

WARWICKSHIRE COLLEGE
APPROVALS COMMITTEE VISIT
Farriers Registration Council



Established under the
Farriers (Registration) Act 1975

17-18 JANUARY 2022

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 WARWICKSHIRE COLLEGE – 17 and 18 January 2022

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 organised 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 report to Council.

3. Currently the Worshipful Company of Farriers Diploma Examination (DipWCF), together with successful completion of other components of the framework for the apprenticeship in farriery, allows an applicant to apply for entry to the register of Farriers in Great Britain. The DipWCF constitutes the 'technical certificate' for the purposes of the framework for the apprenticeship in farriery. The other components of the modern apprenticeship are:

- a. Complete 23 weeks training at college
- b. Complete functional skills in English and Mathematics
- c. Complete 6 personal learning and thinking skills
- d. Complete employee rights and responsibilities
- e. Complete employer requirements, basic business
- f. Complete Diploma in Farriery (work based)
- g. Completion of the Diploma of the Worshipful Company of Farriers (DipWCF).

4. From September 2019 newly enrolled apprentices have been on the new apprenticeship standard and from May 2023 the End Point Assessment (EPA) will replace the DipWCF and the current format apprenticeship, although there will be two opportunities to re-sit the current format DipWCF. The Standard is available on the Institute for Apprenticeships & Technical Education website. <https://www.instituteforapprenticeships.org/apprenticeship-standards/farrier-v1-0> The Assessment Plan is available on the Institute for Apprenticeships & Technical Education website. https://www.instituteforapprenticeships.org/media/3269/st0172_farrier_l3_ap_for_publication_03

[072019.pdf](#) Notable changes include the inclusion of behaviours as well as knowledge and skills. Tool making is no longer included in the standard, but business and IT skills and trimming for an unshod horse have been added. The farrier colleges will need to adapt their courses to prepare apprentices for the new Standard and Assessment Plan and the EPA.

5. The AC for this visit consisted of:

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

6. The AC were welcomed by Susan Charters, retiring head of department and Lorna Walters, newly appointed head of department. Mark Eden, Apprenticeship Director, represented senior management of Warwickshire College Group (WCG) and answered AC questions on the financing of farriery, external quality assurance and succession planning and resilience in the farriery department. During the two-day visit, the AC had discussions with the farriery tutors, farriery placement officers, Lucy Harrison, residential manager, Lisa Trill, curriculum administrator work-based learning land-based, Steph Nettleton, library manager, Katherine Skudra, head of student welfare, Liz Dorfman, head of inclusion and learning support and others involved in the running of the College.

7. The AC had the opportunity to talk to group 43L, which consisted of 7 apprentices on block 5 of the College based training program.

8. At the conclusion of the visit the AC discussed an outline of their findings including proposed recommendations to the FRC with Susan Charters, Lorna Walters and Mark Eden. A draft report was supplied to give the College the opportunity to comment on or correct any matters that may have been factually incorrect.

Historical Background

9. The last AC visit to Warwickshire College was on 11 and 12 February 2019 and the following recommendations were made to and accepted by Council:

- a. The minutes of all farriery team meetings with clear action points are circulated to the farriery staff especially as many members are part-time and it is rare for all to be present. **Secretary's note:** Warwickshire College have confirmed that minutes are provided to tutors as standard practice.
- b. A farriery specific Self-Assessment Report and Quality Improvement Plan are reinstated. The importance of this has already been recognised by farriery management.
- c. The Farrier Placement Officer (FPO) reviews have an additional question added such that when ATFs sign the form, they are declaring that no additional fees have been or will be charged to the apprentice.

- d. The College gives support to those members of staff providing the theory lessons in order to equip them to better plan, structure and document the lessons they are asked to conduct.
- e. The College ensure that registered farrier members of staff record sufficient CPD to meet the FRC's and college's requirements.
- f. The College ensures all tutors either have or are working towards teaching or assessment qualifications.
- g. Warwickshire College informs the FRC that a 'break in learning' may be of only 4 weeks duration. Another training provider appears to operate such breaks in learning out to 12 weeks. Warwickshire College are asked to clarify the four-week interpretation and to advise the FRC of the relevant policy and guidance for clarity. **Secretary's Note:** Warwickshire College confirm the 4-week BiL; Education & Skills Funding Agency (ESFA) Apprenticeship funding rules for training providers, page 14, paragraphs 71 & 72 and ESFA Provider Support Manual for 2018 to 2019, page 88 paragraph 629.
- h. Following disappointing examination results in 2018 Warwickshire College conducted an internal audit to identify potential improvements. It is not clear whether employers (ATFs) were subjected to a similar exercise to identify improvements for them noting that education, training and preparation of apprentices is a joint enterprise between the college and the employer. Warwickshire College are asked to offer a written submission setting out the extent to which responsibility is shared between colleges and ATFs, and, in this case, what lessons identified, corrective actions or holding to account took place in respect of ATFs. **Secretary's Note:** Warwickshire College have confirmed that performance of ATFs will be taken forward at an ATF Training Day to be held in April 2019.
- i. Warwickshire College continue to be approved by the FRC to deliver farriery apprenticeship training.

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

10. Minutes of the last three farriery team meeting were provided and scrutinised. They are circulated to the team members not present, six of the seven farriery tutors are part-time, and action points outlined.

11. A farrier specific self-assessment and quality improvement plan dated 22 September 2021 had been produced and was provided to the AC. It is referred to below.

12. FPO reviews are recorded on OneFile and include questions on financial probity including in relation to ATFs confirming that apprentices have been paid the minimum wage for all hours worked. However, the Work Based Learning Progress Review sheets are common to all WCG apprenticeships and still do not ask whether additional fees have been or will be charged.

13. The College supports members of staff providing the theory lessons with training in lesson planning and delivery, but developmental lesson observations were suspended during the COVID pandemic. These need to be re-instated and further work is required- see below.

College feedback: Developmental lesson observations have already been reinstated across the college however up until this point in time the Farrier team have not been selected for observation.

14. College based CPD records were available and for farrier members of staff professional CPD records were made available but compliance with FRC recommendations was variable.

15. The College confirmed that farrier members of staff were working towards training, assessment and quality assurance (TAQA) awards. None have yet completed this but are due to do so within the next 1-2 months.

College feedback: Two members of have now completed the TAQA award and 2 members of staff are scheduled to be completed by the end of March 2022

16. Clarification on breaks in learning rules were provided in the secretary's note above.

17. The in-person ATF training day planned for April 2021 was a casualty of COVID-19. An online ATF training day was held remotely on 29 September 2019 and e-mailed to all current ATFs.

Financial Viability and Probity

18. Warwickshire College Annual Report and Financial Statements for The Year Ended 31 July 2021 prepared by auditors Grant Thornton UK LLP were provided to the FRC.

19. Total reserves were £6,344,000, total income £47,795,000 and total expenditure £51,274,000 resulting in a loss of £3,659,000 which reduced to a total comprehensive loss after tax and actuarial gain on pensions of £1,983,000.

20. 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 and its own Statement of Corporate Governance and Internal Control and Statement of Regularity, Propriety and Compliance.

21. The Apprenticeship Director outlined verbally to the AC that the farriery course had been put on a breakeven footing despite low numbers and the requirement for significant investment in equipment in the forge. In common with other areas of the College a layer of middle management has been removed.

22. In relation to farriery at Warwickshire this manifests as the team leader in work-based learning (land based) being promoted to replace the retiring head of work-based learning (land based) with the former position not being replaced.

Teaching and Learning

23. The farriery tutors are categorised as trainer assessors and not as lecturers. However, they are asked to stand in front of apprentices and deliver lectures and teach in the forge.

24. The apprentices have been divided among the farriery tutors since the start of the COVID pandemic and have provided excellent one to one support on a remote basis.

25. Theory lectures were observed to be heavily reliant on the tutor reading from a PowerPoint presentation. There was little interaction with the learners and only very minimal checks on learning and retention of knowledge were observed.

26. Whilst tutors are well motivated and provide good one to one support, input from experienced teaching staff would help them develop a range of teaching and learning strategies to improve the formal lectures.

27. It is recommended that the College gives support to those providing the theory lectures in order to equip them to better plan, structure and document the lessons they are asked to conduct.

College feedback: The Head of Department has contacted the Teaching & Learning Improvement team in regards to supporting the newer members of staff, with their delivery style and teaching competences, to aide improvement to the quality of Teaching and Learning within the department. An enhanced program of lesson observations has already been implemented across work-based learning departments within the College since returning to face to face delivery. With planned areas chosen without the Head of Department's prior knowledge to give an 'Ofsted' style inspection experience.

28. In order to identify the tutors' individual development needs it is recommended that an enhanced program of lesson observations is implemented.

29. Several of the tutors have been in post for a relatively short time and would benefit from training in teaching and ideally enrolment on a teaching qualification to help with personal development as educationalists.

30. Practical shoemaking and fitting were observed. Good facilities were available to the students. More could have been achieved in the time available. Targets to stretch and challenge the apprentices would have been appropriate.

31. An e-portfolio is in place: OneFile is used for the farriery apprentices. This is working well for newer apprentices who have always been on this e-portfolio. There were legacy issues for those with paper portfolios or on other e-platforms but these have been resolved.

32. The AC were not presented with any evidence of external partner institutions contributing to the farriery program. The AC were told that funding rules did not allow this.

33. The involvement of a veterinary surgeon on the farriery course at WCG has been discontinued. This was of concern to the AC for several reasons. One of the three examiners for the DipWCF will be a veterinary examiner. The veterinary examiner is responsible for one third of the oral part of the theory examination. Good communication between farriers and veterinary surgeons is essential to ensure appropriate care is provided for the horses committed to their care.

34. The presentations used by the veterinary surgeon who previously lectured the farriery apprentices are available. However, it was reported that these are essentially an aide memoir as to what to present next and were therefore of limited use to the farriery tutors. In any case, veterinary diagnosis and treatment of horses is a rapidly developing field requiring lectures to be kept up to date.

35. The AC recommends that lectures from an equine veterinary surgeon with an interest in musculoskeletal practice and farriery are re-introduced as a matter of urgency.

36. One File is being used to ensure that all apprentices complete the required 'Off the Job' training. During the course of their apprenticeship, all apprentices on the new apprenticeship standard are required to complete 20% (in time) of their training 'off the job'. Previously, this has been difficult to log accurately. One File allows apprentices to log activities such as professional discussions with their ATFs, formally organised CPD events, competitions and webinars. Warwickshire College expect each apprentice to accumulate 7% each year of their apprenticeship and One File gives a running total so all stakeholders know if the apprentice requires more input.

37. The farriery tracking sheet was demonstrated by the curriculum administrator. It is on a spread sheet, a useful tool and fit for purpose. The spread sheet will be retained for some elements although others will be transferred to OneFile. This records details of the components of the modern apprenticeship in farriery completed or due to be completed and also due dates and the actual dates of other actionable events which can be chased up if necessary. These events including FPO visits, Employers Compliance Checklist (ECC) renewal and insurance renewals.

38. End of block reports and action plans were examined. Both documents are shared with the ATF employer, FPO and apprentice. These outline clearly what the apprentice should achieve prior to the next college attendance. They are reviewed by the FPO prior to the visits and discussed with apprentices and ATFs during the visit.

39. Visits to the farriery apprentice's workplace are due to take place every 12 weeks. This is outlined in WCG Employer Compliance Checklist with all equine apprenticeships including farriery being classed as high risk.

40. FPO in person visits were suspended during the COVID-19 pandemic and replaced with telephone and/or Zoom calls. Visits to some apprentices did not appear to start again once this became possible.

41. Two out of seven of the apprentices on block reported receiving in person visits within 12 weeks. Four reported having received no in person visit during the last 6 months and one reported not receiving a visit during the previous year and did not know who their FPO was.

College feedback: All of 43L group had contact with college over this time on block from 7th June-2 weeks, attended online lessons 6th August, 24th September, 5th November and 17th September prior to their Block in college 10th January 2022. Every apprentice had received 4 reviews during this time with their placement officer as per Covid guidelines.

42. The AC recommend that in person visits re-commence in order that end of block reports and action plans can be discussed face to face, to enhance the safeguarding aspects of the visit and to enable physical checks on the premises and work equipment to be carried out.

43. Material on Google Classroom was reported to be a great asset during the COVID pandemic and enabled remote delivery of teaching. Lectures, the farriery handbook, quizzes, video demonstrations and other learning materials are available but this technology could be used in a more innovative and interactive manner.

44. WCG has reduced the face-to-face time spent at College at Morton Morrell by an average of 1 week each block compared to the Academic Plan inherited from the National Farrier Training Agency (NFTA) in 2012-13 which details 8 blocks totaling 23 weeks such that WCG is now providing less time at College than has been the case in the intervening years and less than Hereford, Ludlow and North Shropshire College and Myerscough College. The week lost at Morton Morrell is given to remote learning, which is delivered throughout the year. The number of days that the apprentices were expected to be in college together with the days when remote delivery is provided total the number of weeks in college previously provided. The remote delivery is slightly weighted to the beginning of the apprenticeship so they have more 'college days' in the first two years. This is of concern to the AC as it is the practical part of the DipWCF which has had lower pass rates in recent years and is prepared for at college towards the end of the apprenticeship.

College feedback: In preparation for EPA towards the end of the apprenticeship, the delivery plan in College allows 3 weeks in Block 7, where historically it was 2 weeks. WCG also has a provision for up to 3 weeks practice and revision for final EPA. This details 24 weeks delivery total to include online days.

45. The apprentices reported that they would prefer to return to the previous block length. They reported difficulty with getting time away from the workplace when they were being taught remotely, delays in receiving feedback from tutors during these remote learning weeks and the loss of the opportunity for "make and fit" which is a key part of the DipWCF. The AC recommends that WCG audit the outcomes including apprentice satisfaction with the new arrangements and DipWCF practical examination pass rates.

46. Training in horse handling and associated safety and risk management had been carried out and the apprentices had been enthusiastic about it and reported it to be useful.

Continuity of Apprentices in Training

47. The College and its FPOs are aware of the need for apprentices to continue to be in paid employment in order to continue as an apprentice in training, carry out farriery lawfully and be eligible for public funding.

48. The Colleges procedures have repeated checks on employment status.

49. The individual learning plan (ILP) records the employer and whether the employer and facilities have been inspected by the college FPO. Any change in employer is entered on the ILP along with the updated inspection and Employers Compliance Checklist (ECC).

50. The FPOs visit the apprentices at their place of work and record details of the employer and workplace.

51. The Apprenticeship Service is the government portal for employers to find, fund and manage apprenticeship programs. It requires information on the ATF training provider, College and apprentice and requires details on PAYE.

52. The FPOs and College will help to resolve issues between ATFs and apprentices where possible and facilitate a change of ATF where appropriate.

53. When an apprentice leaves their ATF and goes straight into employment with another ATF not already affiliated with the College, the normal procedure will start to ensure that the workplace and ATF meet all the necessary requirements.

54. An apprentice is allowed a break in learning of up to 4 weeks but after that if not employed by an ATF cannot continue in training. A College assessment is required to re-start training.

55. The protocol for managing re-take candidates was provided.

56. The employment contract is extended until the end of the apprenticeship and the Individual Learning Plan (ILP) extends to the date of the next re-take. Employers and apprentice are contacted and the necessary signatures obtained.

57. All re-take candidates are invited onto block 8 again and supported with 12-week reviews by FPOs as for first time candidates. In addition, the farriery tutors also support re-take candidates with targeted help on theory or practical aspects of the DipWCF examination and advise on preparedness. The monthly farrier meetings use a red, amber green (RAG) system for highlighting an individual's preparedness and needs in relation to the DipWCF examination.

58. The support given to re-take candidates was an area of good practice with all in the farriery department playing a role in helping these young people pass the DipWCF which is life changing for most of them.

Quality Assurance and Compliance

59. The pass rates for the Autumn 2021 DipWCF examination were 86% for first time candidates and 100% for re-take candidates. Results for Spring 2021 were 80% for first time candidates and 43% for re-take candidates, for Autumn 2020 56% and 90% and for Spring 2020 50% and 77% respectively.

60. Internal quality assurance was carried out in April 2021 with portfolio sampling and assessor observations being carried out.

61. It was identified that the following members of staff needed to be enrolled on the Training Assessment and Quality Assurance (TAQA) award- [REDACTED]. The AC was provided with e-mail confirmation from [REDACTED] that three out of the four were enrolled but that [REDACTED] was not.

College feedback: The following tutors have been enrolled on the TAQA award, [REDACTED] have now completed this award, and [REDACTED] are scheduled to complete at the end of March 2022.

62. The internal quality assurer should provide more detailed feedback in the Assessor Observation Reports and in the Portfolio Sampling Sheets to include both good practice and areas for improvement.

College feedback: Assessor observation sheets and portfolio sampling sheets are completed by the IQA and feedback given for all frameworks along with a report.

63. 1st4Sport conducted a remote external quality assurance (EQA) audit on 18 June 2021. Two action points were identified.

64. Policies and procedures were identified as not being up to date.

65. Evidence of [REDACTED] assessor qualifications was required or alternatively they were each to be enrolled onto an assessor qualification.

College feedback: [REDACTED] A1 Assessor qualification has been uploaded onto the 1st4sport website and [REDACTED] is scheduled to complete the TAQA award at the end of March 2022.

66. Given that 1st4Sport no longer quality assure the technical aspects of the delivery, a greater input from the internal quality assurer (IQA) would enable the team to be confident that standards are being met.

67. The self-assessment report and quality improvement plan (SARQIP) document dated 22 September 2021 was provided.

68. The SARQIP stated in 1a that well qualified staff and assessors were a strength; but at the time most tutors had no assessor qualifications and were not working towards one. This was despite the need for assessor qualifications being identified as an action point by the 1st4Sport EQA audit from more than three months previously.

College feedback: Assessor qualifications have now been identified and actioned.

69. The SARQIP stated in 1a that qualified farrier placement officers review the apprentice every 10 weeks in the workplace (although 12 weeks is stated as the monitoring frequency in the Employer Compliance Checklist) but this was not reported to be the case by students, five out of seven of whom reported not having an in person visit from a FPO for more than 6 months.

College feedback: The Farriery department works to a 10-week workplace visit schedule rather than the 12 week (as stated on the monitoring form and compliance list), so that these visits fall more evenly between the college attendances. Face to face visits resumed after the covid restrictions/guidelines were eased.

70. These findings led the committee to conclude that the SARQIP required completing with more rigor to ensure its accuracy.

71. Team meetings with clear action points are circulated to the farrier staff especially as many members are part-time and it is rare for all to be present.

Staff

72. The following staff are in place in the farriery department and the college management.

- | | | |
|----|---------------|---|
| a. | Mark Eden | Apprenticeships Director (Work Based Learning) |
| b. | Sue Charters | Retiring Head of Work Based Learning (Land Based incl. Farriery) |
| c. | Lorna Walters | Appointed Head of Work Based Learning (Land Based incl. Farriery) |
| d. | Lisa Trill | Curriculum Administrator Work Based Learning- Land Based |
| e. | Tim James | Lead Farriery Tutor and Farriery Placement Officer |

	DipWCF UKCC Level 2	Full time
f.	Ben Hart	Farriery Tutor
	DipWCF	2 days per week
g.	Martin Reed	Farriery Tutor
	DipWCF	1 day per week
h.	Connor Morrison	Farriery Tutor
	DipWCF	2 days per week
i.	Alex Mercer	Farriery Tutor and Farriery Placement Officer
	AWCF	1 day per week. Leicestershire.
j.	Jordan Priestley	Farriery Tutor
	DipWCF	2 days per week
k.	Michael Girling	Farriery Tutor and Farriery Placement Officer
	DipWCF	1 day per week. Rest of Country.
l.	Donovan Howden	Farriery Internal Quality Assurance
	AWCF A1/V1	1 day per week
m.	Mark Rose	Farriery Placement Officer
	AWCF	Suffolk and Norfolk
n.	Tom Burch	Farriery Placement Officer
	RSS AWCF MBE	South East and South West
o.	Liz Dorfman	Learning Support Officer
p.	Katherine Skudra	Safeguarding Officer
q.	Lucy Harrison	Residential Manager

73. All lecturers have appropriate professional qualifications.

74. Some have teaching or assessment qualifications but it is recommended that all tutors either have, or are working towards, such qualifications.

75. The FPOs were all interviewed either in person or by telephone. All were enthusiastic about their roles. Administrative support from the College and availability of action plans and progress reviews was reported to be good. Safeguarding training is discussed below.

76. Some lecturers are recording significantly in excess of the minimum farrier Continuing Professional Development (CPD) recommended by the FRC. Others are not recording the recommended minimum. Some activities recorded did not appear to meet the definition of CPD. It is recommended that the College ensures its registered farrier members of staff record sufficient CPD to meet the FRC's requirements.

Resources

77. The library is set in a converted indoor riding school and provides a good size, well-lit and very pleasant study area. All the required text books were available along with a selection of journals. Many of the veterinary text books, but unfortunately not the farriery ones, were available as e-books which enabled remote study of these resources.

78. The College has some of its own horses suitable for shoeing by farriery apprentices. A hunter hireling business also supplies horses throughout the year but, the apprentices reported that on occasions they do not turn up which is a frustration for tutors and apprentices alike.

College feedback: Current external supply of horses has never let us down with requirements requested.

79. Apprentices indicated that they would like more “make and fit” opportunities to properly prepare them for the DipWCF. Several had only had one opportunity in the first week of the block and the AC noted that only two horses were available for 7 apprentices during the afternoon practical session observed.

80. The AC recommend that sufficient horses are always available to enable apprentices to be challenged and stretched during practical sessions and to better prepare them for the practical part of the DipWCF examination.

81. Staff to apprentice ratios for practical sessions were as required: They were observed to be no greater than 1:4 for shoeing horses 1:8 for shoemaking. This requires two tutors to be available for shoeing with 8 apprentices which is the typical number in each block.

82. Good stocks of steel in appropriate sections and coke were on site.

83. The forge and shoeing areas are well designed and provide a good working environment.

84. The equipment, including the forges themselves, was also to a high standard and well maintained.

85. First aid kits and eyewashes were available and all items were present and up to date.

86. Adequate teaching and demonstration rooms were available.

Student Welfare

87. There is a nurse available at Moreton Morrell who can triage any health concerns and the College has a car to transport students to the GP surgery or A&E should the need arise.

88. A counselling service is available at the Moreton Morrell campus.

89. The AC met with Katherine Skudra the Safeguarding Officer. She explained in some depth how welfare and safeguarding was carried out at the College level and how that related to farriery apprentices.

90. All staff should have safeguarding training which should be refreshed every 3 years. Farriery apprentices can raise any concerns with FPO, farriery tutors or anyone else in the College. This will be reported to the appropriate designated person and followed up as necessary.

91. Three of the five FPOs were also farriery tutors and have safeguarding training for this role. One of the FPO's, [REDACTED], was not able to recall having received safeguarding training.

College feedback: FPO – ██████████ completed mandatory College training (Face to Face) to include Safeguarding training and update - Corporate Welcome Day on 11th December 2019 and valid until 11 December 2022.

92. The AC recommends that all FPO have up to date safeguarding training.
93. Staff have access to My Concern which is an online reporting system. Any reports are picked and triaged for appropriate action.
94. Separate Prevent training is provided for recognising extremism and preventing terrorism and Equality and Diversity training is also provided to staff.
95. The FPOs, in common with others at WCG conducting apprentice's work-based learning progress reviews, are required to select from a panel of 7 health and safety questions, 6 equality and diversity questions and 6 safeguarding and prevent monitoring questions at each visit and record the answers and discussion with the apprentice.
96. Accommodation is available on site for farriery apprentices and has been judged good by OFSTED.
97. The AC met with Lucy Harrison, the Residential Manager.
98. Residential wardens, who have to have at least a 50% full time equivalent role in WCG, play an important role especially in those under 18 years of age. Farriery accommodation is single sex and those under 18 are segregated from those over 18.
99. There is a curfew of 10.30 for those under 18 on site. They are required to electronically check into their block with a fob and spot checks are carried out. There are phones in each block to contact the wardens who live on site. Student ID is required to use the bar facilities.
100. There is a refectory on site. A meal card is provided which can be used in the refectory and also enables food to be bought. Each block has basic catering facilities with a fridge, freezer, microwave, kettle and toaster.
101. Apprentices eat early in the evening and in response to comments that students were often hungry later in the day the College now provides tea and toast in the bar late evening, a facility reported to be used enthusiastically by farriery apprentices.
102. The Work Based Learning (WBL) Scheme of Work for Farriery is the title of the farriery handbook. The document outlines in some detail the behaviours and resources required, the gateway and how the subject will be assessed as well as equality and diversity and British values and employability skills including personal development, social skills and enterprise / creative skills.
103. The Student Behaviour Policy and the Apprenticeship Induction Handbook were provided to the AC. The way that student behaviour was dealt with when problems arise on campus was outlined by Lucy Harrison the Residential Manager and appeared to be an area of good practice which will help prepare apprentices for adult and working life.

Equality Diversity and Inclusion

104. The College policy was available to the AC. Training is provided to all staff. The FPOs, in common with others at WCG conducting apprentice's work-based learning progress reviews, are required to select from a panel of 6 equality and diversity at each visit and record the answers and discussion with the apprentice.

For farriery, these work-based learning progress reviews are carried out at least every 12 weeks so this keeps equality, diversity and inclusion on the agenda for apprentices and FPOs.

105. The AC met with Liz Dorfman, Head of Inclusion and Learning Support.

106. An inclusion report is prepared based on disclosure and testing and shared with all staff involved with the learner for a range of special educational needs (SEN) with dyslexia, autism and attention deficit and hyperactivity disorder (ADHD) being most common.

107. Advocacy and learning support are provided along with reasonable adjustments for assessments and examinations.

108. The learning support professional at the Moreton Morrell campus where the farriery department is based has been off work long-term.

College feedback: A replacement has been appointed and made contact with Farriery Apprentices.

109. One farriery apprentice had received reasonable adjustments for his assessment but reported to the AC difficulty accessing SEN support at Moreton Morrell. The apprentice reported that both he and his ATF had asked for support. The apprentice said that he had been offered an appointment on the last day of his college block. This information was fed back to the management, with permission of the apprentice, at the end of the visit.

College feedback: Interim support was in place for any apprentices that wished to take up this option.

110. The AC recommends that all apprentices are able to access any learning support required in a timely manner and that provision is made to cover the absent learning support professional at Moreton Morrell.

111. Provision for apprentices not having English as their first language would follow Joint Council Qualifications (JCQ) policy. According to the JCQ if a learner has no previous knowledge of English and has been in country for less than 3 years then a bilingual dictionary and 10% additional time are available for examinations. Where learners have been in country for more than 3 years, they can have a bilingual dictionary but no additional time unless they can show they have difficulties with their own language.

Approved Training Farriers (ATFs) (Employers)

112. WCG farriery department works with a variety of ATFS, all of whom are required to obtain the Train the Training Farrier Award (TTFA), and the AC were able to examine the relevant Employer Compliance Checklists. The latter document covers insurance, equality and diversity, health and safety, safeguarding, supervision and training, personal protective equipment, fire safety, accidents and first aid and worker welfare.

113. Regular monitoring visits are carried out at the same time as the work-based learning progress reviews by the FPOs. The AC selected and were provided with a series of reviews for scrutiny.

114. The individual learning plan (ILP) records the employer and asks about the employment contract and is updated if an apprentice changes ATF. The AC selected and were provided with an ILP.

115. End of block reports and action plans are shared between apprentices, ATFs and FPOs. A selection was examined by the AC.

116. Training concerns identified during college attendance are discussed with ATFs by farriery tutors and FPOs.

117. The Head of Work Based Learning (Land Based) indicated that they declined to work with some ATFs and provided examples of reasons for taking this action.

Relationship with the FRC

118. WCG has a data sharing agreement (DSA) with the FRC.

119. WCG 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. Occasionally, an enrolment may be submitted late; the reasons for this may be out with the training provider's control. However, it is emphasised that an apprentice may not practice farriery until enrolled with the FRC.

120. WCG 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, to be submitted each Friday. WCG is asked to ensure that the notification is submitted weekly.

121. 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 conducting 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 WCG this process has mostly worked well.

SUMMARY AND RECOMMENDATIONS

1. The Farriers Registration Council (FRC) Approvals Committee (AC) visited Warwickshire College on 17-18 January 2022 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 following the visit in February 2019 have received attention although further is required in some areas including the farriery self-assessment report and quality improvement plan, teaching support and training for the farriery tutors, assessment and teaching qualifications, farriery CPD records and ATF involvement in training.

4. The AC noted several areas to be commended:

- a) The farriery staff were enthusiastic and working well as a team.
- b) One to one support from the farriery tutors along with resources for remote learning had been provided to apprentices during the COVID-19 pandemic.
- c) Focused and effective help had been provided to those retaking the DipWCF examination.
- d) There was good standard of accommodation and pastoral care provided at the Moreton Morrell campus.
- e) The library provided and attractive, well-lit work space with all texts required for the farriery apprentices available. A good range of journals were also available and many of the texts were available as e-books enabling remote access.
- f) The asking of a selection of questions on health and safety, equality and diversity and safeguarding and extremism at each work-based learning progress review keeps these important issues at the forefront of apprentice's, employer's and reviewer's minds
- g) The forge and shoeing areas were well designed and provided a good working environment. The equipment was also to a high standard and well maintained.

5. Following its visit to Warwickshire College on 17 and 18 January 2022, the AC recommends to the FRC that:

- a. Tutors are supported to complete the Training Assessment and Quality Assurance (TAQA) award.
- b. The College gives support to those providing the theory lectures in order to equip them to better plan, structure and document the lessons they are asked to conduct.
- c. Developmental lesson observations are started again and an enhanced program of lesson observations is implemented to identify the farriery tutors 'individual development needs.
- d. Tutors are provided with training in teaching and ideally enrolled on a teaching qualification to help with personal development as educationalists.
- e. WCG is now providing less time at College than has previously been the case and less than Hereford, Ludlow and North Shropshire College and Myerscough College and should audit the outcomes including apprentice satisfaction with the new arrangements for reduced in person College attendance and DipWCF practical examination pass rates.

- f. Lectures from an equine veterinary surgeon with an interest in musculoskeletal practice and farriery are re-introduced as a matter of urgency.
- g. The internal quality assurer should provide more detailed feedback regarding both good practice, and areas for improvement.
- h. 1st4Sport external quality assurance report's required actions are fully implemented.
- i. In person visits by FPO re-commence in order that end of block reports and action plans can be discussed face to face, to enhance the safeguarding aspects of the visit and to enable physical checks on the premises and work equipment to be carried out.
- j. The farriery department self-assessment report and quality improvement plan (SARQIP) is reviewed to ensure that it is accurate in all respects.
- k. The College ensures all its registered farrier members of staff record sufficient farriery CPD to meet at least the FRC's recommended minimum.
- l. All apprentices are able to access any learning support required in a timely manner and that better provision is made to cover the absent learning support professional at Moreton Morrell, where farrier apprentices learning takes place.
- m. All FPOs have up to date safeguarding training.
- n. Sufficient horses are always available to enable apprentices to be challenged and stretched during practical sessions and to better prepare them for the practical part of the DipWCF examination.
- o. Warwickshire College continue to be approved by the FRC to deliver farriery apprenticeship training.