### **Relationship with the FRC**

88. The College has an up-to-date data sharing agreement (DSA) with the FRC, which it complies with.

89. The College is required to enroll apprentices with the FRC at the commencement of the apprenticeship in order that the apprentice may practice farriery lawfully while in training.

90. The College is required to notify the FRC of any changes affecting ATFs and Apprentices. These may include ATFs who the training provider are no longer content to work with, and apprentices who may have left training, re-joined training or moved from one employer to another. Such notifications are required in a weekly update.

91. In order to allow successful apprentices to register as quickly as possible following qualification and avoid practicing farriery illegally by virtue of no longer being apprentices but not having registered with the FRC, training providers are asked to ensure that on arrival at college for Block 8 apprentices complete application for registration forms and return them to the college staff for posting to the FRC to avoid delays. This enables the FRC to check applications while the apprentices are doing Block 8, and for those that are successful they need only contact the Council to make payment of the registration fee to join the register. In respect of Herefordshire, Ludlow and North Shropshire this process has mostly worked well.

92. There is good communication between the College and the FRC and is required to comply with the DSA.

### **SUMMARY AND RECOMMENDATIONS**

1. The Farriers Registration Council (FRC) Approvals Committee (AC) visited Herefordshire, Ludlow and North Shropshire College on 4-5 July 2023 to consider the continued suitability of the College to deliver Farrier Apprenticeship training.
2. The AC was made welcome and was able to access the staff, students, facilities and records required to make a comprehensive assessment in relation to the FRC Procedures for Approvals which includes, in relation to this visit, the procedures for the Approval of Courses of Training and Institutions under Section 11(1) (a) and (d) of the Farriers Registration Act 1975.
3. The recommendations made in the 2019 visit have now all been actioned.
4. The AC noted several areas to be commended:
  - a) The innovative use of Microsoft Teams to develop a comprehensive management tool, to house the apprenticeship e-portfolios in the file section of the app and to conduct group and individual tutorials via Teams meetings. Moodle and video apps are embedded to provide resources to reinforce theory and practical lectures.
  - b) Management, including senior management, are engaged with, and committed to the farriery provision within the College.
  - c) The farriery tutors are all motivated individuals who work well together as a team and whose skills are complimentary.

- d) Safeguarding is comprehensive, well-advertised and readily available.
- e) Good resources were available in the forges and shoeing areas.
- f) All recommendations following the last visit from the FRC have been actioned and there is a clear commitment from farriery staff and management to continually look to update and improve.

5. Following its visit the AC recommends to the FRC that:

- a) The College should ensure the continued availability of the copyrighted PowerPoint presentations for use in future.
- b) Targets to stretch and challenge the apprentices in the make and fit session should be put in place. Introducing timed work would help the apprentices cope with the pressure of the practical part of the EPA which nationally has lower pass rates than the theory part.
- c) A copy of the employment contract between the ATF and apprentice should be seen and kept on file by the College so there can be no doubt that one is in place.
- d) There is formalisation of internal moderation procedures.
- e) Some apprentices had identified that some FFO visits to workplaces to check facilities and meet with apprentices and ATFs were not happening. Scrutiny of the College's records confirmed this to be the case. This was already under investigation by senior management and must be rectified.
- d) The Farrier Standard Apprenticeship Course Handbook requires updating to reflect the changes in internal quality assurance now that the Apprenticeship has migrated from Framework to the Standard.
- e) The appeals procedure in the Farrier Standard Apprenticeship Handbook requires updating especially in relation to stage 3, which still says the internal quality assurer (IQA) will be involved.
- f) Apprentices should not be taken out of lectures for learning support unless there is provision for catching up on the missed content with farriery tutors.
- g) Scribes involved in the written part of the EPA are provided with a glossary of farriery terms.
- h) Herefordshire, Ludlow and North Shropshire College continue to be approved by the FRC to deliver farriery apprenticeship training.