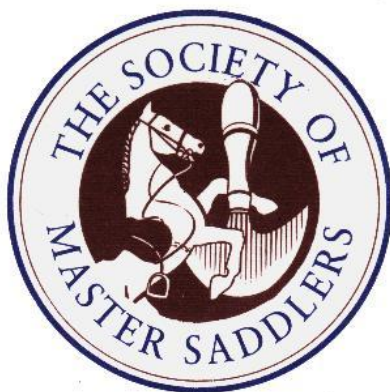


# Certificate in Saddle Fitting (4751-03)

(in association with The Society of  
Master Saddlers)

March 2019 Version 1.0

## Qualification Handbook



## Qualification at a glance

<b>Subject area</b>	Saddle Fitting
<b>City &amp; Guilds number</b>	4751
<b>Age group approved</b>	16+
<b>Entry requirements</b>	None
<b>Assessment</b>	Practical observation Synoptic written test
<b>Support materials</b>	Centre handbook Assessment pack Candidate assessment guidance
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

### Title and level

Certificate in Saddle Fitting

### City & Guilds number

4751-03

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# 1 Introduction

The Society of Master Saddlers is a professional body whose aims are to promote and safeguard the training, qualifications and standard of work of craft saddlers, saddlery manufacturers, saddlery retailers and bridle and saddle fitters.

This document tells you what The Society will do to deliver the qualifications

Area	Description
<b>Who is the qualification for?</b>	<p>The qualification is suitable for Society of Master Saddlers' members and their employees, and non-member saddle fitters who can demonstrate appropriate knowledge. It is recommended that candidates have a minimum of three years' experience in saddle fitting and attend the Society of Master Saddlers introductory saddle fitting course.</p> <p>This qualification is designed for candidates who</p> <ul style="list-style-type: none"><li>• wish to formalise their saddle fitting knowledge and experience</li><li>• wish for career progression within the sector</li><li>• wish to develop the skills learnt from other Society courses</li></ul>
<b>What does the qualification cover?</b>	<p>The qualification covers the following areas</p> <ul style="list-style-type: none"><li>• Saddle assessment and fault identification</li><li>• Conformation, movement and condition of horses for saddle fitting</li><li>• Taking a template</li><li>• Saddle fitting</li><li>• Saddle flocking and adjustments</li></ul>
<b>What opportunities for progression are there?</b>	<p>On completion of this qualification candidates are eligible to apply for membership of The Society of Master Saddlers as a Qualified Saddle Fitter. They may subsequently upgrade to Master Saddle Fitter</p>
<b>Who did we develop the qualification with?</b>	<p>The qualification was developed jointly with The Society of Master Saddlers</p>

## Structure

To achieve the **Certificate in Saddle Fitting 4751- 03** learners must achieve the mandatory units (401-405) and unit (410) synoptic written exam

Unit number	Unit title
401	Saddle assessment and fault identification
402	Conformation, movement and condition of horses for saddle fitting
403	Taking a template
404	Saddle fitting
405	Saddle flocking and flocking adjustments
410	Synoptic written exam

Candidates who have previously achieved the **Certificate in Flocking and Flocking Adjustments 4751-13** will be exempt from taking unit 405 saddle panel reflocking and flocking adjustments as part of this qualification

## 2 Centre requirements

### Approval

The Centre approved by City & Guilds to deliver this qualification is The Society of Master Saddlers (UK) Ltd

### Quality assurance

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

- Centre devised and centre assessed practical and written examinations assessed by The Society of Master Saddlers examiners

Quality assurance includes initial centre approval, qualification approval, the centre's own procedures for monitoring quality and City & Guilds ongoing monitoring by an External Quality Assurer (EQA). Details of City & Guilds criteria and procedures, including roles of centre staff and External Quality Assurer (EQA) can be found in *The City & Guilds Centre Manual* and *The Quality Assurance Requirements*. Both documents can be found on the City & Guilds website [www.cityandguilds.com](http://www.cityandguilds.com)

The External Quality Assurer (EQA) will judge that assessors and Internal Quality Assurers meet the above criteria during the qualification approval process or subsequent update.

### Appeals and equal opportunities

Centres must have their own auditable, appeals procedure. If a candidate is not satisfied with the examination conditions or a candidate feels that the opportunity for examination is being denied, the Centre Manager should, in the first instance, address the problem. If, however, the problem cannot be resolved, the centre may then refer to City & Guilds for advice. All appeals must be clearly documented by the Centre Manager and made available to the City & Guilds External Quality Assurer (EQA) if advice is required.

Should occasions arise when centres are not satisfied with any aspect of the External Quality Assurance process, they should contact City & Guilds

Access to the qualification is open to all who are suitably experienced to attend the Society of Master Saddlers' course which leads to assessment for the Certificate in Saddle Fitting. The Centre Manager should ensure that no candidate is subjected to unfair discrimination on any grounds in relation to access to assessment and to the fairness of the assessment. The regulators require City & Guilds to monitor centres to check whether equal opportunities policies are being adhered to.

## Resource requirements

### Centre staffing

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

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

Centre staff may undertake more than one role, eg tutor and assessor or Internal Quality Assurer, but cannot internally quality assure their own assessments.

## Learner entry requirements

Those wishing to attend the course which leads to assessment for the Certificate in Saddle Fitting must fulfil the following criteria:

- Be in full time employment with a fully paid up member of the Society of Master Saddlers (UK) Ltd, be a member in their own right as a Qualified Saddler, Master Saddler or Trainee Saddle Fitter  
or  
submit written recommendations from two Society of Master Saddlers (UK) Ltd members and an equine professional confirming competency in horse handling
- Overseas delegates must be employed by or own a business which is retailing saddles supplied by a Society of Master Saddlers trade member and be recommended by said member. They must also submit a written recommendation from an equine professional confirming competency in horse handling

### Recommended criteria

- Have at least three years' experience in saddle fitting
- Have previously attended the Introductory Course in saddle fitting or submit details of formal saddle fitting courses attended and it will be considered whether these can be taken as equivalent to the Introductory Course.

## 3 Delivering the qualification

### Initial assessment and induction

The centre provides an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. Learners are encouraged to undertake an evaluation of their skills and knowledge before the start of their programme to identify:

- any specific personal training or development 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

### Registration and Certification

For the award of a certificate, candidates must successfully complete the assessments for all five units plus unit 410, the synoptic written exam.

- Candidates must be registered at the beginning of their course. The centre should submit registrations using Walled Garden, under scheme/complex no 4751-03.
- When assessments have been successfully completed, candidate results should be submitted on Walled Garden (Results submission).
- Candidates achieving all five units and the written synoptic assessment will be issued a certificate.



## 4 Assessment

### Time constraints

Learners must undertake a

- practical assessment for each unit
- synoptic written exam covering all units

Registration for this qualification is valid for three years and candidates must achieve all the assessments within the three year registration period.

For this qualification, candidates must achieve mandatory units 401-405 and mandatory unit 410 written synoptic assessment in order to achieve a full certificate. Candidates who fail one or more of the assessments, will be required to re-sit the failed unit.

Unit No.	Title	Assessment Method	Where to obtain assessment materials
401	Saddle assessment and fault identification	Practical assessment	<a href="http://www.cityandguilds.com">www.cityand guilds.com</a>
402	Conformation, movement and condition of horses for saddle fitting	Practical assessment	<a href="http://www.cityand guilds.com">www.cityand guilds.com</a>
403	Taking a template	Practical assessment	<a href="http://www.cityand guilds.com">www.cityand guilds.com</a>
404	Saddle fitting	Practical assessment	<a href="http://www.cityand guilds.com">www.cityand guilds.com</a>
405	Saddle flocking and flocking adjustments	Practical assessment	<a href="http://www.cityand guilds.com">www.cityand guilds.com</a>
410	Synoptic written exam	Synoptic written exam covering units 401- 405	

## Exam specification

The way the exam covers the content of the qualification is laid out in the table below:

**Assessment type:** Examiner marked, written exam\*

**Assessment conditions:** Invigilated examination conditions

**Duration:** 1 hour

Content section	Unit/LO/AC	No of marks	% marks
Saddle design and construction, components, materials, flocking, examination for faults and viability of repair (SC&M )	401.1 (1.2, 1.3, 1.6) 401.2 (2.4, 2.5)	4	10%
Health, safety and hygiene in relation to saddle fitting (HS&H)	402.1 (1.1) 402.2 (2.1, 2.5, 2.6) 403.2 (2.1, 2.5, 2.6) 404.3 (3.1, 3.5, 3.6)	4	10%
Professional standards and practice, documentation, processes, and customer relations for saddle fitting (PDCR)	402.3 (3.1, 3.2) 402.6 (6.3) 404.1 (1.1, 1.13) 404.7 (7.4, 7.5, 7.6)	4	10%
Observation, examination, measurement and templating of the horse and recording information for saddle fitting (O&E)	402.2 (6.2) 403.1 (1.3) 403.3 (3.1, 3.4) 404.1 (1.8)	4	10%
The horse's anatomy, conformation, condition, movement, behaviour and function in relation to saddle fitting (C&C)	402.4 (4.1, 4.2, 4.3, 4.4) 402.5 (5.1 - 5.7) 402.6 (6.6, 6.7) 402.7 (7.1, 7.2, 7.3) 404.4 (4.5)	6	15%
Suitability of the saddle for the rider and adjustments / adaptations for; fit, comfort, stability or performance of the rider (R&S)	404.1 (1.2, 1.3, 1.4, 1.5, 1.7, 1.8) 404.6 (6.3)	8	20%
Suitability of the saddle for the horse and adjustments / adaptations for; fit, comfort, stability or balance of the saddle (AS&B)	404.1 (1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12) 404.6 (6.3)	10	25%
	Total	40	100%

\*These exams are sat under invigilated examination conditions, as defined by the JCQ:  
<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

Entry for the centre set and marked assessment, mandatory unit 410 will be made through The Society of Master Saddlers (UK) Ltd

## Summary of assessment methods

This qualification is internally assessed and externally quality assured. Assessment processes include

- practical assessment for each unit
- synoptic short answer written exam

together with:

- evidence of the way the learner carried out the activities, such as assessor observations.

## Additional assessment methods or evidence sources

In addition to observation, assessors should identify an appropriate mix of other assessment methods from the list below, to ensure that all the indicative content is sufficiently evidenced to allow them to ensure the consistency of the learner's practice for each unit.

- **Questions** asked by assessors and answered by learners to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing learner practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but in both cases, the questions and candidate responses must be recorded in the relevant section of the assessment pack.

## 5 Units

<b>Aim:</b>	The aim of this unit is to ensure that Society of Master Saddlers qualified saddle fitters have the ability to accurately assess saddles for faults. They will have a thorough knowledge of the product and ensure that horse welfare and rider safety is maintained throughout the discipline of saddle fitting.
<b>Assessment type:</b>	Practical and synoptic written test

**Learning outcome:**

The learner will:

1. Know different types of saddle, saddle trees, component parts and the manufacturing process

**Assessment criteria**

- 1.1 Identify different designs of saddles and their associated **riding disciplines**
- 1.2 Describe the reasons for different **designs** of saddle
- 1.3 Identify the **component parts** of a saddle
- 1.4 Identify types of **leather / materials** used in saddle making
- 1.5 Identify the **materials** used to fill different **types of panel**
- 1.6 Describe the **key stages** in the manufacturing process of a saddle
- 1.7 Identify the main types of **saddle tree**
- 1.8 Describe key points relating to the current **British Standard** for saddle trees

**Range:****1.1 Riding disciplines**

General purpose, polo, endurance, dressage, jumping, showing, cross country

**1.2 Design**

Seat design, flap length, flap design, length of girth strap and position of stirrup bar, panel design

**1.3 Component parts**

Tree (including rails/waist, pommel, cantle), flaps, skirt, seat, panel, girth straps, seaming, rear gusset, front gusset

**1.4 Type of leather/material**

Flap butt, panel hide, pigskin, doe skin, suede, girth strap leathers, synthetic material, serge, felt, linen, webbing

**1.5 Materials**

Foam/felt, air filled, flocking

**1.5 Types of panel**

Full panel, standard flocked panel with solid sweat flaps, drop, continental, close contact

## 1.6 Key stages

Select tree, webbing up, form seat, attach backs, seam skirts to seat and attach to tree, make and fit flaps and forepiece, attach girth straps, make the panel, flock and fit the panel to the saddle

## 1.7 Saddle trees

Rigid tree, spring tree, synthetic tree, adjustable tree

## 1.8 British Standard

Quality of materials used, symmetry of tree, symmetry of bars

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### Learning outcome

The learner will:

2. Be able to assess the condition of and identify faults in saddles, saddle trees and panels

### Assessment criteria

- 2.1 Carry out **checks** required on a new saddle
- 2.2 Identify faults in a **saddle tree** including the condition of component parts
- 2.3 Assess the overall **condition of a saddle**
- 2.4 Identify **faults in panels**
- 2.5 Make recommendations for the **viability** of repairing the saddle

### Range:

#### 2.1 Checks

General symmetry, flocking, stirrup bars, quality of material and manufacture

#### 2.2 Saddle tree

Faults in gullet and head plate, tree / waist of tree, rivets, stirrup bars

#### 2.3 Condition of saddle

Faults in seat, skirts, backs and welting, flaps and bar covers, knee pads, stitching, girth straps and webs

#### 2.4 Faults in panels

Uneven flocking, under or overflocked, hard/lumpy flocking, channel too wide/narrow, stitching, insufficient bearing area, gusset asymmetry, panel asymmetry, panel not fitted into saddle symmetrically, position of flocking slots

#### 2.5 Viability

Safety, comfort for horse and rider, condition, age, cost, design

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### Learning outcome

The learner will:

3. Understand the factors that affect saddle safety

### Assessment criteria

- 3.1 Identify inferior **materials**
  - 3.2 Identify poor quality **saddle trees**
  - 3.3 Identify poor quality **construction**
  - 3.4 Describe the **effects** of inferior materials, trees and construction on saddle safety and longevity
-

Range:

### **3.1 Materials**

Leather with loose grain, leather of wrong substance, leather of wrong thickness, poor tannage, unsuitable panel filling/flocking, thread, webbing, composites

### **3.2 Saddle trees**

Wood is not laminated, steel is of insufficient strength, stirrup bars loose, rivets and metal reinforcements are inferior, saddle tree is asymmetrical

### **3.3 Construction**

Girth straps and webs are positioned incorrectly/ attached insecurely, panel has an insufficient bearing area/insecurely attached, panel not fitted into saddle symmetrically, seat/skirts are fitted asymmetrically flaps are asymmetrical and insecurely attached, seams/welts are uneven or have stitches showing

### **3.4 Effects**

Discomfort for the horse and rider, breakage can lead to accident and injury, premature wear and poor performance

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# **Unit 401**                      **Saddle assessment and fault identification**

## Supporting Information

### **Evidence requirements**

Examples of evidence required could include:

- Observation



## Unit 402

# Conformation, movement and condition of horses for saddle fitting

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<b>Aim:</b>	This unit concerns assessing a horse's condition, conformation and movement in order to make an evaluation of a horse's suitability and soundness for having a saddle fitted and determining the type of saddle most appropriate
<b>Assessment:</b>	Practical and synoptic written test

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### Learning outcome:

The learner will:

1. Be able to develop professional relationships with clients

#### Assessment criteria

- 1.1 Adopt a professional **standard of dress**
- 1.2 Establish a rapport through good **communication** with the client
- 1.3 Explain the following to the client
  - the process of assessing the horse's conformation, condition and movement in hand
  - the purpose of collecting the information

### Range:

#### 1.1 Standard of dress

Strong footwear, no flapping clothing, avoid unnecessary jewellery, hair tied back, avoid use of scents

#### 1.2 Communication

Behave in a courteous manner, verbal, non-verbal communication, listening skills, clear instructions, documentation

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### Learning outcome

The learner will:

2. Be able to work safely around the horse and handler

#### Assessment criteria

- 2.1 Observe **safe & hygienic work practices** throughout
- 2.2 Establish a rapport with the horse
- 2.3 Check if the horse has any **behavioural issues**
- 2.4 Check if the horse has any symptoms of **pain or contagious diseases**
- 2.5 Describe **responses** to issues identified with the horse
- 2.6 Carry out a visual **risk assessment**
- 2.7 Maintain **health and safety standards** throughout

- 2.8 Use equipment and materials in accordance with manufacturers' instructions and any organisational training

**Range:**

**2.1 Safe & hygiene work practices**

Safe positioning around the horse, touching the horse, positioning of equipment, transition between horses

**2.3 Behavioural issues**

Biting, kicking, control, guarding behaviour, saddle shyness

**2.4 Pain or contagious diseases**

Lesions, skin conditions, sores, respiratory conditions, areas of inflammation or pain

**2.5 Responses**

Discuss with client, advise that veterinary consultation is required, advise further training or change of tack, take suitable hygiene measures, cease fitting

**2.6 Risk assessment**

This includes the work area, client's premises, self, client, horse, equipment

**2.7 Health and safety standards**

PPE, correct lifting and handling methods, maintain security of work area

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**Learning outcome**

The learner will:

3. Understand positive identification for horses

**Assessment criteria**

- 3.1 Identify **features** of horses  
3.2 Describe types of **documentation** used as methods of ID

**Range:**

**3.1 Features**

Name, colour, type/breed, sex, age, height, brands, head, body and limb markings, whorls, acquired markings

**3.2 Documentation**

Photographs, horse passports, veterinary records, silhouettes, breed society certificates, microchip

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**Learning outcome**

The learner will:

4. Understand skeletal conformation and its impact on saddle fitting

**Assessment criteria**

- 4.1 Identify the **skeletal points** of horses related to saddle fitting  
4.2 Identify **common points** of horses related to saddle fitting  
4.3 Identify **skeletal conformation** of horses
-

#### 4.4 Explain the **impact** of skeletal conformation defects on saddle fitting

##### Range:

##### 4.1 Skeletal points

Scapula, sacrum, ribs, thoracic and lumbar vertebrae, cervical, lumbar

##### 4.2 Common points

Wither, shoulder, croup, back, topline, loins, ribs, girth groove, brisket

##### 4.3 Skeletal conformation

Overall proportion and balance, symmetry of skeletal structure, length and shape of back, prominence and width of the dorsal spinous processes, prominence and length of withers, prominence and apparent symmetry of scapulae, position of girth groove, breadth of ribs, roach backed conformation, sway backed conformation, herring gutted conformation, uphill conformation, croup high conformation

##### 4.4 Impact

Consideration of tree shape and design, girth groove and girthing, panel design, stability of saddle, pressure, pads

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##### Learning outcome

The learner will:

5. Understand other structures and tissues associated with saddle fitting

##### Assessment criteria

- 5.1 Identify the other **structures** and **tissues** relevant to saddle fitting
- 5.2 Describe the function of other structures and tissues
- 5.3 Describe **muscles** and their **function** in relation to saddle fitting
- 5.4 Describe the **effect of asymmetry** in the horse in relation to saddle fitting
- 5.5 Describe **condition** and fitness in relation to saddle fitting
- 5.6 Describe the **impact** of a poor fitting saddle on muscles and other tissues
- 5.7 Describe the **effect** of changes in condition, weight and fitness of horses in relation to saddle fit

##### Range:

##### 5.1 Structures and tissues

Hair, skin, sensory nerve ending, superficial blood supply, fascia, fat, muscle, ligament, cartilage, bone and joint

##### 5.3 Muscles

Trapezius, gluteal tongue, pectoral, longissimus dorsi, latissimus dorsi

##### 5.3 Function

Muscles cause joints to move and together with ligaments and tendons are the stabilisers of the joints

##### 5.4 Effect of asymmetry

Saddle slip side, saddle moving, pivoting, saddle slipping forwards/backwards

### 5.5 Condition

Condition scoring, weight estimation, effect of rider, location change, work, fitness, management, age and season

### 5.6 Impact

Rubs hair off, irritates skin, compromises circulation/nerve/muscle function, muscle atrophy, compromises overall movement

### 5.7 Effect

Changes to saddle position and levelness, suitability of flocking or girthing, tree width, rail angles and panel design

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#### Learning outcome

The learner will:

6 Be able to assess the conformation and condition of a horse

#### Assessment criteria

- 6.1 Ensure the presented horse **stands square** for examination
- 6.2 Explain the importance of the horse standing square for saddle fitting
- 6.3 Describe **features** of the presented horse to facilitate positive identification
- 6.4 Review the skeletal conformation of the presented horse
- 6.5 Provide an overall condition score of the presented horse
- 6.6 Assess the **muscular development** of the horse in relation to saddle fitting
- 6.7 Discuss the horse's management and work routine with the client in relation to the condition score
- 6.8 Explain to the client the impact of the presented horse's skeletal conformation, condition and muscular development on saddle fitting

#### Range:

##### 6.1 Stands square

Levelness of ground, horse symmetry (all four limbs weight bearing, forelimbs paired and hindlimbs paired), effect on muscles and posture

##### 6.3 Features

Name, colour, type/breed, sex, age, height, brands, head, body and limb markings, whorls, acquired markings

##### 6.6 Muscular development

Topline muscle tone, wither / shoulders / profile changes, symmetry

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#### Learning outcome

The learner will:

7 Understand how to assess and describe the movement of a horse

#### Assessment criteria

- 7.1 Describe normal **movement** in horses
  - 7.2 Describe common **movement faults** in horses
  - 7.3 Explain the **impact** of movement abnormalities in relation to saddle fitting
-

Range:

### **7.1 Movement**

At halt, walk, trot, canter, gallop, jump, way of going

### **7.2 Movement faults**

Dishing, brushing, stringhalt, stiffness, lateral deviations, tracking up, forging, short, uneven or asymmetric gait, head carriage

### **7.3 Impact**

Muscular or movement asymmetry, saddle movement, rider imbalance, injuries to horse

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### **Learning outcome**

The learner will:

8 Be able to assess and describe the movement of a horse

### **Assessment criteria**

8.1 Assess the presented horse's movement

8.2 Assess the presented horse's normality, soundness, straightness and action

8.3 Discuss with the client the presented horse's movement in relation to saddle fitting

## **Unit 402**

# **Conformation, movement and condition of horses for saddle fitting**

## Supporting Information

### **Evidence requirements**

Examples of evidence required could include:

- Observation

## Unit 403

## Taking a template

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<b>Aim:</b>	This unit concerns taking measurements of a horse in order to assess on-going condition and management.
<b>Assessment:</b>	Practical and synoptic written test

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### Learning outcome:

The learner will:

1. Be able to develop professional relationships with clients

### Assessment criteria

- 1.1 Adopt a professional **standard of dress**
- 1.2 Establish a rapport through good **communication** with the client
- 1.3 Explain the following to the client;
  - the measurements taken
  - the way in which measurements can be used to monitor condition or shape e.g. atrophy
  - communication with manufacturers

### Range:

#### 1.1 Standard of dress

Strong footwear, no flapping clothing, avoid unnecessary jewellery, hair tied back, avoid use of scents

#### 1.2 Communication

Behave in a courteous manner, verbal, non-verbal communication, listening skills, clear instructions, documentation

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### Learning outcome:

The learner will:

2. Be able to work safely around the horse and handler

### Assessment criteria

- 2.1 Observe **safe & hygienic work practices** throughout
- 2.2 Establish a rapport with the horse
- 2.3 Check if the horse has any **behavioural issues**
- 2.4 Check if the horse has any symptoms of **pain or contagious diseases**
- 2.5 Describe **responses** to issues identified with the horse
- 2.6 Carry out a visual **risk assessment**
- 2.7 Maintain **health and safety standards** throughout
- 2.8 Use equipment and materials in accordance with manufacturers' instructions and any organisational training

**Range:**

**2.1 Safe & hygiene work practices**

Safe positioning around the horse, touching the horse, positioning of equipment, transition between horses

**2.3 Behavioural issues**

Biting, kicking, control, guarding behaviour, saddle shyness

**2.4 Pain or contagious diseases**

Lesions, skin conditions, sores, respiratory conditions, areas of inflammation or pain

**2.5 Responses**

Discuss with client, advise that veterinary consultation is required, advise further training or change of tack, take suitable hygiene measures, cease fitting

**2.6 Risk assessment**

This includes the work area, client's premises, self, client, horse, equipment

**2.7 Health and safety standards**

PPE, correct lifting and handling methods, maintain security of work area

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**3. Learning outcome:**

The learner will:

3. Be able to take measurements and create templates

**Assessment criteria**

- 3.1 Select appropriate **equipment** for the task
- 3.2 Explain the **reasons** for taking templates to the client
- 3.3 Ensure the presented horse stands square for examination
- 3.4 Explain the importance of the horse standing square when taking measurements
- 3.5 Take accurate **measurements** of the following
  - **Front templates**
  - T18 template
  - Top of wither to T18 along the spine
- 3.6 Record all measurements on fitting form identifying each side clearly
- 3.7 Take and record a circumference measurement on the horse

**Range:**

**3.1 Equipment**

Flexi-curve, tape measure, pen, paper

**3.2 Reasons for taking templates**

Initial sizing for saddle, documenting horse's back, monitoring changes, communication with manufacturer and client, to avoid future dispute

**3.5 Accurate measurements**

Use correct pressure on equipment, check the off side of the horse ensuring flexi-curve remains in position

**3.5 Front templates**

2 ins/5cms behind scapula and 2 ins/5cms behind first template

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**Unit 403**                      **Taking a template**  
Supporting Information

**Evidence requirements**

Examples of evidence required

- Observation

<b>Aim:</b>	This unit concerns the fitting of the most appropriate saddle for a horse and rider combination based on the assessment of the horse and the requirements of the rider.
<b>Assessment:</b>	Practical and synoptic written test

### Learning outcome:

The learner will:

1. Understand the principles of saddle fitting

### Assessment criteria

- 1.1 Describe **information, documentation** and **equipment** requirements for saddle fitting
- 1.2 Explain **factors** to consider when assessing a rider for saddle fitting
- 1.3 Explain the **influence of the rider** including the consequences of an unbalanced rider when saddle fitting
- 1.4 Describe **solutions** to overcome the consequences of rider influence
- 1.5 Explain the consequences of the equipment being **misused**
- 1.6 Explain the **purpose** of **pads** and **numnahs** and the **impact** of their use on saddles and the horse
- 1.7 Describe **methods** used to stabilise saddles which are prone to movement
- 1.8 Explain **methods of fitting saddles** to a horse with **unusual conformation**
- 1.9 Explain the consequences to horse and rider of fitting an **incorrect saddle**
- 1.10 Explain **adjustments** which can be made to saddles
- 1.11 Explain **causes** of and **fitting solutions** for skin lesions
- 1.12 Describe the purpose and fit of **trees**
- 1.13 Describe ways of **dealing with customers** and complaints

### Range:

#### 1.1 Information

Details of the horse/rider and their needs, history of the horse/rider and their activity levels

#### 1.1 Documentation

Microchip, photos, passports, veterinary records & silhouettes, freeze marks, breed certificates

#### 1.1 Equipment

Templating tools, template forms, tape measure, pen

#### 1.2 Factors

Height, weight, gender, riding experience, physical capacity, length of leg, hip to knee length, relevant medical history

#### 1.3 Influence of rider

Unbalanced seat, posture, rider physique, weight distribution, leg position, insecurity in saddle, riding to one side, saddle movement, injuries, flocking in panel settling unevenly, muscle on horse's back developing asymmetrically

#### **1.4 Solutions**

Modifications to saddle, fit of seat, depth of seat, knee and thigh rolls, balance of saddle, self-centering back strap, balance strap, flock adjustment, pad and shims, rider may require treatment if physically asymmetrical

#### **1.5 Misuse of equipment**

Uneven stirrup leathers, unbalanced rider, saddle positioned incorrectly, incorrect girthing, failure to maintain saddle, incorrect use of numnahs or pads

#### **1.6 Purpose**

To lift the panel, balance the panel, reduce pressure points, support panel especially with muscle asymmetry

#### **1.6 Pads and numnahs**

Front riser, back riser, air filled (adjustable), sway back pad, standard pad, grip pad, sheepskin

#### **1.6 Impact**

Clearance, balance of saddle, affects the fit of saddle, security, pressure, rubbing, comfort

#### **1.7 Methods to stabilise saddles**

Point strap, balance strap, pads, flocking adjustment, grip pads / numnah, breast girth, ergonomic / curved girth, crupper, asymmetric girthing, shims

#### **1.8 Methods of fitting saddles**

Appropriate tree, asymmetric flocking, rear or front gussets, choice of tree head shape and rail angles, point strap, balance strap, pads, flocking adjustment, grip pads / numnah, breast girth, ergonomic / curved girth, crupper

#### **1.8 Unusual conformation**

Prominent or long wither, sway back, roach back, very short back, flat withers, prominent shoulders, croup high, atrophy, uphill conformation, forward girth groove, steeple sided horse

#### **1.9 Incorrect saddle**

Four point pressure / bridging, pressure at back of saddle, pressure at withers, pressure through centre, imbalance, rocking, excessive movement, moving to one side, stirrup bar angle, side rail angle, inappropriate length, behavioural consequences, compromised movement, soreness, resistant or evasive behaviour, muscle atrophy, rider crookedness

#### **1.10 Adjustments to saddles**

Flocking, size of rear gusset, front gusset (if required) and size, point straps, balance straps, panel design, pads/numnahs for short term/remedial use, airbags, girthing arrangements

#### **1.11 Causes**

Conformation, saddle movement, girth, dirt, poor fitting numnah, management, coat changing

#### **1.11 Fitting solutions**

Saddle position, ergonomic girth, grip numnah, girth types, girth adjustment, girth sleeve

### 1.12 Trees

Mirror the contour of the horse's back, angle of side rails, angle of points, width of twist, weight distribution, panel design, saddle discipline, horse conformation, forms the foundation of rest of saddle

### 1.13 Dealing with customers

Diplomacy, professional relationships, communication, code of conduct, record keeping

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#### Learning outcome:

The learner will:

2. Be able to develop professional relationships with clients

#### Assessment criteria

- 2.1 Adopt a professional **standard of dress**
- 2.2 Establish a rapport through good **communication** with the client
- 2.3 Gather accurate **information** from the client prior to saddle fitting

#### Range:

##### 2.1 Standard of dress

Strong footwear, no flapping clothing, avoid unnecessary jewellery, hair tied back, avoid use of scents

##### 2.2 Communication

Behave in a courteous manner, verbal, non-verbal communication, listening skills, clear instructions, documentation

##### 2.3 Information

Address, horse details e.g. age, description, rider details, discipline

---

#### Learning outcome

The learner will:

3. Be able to work safely around the horse and handler

#### Assessment criteria

- 3.1 Observe **safe & hygienic work practices** throughout
- 3.2 Establish a rapport with the horse
- 3.3 Check if the horse has any **behavioural issues**
- 3.4 Check if the horse has any symptoms of **pain or contagious diseases**
- 3.5 Describe **responses** to issues identified with the horse
- 3.6 Carry out a visual **risk assessment**
- 3.7 Maintain **health and safety standards** throughout
- 3.8 Use equipment and materials in accordance with manufacturers' instructions and any organisational training

#### Range:

##### 3.1 Safe & hygiene work practices

Safe positioning around the horse, touching the horse, positioning of equipment, transition between horses

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### 3.3 Behavioural issues

Biting, kicking, control, guarding behaviour, saddle shyness

### 3.4 Pain or contagious diseases

Lesions, skin conditions, sores, respiratory conditions, areas of inflammation or pain

### 3.5 Responses

Discuss with client, advise that veterinary consultation is required, advise further training or change of tack, take suitable hygiene measures, cease fitting

### 3.6 Risk assessment

This includes the work area, client's premises, self, client, horse, equipment

### 3.7 Health and safety standards

PPE, correct lifting and handling methods, maintain security of work area

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## Learning outcome

The learner will:

4. Be able to assess horses and riders for saddle fitting

## Assessment criteria

- 4.1 Prepare equipment required for saddle fitting
- 4.2 Carry out an assessment of a rider for saddle fitting
- 4.3 Carry out an **assessment** of a horse whilst stationary
- 4.4 Carry out an **assessment** of a horse whilst in motion at walk and trot
- 4.5 Describe the effect of **physical asymmetry** or **movement asymmetry** in the horse in relation to saddle fitting and adjustment
- 4.6 Evaluate the information obtained from the assessment and consult with the client including **implications for saddle fitting**

## Range:

### 4.3 Stationary assessment

Conformation and condition, back assessment, abnormalities

### 4.4 Motion assessment

Quality of movement, movement abnormalities, asymmetries, soundness for saddle fitting

### 4.5 Physical or movement asymmetry

Saddle slip side, saddle moving, pivoting, saddle slipping forwards/backwards

### 4.6 Implications for saddle fitting

Saddle may not sit level due to asymmetry, saddle movement due to unevenness of strides, thought given to gusset size due to high/flat withers

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## Learning outcome

The learner will:

5. Be able to fit and assess saddles

## Assessment criteria

- 5.1 Select suitable saddles **justifying reasons** for saddle selection **/rejection** in relation to
  - a) horse conformation and skeletal structure
  - b) rider physique and requirements
  - c) fit of tree / width and shape
  - d) saddle length
  - e) saddle design
  - f) panel pressure
  - g) balance and stability of saddle
  - h) clearance of spine and withers
  - i) position of girth straps in relation to conformation
- 5.2 Attach stirrup leathers to selected saddle, **position** saddle and girth up safely
- 5.3 Check saddle for continued suitability
- 5.4 Discuss findings with the client

## Range:

### 5.1 Justifying reasons for rejection

Too wide/narrow, incorrect length, incorrect shape of tree, pressure points, lack of spine/wither clearance, saddle/panel not balanced, unsuited for rider

### 5.2 Position

Shoulder position, horse's bearing area

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## Learning outcome

The learner will:

6. Be able to assess saddles for horse and rider

## Assessment criteria

- 6.1 Assist rider to mount using a mounting block
  - 6.2 Assess the saddle fit for horse and rider whilst static (stood square) in relation to
    - spine and wither clearance
    - correct seat size/width for client
    - flap size
  - 6.3 Assess the saddle fit for the horse and rider's comfort in relation to
    - a) excessive lifting at the back of the saddle
    - b) movement side to side
    - c) slipping to one side
    - d) slipping forwards or backwards
    - e) balance
    - f) saddle's effect on **rider's position and performance**
    - g) effect on horse's normal **way of going**
    - h) effect of rider influence
-

- 6.4 Discuss the suitability of the saddle with the client based on the ridden assessment and obtain the client's opinion.
- 6.5 Identify potential adjustments which may be required to improve saddle fit:
- flocking
  - size of rear gusset
  - front gusset (if required) and size
  - point straps
  - balance straps
  - panel design
  - pads/numnahs for short term/remedial use
  - airbags
  - girthing arrangements

**Range:**

### **6.3 Rider's position and performance**

Perched, tilting/leaning forwards/backwards, sitting off to one side, leg position, effectiveness of aids, discuss rider comfort, observe rider performance in relation to the saddle

### **6.3 Horse's way of going**

On the forehand, hollow outline, head raised, back dropped, hindquarters not engaged, not tracking up, crooked, change in fluidity of movement or relaxation, physical signs of comfort or discomfort, shortened strides, altered gait

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## **Learning outcome**

The learner will:

7. Be able to close sale with client and maintain records

## **Assessment criteria**

- 7.1 Confirm the following information with the client
- Retail price
  - Make and model of chosen saddle
  - Size – length and width
  - Any adjustments required from standard model
  - Colour
  - Leather types
- 7.2 Confirm instructions for use of saddle and any **accessories**
- 7.3 Confirm **follow up arrangements**
- 7.4 Explain **regulatory documentation**
- 7.5 Identify documentation needed for **own records**
- 7.6 Explain the **importance** of record keeping

**Range:**

### **7.2 Accessories**

Girthing, pads/shims, crupper, breastplate /breastgirth

### **7.3 Follow up arrangements**

Confirm timescale for first reassessment of saddle fitting, discuss recommended timescale for ongoing assessments

#### **7.4 Regulatory documentation**

Off premises sales, GDPR, current legislation

#### **7.5 Own records**

Templates, fitting record and notes, horse and customer information

#### **7.6 Importance**

As an aide-memoire, to confirm that advice has been followed, evidence of procedure, to prove it is the horse the saddle was fitted to



## **Unit 404**                      **Saddle fitting**

### Supporting Information

#### **Evidence requirements**

Examples of evidence required

- Observation

<b>Aim:</b>	This unit concerns the knowledge and practical skills related to saddle flocking and flocking adjustments. Candidates must understand and be able to use tools and materials required for the processes. They must be able to flock and make adjustments to saddles whilst working safely throughout
<b>Assessment:</b>	Practical and synoptic written test

### Learning outcome:

The learner will:

1. Understand the principles of saddle design, flocking and adjustments

### Assessment criteria

- 1.1 Identify **tools and equipment** used in saddle flocking
- 1.2 Name the different **materials** that are used to manufacture **saddle panels**
- 1.3 Describe the **reasons** for selection of **materials**
- 1.4 Explain the **component parts** of different **types of saddles**
- 1.5 Describe saddle and panel **design features** of finished products

### Range:

#### 1.1 Tools and equipment

Flocking iron, de-flocking iron, masher, straight and curved stitching awls, seat awl, pliers, hand knife, needles

#### 1.2 Materials

Flock types, leathers, serge, synthetics, foam, felt, webbings, thread types

#### 1.2 Saddle panels

Full panel, standard flocked panel with solid sweat flaps, drop, continental, close contact

#### 1.3 Reasons

Compatibility with existing material, strength, durability, appearance, ability to mould to the required shape

#### 1.3 Materials

Flock types, leathers, serge, synthetics, foam, felt, webbings, thread types

#### 1.4 Component parts

Tree, flaps (including knee pads), skirt, seat, fore piece, panel (including knee blocks, sweat flaps and gussets), girth straps

#### 1.4 Types of saddles

General purpose, dressage, jumping, event, polo, endurance, showing, cross country

## 1.5 Design features

Skirts, seat design, flap length and design, knee pads, fore piece, panel design, knee blocks, point pockets, sweat flaps, gussets, length of girth straps, balance and point straps, position of stirrup bar

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### Learning outcome

The learner will:

2. Be able to work safely when flocking

### Assessment criteria

- 2.1 Maintain safe positioning in regard to others
- 2.2 Maintain a clean and tidy working surface
- 2.3 Provide a suitable surface on the work bench to protect the saddle
- 2.4 Use equipment and materials in accordance with manufacturers' instructions and any organisational training
- 2.5 Maintain **health and safety standards** throughout
- 2.6 Maintain tools in good condition
- 2.7 Store tools safely

### Range:

#### 2.5 Health and safety standards

PPE, correct lifting and handling methods, maintain security of work area

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### Learning outcome

The learner will:

3. Be able to carry out a full reflock of a saddle

### Assessment criteria

- 3.1 Ensure the saddle used for flocking conforms to the **required specification**
- 3.2 Assess the overall **condition** of the saddle
- 3.3 Carry out safety checks to identify **faults** on the following component parts to ensure that the saddle is fit for purpose prior to flocking
  - a) Skirts and seat
  - b) Flaps
  - c) Girth straps
  - d) Saddle tree including gullet and head plate, tree / waist of tree, rivets, stirrup bars
  - e) Flexible points
  - f) Panel
- 3.4 Carry out a full **reflock** of the saddle including
  - a) **Laced in panel**
  - b) Flocking
  - c) Stitching
  - d) Finishing
- 3.5 Carry out a **quality check** of the finished product

### Range:

#### 3.1 Required specification (see supporting information for full specification)

Saddle should be a used saddle and at least 17"/43cms with the panel and all flocking removed.

#### 3.2 Condition of saddle

Check for faults in seat, skirts, backs and welting, flaps and bar covers, knee pads, stitching, girth straps and webs

#### 3.3 Faults

Asymmetry, worn stitching, worn/damaged leather, damaged components

#### 3.4 Reflock

Flocking is smooth, even, symmetrical and supportive, not over flocked.

#### 3.4 Laced in panel

The panel is stitched securely and symmetrically into the saddle.

#### 3.5 Quality check

Correct type and quality of materials and thread have been used, saddle conforms to specification, saddle is safe, finished saddle is fit for purpose and comfortable for the horse i.e. no lumps or hollows in the flocking and the correct amount of flocking

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### Learning outcome

The learner will:

4. Be able to make flocking adjustments to a saddle

### Assessment criteria

- 4.1 Describe **occasions** when it would not be appropriate to add flocking to a panel
- 4.2 Describe **techniques** to balance a saddle
- 4.3 Discuss the purpose, **location and use** of flocking slots
- 4.4 Describe flocking / panel **solutions** to accommodate a horse's **conformation** or movement
- 4.5 Ensure that the saddle used for flocking adjustments conforms to the **required specification**
- 4.6 Assess the overall **condition** of the saddle
- 4.7 Carry out safety checks to identify **faults** on the following component parts to ensure that the saddle is fit for purpose prior to flocking
  - a) Skirts and seat
  - b) Flaps
  - c) Girth straps
  - d) Saddle tree including gullet and head plate, tree / waist of tree, rivets, stirrup bars
  - e) Flexible points
  - f) Panel
- 4.8 Carry out **flocking adjustments** of the saddle ensuring the original flocking is not disturbed including
  - a) **Panel**
  - b) Flocking
  - c) Stitching
  - d) Finishing
- 4.9 Carry out a **quality check** of the finished product

**Range:**

#### **4.1 Occasions**

If the saddle has airbags, is too lumpy, over flocked, hard, panel not symmetrical, if saddle is damaged or in poor condition, broken tree

#### **4.2 Techniques**

Point straps, balance straps, shims, flocking

#### **4.3 Location and use**

During manufacture for original flocking, to add/remove flock, location may not be accessible, hazards of adding new slots, size and position, distortion of panel, hollows in the flocking

#### **4.4 Solutions**

Size of front and rear gussets, conversion to drop panel, addition or removal of flock providing panel size allows, addition of wedge to tree, widening gullet, quilt stitching behind knee roll, soft flocking

#### **4.4 Conformation**

Broad dorsal spinous processes, atrophy, high wither, uphill conformation, roach back, sway back

#### **4.5 Required specification (see supporting information for full specification)**

Saddle should be a used saddle and at least 17" with a flocked panel which is suitable for carrying out flocking adjustments

#### **4.6 Condition of saddle**

Check for faults in seat, skirts, backs and welting, flaps and bar covers, knee pads, stitching, girth straps and webs

#### **4.7 Faults**

Asymmetry, worn stitching, worn/damaged leather, damaged components

#### **4.8 Flocking adjustments**

Flocking is smooth, even, symmetrical and supportive, not over flocked, flocking is graduated

#### **4.8 Panel**

The panel is stitched securely and symmetrically into the saddle.

#### **4.9 Quality check**

Correct type and quality of materials and thread have been used, saddle conforms to specification, saddle is safe, finished saddle is fit for purpose and comfortable for the horse i.e. no lumps or hollows in the flocking and the correct amount of flocking

## Unit 405

## Saddle flocking and flocking adjustments

### Supporting Information

#### Evidence requirements

Examples of evidence required

- Observation

#### Resources

Candidates are required to provide all tools and materials required for the assessment. Please contact the assessment centre for further guidance

#### Saddle Specifications

For learning outcome 3, the reflocking assessment, the candidate is required to provide a used saddle that is at least 17"/43cms with the panel and all of the flocking removed. The saddle should not be new but should be in good condition and suitable for use. It should preferably not have any felt or synthetic lining between the flocking and leather, this is to ensure that the assessor can feel the smoothness of the flocking.

For learning outcome 4, the flocking adjustment assessment, the candidate is required to provide a saddle that is at least 17"/43cms. The saddle should not be new but should be in good condition and suitable for adjustment. The assessor will give specific instructions to the candidate regarding the adjustments required e.g. candidates may be required to add a little behind the point or through the entire panel

**Tree** - It must be a saddle with a full tree i.e. not treeless or half tree

**Seat** - Pigskin or hide seat

**Skirts** - Solid or covered skirts

**Flaps** - Solid or covered flaps (preferably with knee insets)

#### Panel must:

- be all leather, wool flocked, preferably no linings in the panel
- be stitched in at front and back (for learning outcome 3 only)
- have knee rolls
- have sweat flaps

## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

**City & Guilds Centre Manual** provides guidance for organisations wishing to become City & Guilds approved centres, as well as information for approved centres delivering City & Guilds qualifications. It covers the centre and qualification approval process as well as providing guidance on delivery, assessment and quality assurance for approved centres.

It also details the City & Guilds requirements for ongoing centre and qualification approval, and provides examples of best practice for centres. 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 and malpractice
- complaints and appeals
- equal opportunities
- data protection
- management systems
- maintaining records
- internal quality assurance
- external quality assurance.

**Our Quality Assurance Requirements** explains the requirements for the delivery, assessment and awarding of our qualifications. All centres working with City & Guilds must adopt and implement these requirements across all of their qualification provision. Specifically, this document:

- specifies the quality assurance and control requirements that apply to all centres
- sets out the basis for securing high standards, for all our qualifications and/or assessments
- details the impact on centres of non-compliance

The **centre homepage** section of the City & Guilds website also contains useful information on

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

## Useful contacts

<b>UK learners</b> General qualification information	<b>E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a></b>
<b>International learners</b> General qualification information	<b>E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a></b>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	<b>E: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a></b>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	<b>E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a></b>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	<b>E: <a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a></b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	<b>E: <a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a></b>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	<b>E: <a href="mailto:business@cityandguilds.com">business@cityandguilds.com</a></b>

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The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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