



Level 5 Diploma in Equine Podiatry

Qualification Specification

Version 1

Notice to users

The contents of this document have been carefully researched and are believed to be correct; however, due to the rapid nature of changes to industry, technology and working practices etc. Lantra cannot guarantee the accuracy or completeness of any interpretation or statement made in this document and does not accept liability for such statements or for any incorrect information provided.

This document has been produced to accompany the specified Lantra Awards' course. It is written to give broad guidance and support to users.

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1 Why has this Qualification been Developed?

The Lantra Awards Level 5 Diploma in Equine Podiatry qualification has been developed to provide formal training and nationally recognised certification for Equine Podiatrists.

This is a Competency Based Qualification (CBQ). The qualification is based on the Skills for Logistics National Occupational Standards (NOS) for United Kingdom (UK) Equine Hoof Care practitioners and has been developed in partnership with Equine Podiatry Training Ltd. This ensures that personnel working within the industry meet the minimum required standards. The qualification will provide the Learner with the knowledge, understanding and skills required to work as an Equine Podiatrist.

Individuals may undertake training from a variety of sources; however, to achieve the qualification they must be assessed against all of the Learning Outcomes and Assessment Criteria set out in the qualifications.

This Qualification Specification provides information for approved Lantra Provider employees and Assessors involved in the planning, delivery and assessment of the Level 5 Diploma in Equine Podiatry and should be used in conjunction with the Assessment Guidance.

2 Who is the Qualification for?

This qualification has been designed for individuals wishing to undertake a career as an equine podiatrist. It provides the opportunity to achieve a nationally recognised qualification that reflects the NOS for the activities they carry out. This qualification will enhance the ability of personnel to work safely, effectively and efficiently in the workplace, reducing unnecessary risks to themselves and others.

This qualification will be suitable for those currently in employment looking to enhance/update their skills and is also designed for those looking to progress into work and develop their career.

This qualification is available for Learners aged 18 and above wishing to develop knowledge, understanding and skills in Equine Podiatry.

2.1 Prerequisites

Entry to this qualification requires individuals to hold:

- competent IT skills e.g. able to use email, word processor, etc.
- past experience around Equidae e.g. horse owner, worked in an equine-related role, etc.
- GCSE English and Maths or equivalent
- an A-Level or equivalent qualification.

3 What do the Qualifications Cover?

This qualification is intended to offer Learners involved in Equine Podiatry the opportunity to achieve a recognised national qualification that reflects the national standards for the type of role they perform. It is relevant for persons wishing to undertake or develop their career as an equine podiatrist.

The qualification aims to assess the Learner's knowledge, skills and understanding of:

- the legal context within which the Equine Podiatry profession exists
- the history of barefoot trimming and the influences behind the development and progression of Equine Podiatry
- the basic anatomy equids, including general anatomy, lower limb anatomy and hoof anatomy
- the importance of scientific evaluation and interpretation of the evidence base when studying Equine Podiatry, including diagnostic approaches and record keeping
- how the equid's environment impacts on foot health
- how to trim equine hooves to an appropriate standard, including appropriate tool handling and maintenance
- how to work with and handle equids for the purposes of Equine Podiatry, in a fashion that is both safe for the equid and all personnel involved
- how to recognise and respond appropriately to the full range of pathologies that can occur in the equine foot
- professional farriery and those aspects that may be pertinent to the role of Equine Podiatrist
- the importance of maintaining good working relationships with clients, Veterinary Surgeons (UK practising) and Farriers.

Following Ofqual's regulatory requirements these qualifications are approved for the following purpose:

- D. Confirm occupational competence and/or 'licence to practice'

Sub Purpose:

- D1. Confirm competence in an occupational role to the standards required.

3.1 Transferable Skills

This qualification forms part of a wider Lantra Awards' offer. The table below indicates where there are opportunities for Learners to transfer skills to the Level 5 Diploma in Equine Podiatry via qualifications and accredited training.

Qualifications		
Training/qualification title	Entry code	Purpose
Level 3 Work Based Diploma in Veterinary Nursing - Equine	603/6677/1	This qualification is aimed at providing Learners with the knowledge, skills and understanding required to register and practice as a Registered Equine Veterinary Nurse with the Royal College of Veterinary Surgeons (RCVS).
Lantra Awards Level 4 Award as a Suitably Qualified Person	603/5880/4	This qualification is aimed at providing Learners with the knowledge, skills and understanding required to lawfully supply veterinary medicines classified as NFA-VPS or POM-VPS and specified feed additives.

4 Qualification Overview

					Where to look for further details
Qualification title	Lantra Awards Level 5 Diploma in Equine Podiatry				Ofqual's Register of Regulatory Qualifications register.ofqual.gov.uk
Qualification number	603/3932/9				
Qualification aim	The aim of this qualification is to ensure that the Learner has the knowledge, understanding and skills in equine hoofcare required to practice as an Equine Podiatrist. The qualification will enhance the Learner's ability to work safely, effectively and efficiently in the workplace, thus reducing unnecessary risk to both themselves and others, while also ensuring that animal welfare is prioritised at all times.				
Qualification purpose	This qualification will provide Learners involved in Equine Podiatry the opportunity to achieve a recognised national qualification that reflects the national standards for the type of role they perform.				
Qualification start date	14/07/2021				
Level	5				
Credits	57				
GLH	362				
TQT	561				
Qualification structure	This qualification comprises of eight mandatory units: T/617/3995 Introduction to Equine Podiatry A/617/3996 Equine anatomy and physiology F/617/3997 Equine assessment, imaging and gait analysis J/617/3998 Equine nutrition and environment H/617/4009 Practice and professionalism in Equine Podiatry Y/617/4010 Equine behaviour and handling M/617/4014 Equine pathologies and laminitis K/617/4013 Awareness of farriery				
Age group	Pre-16	16–18	18+	19+	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Entry requirements	<p>This qualification is not appropriate for those Learners under the age of 18.</p> <p>Learners must be able to read and interpret information provided in English and have basic numeracy and IT skills.</p> <p>It is recommended that Learners have a basic knowledge of first aid procedures and experience handling equids.</p>	
Prerequisites	None	
Assessment methods	<p>P Portfolio</p> <p>V Video</p> <p>A Audio</p> <p>W Witness statement</p> <p>M Multiple Choice Question (MCQ) paper</p> <p>E Practical Observation Extended Assessment Form</p> <p>S Short Response Questions (SRQ) paper</p> <p>RPL Recognition of Prior Learning (RPL)</p>	
Assessment model	This qualification is internally assessed with external verification. This means that Providers will appoint Assessors and that an Internal Quality Assurer (IQA) is required to provide internal quality assurance prior to External Quality Assurer (EQA) sign off.	
Grading	Pass/Fail	
Is there a skills card available?	No	Guidance Handbook for Providers
Fees	Registration and certification fees can be found in the Product Directory. Prices are subject to review on an annual basis so please contact the sales team if you do not have an up to date copy (sales@lantra.co.uk).	Product Directory; sales team
Related documents	An Assessment Guidance Handbook is available for Providers and Assessors which can be found on the Lantra Awards' website. Other assessment-related paperwork can be located within Quartzweb.	www.lantra.co.uk
How do I register Learners?	Via Quartzweb ordering.lantra.co.uk/Login.aspx	Quartzweb User Guide

5 Content of Qualifications

This qualification is made up of eight mandatory units.

Unit reference number	Unit title	GLH	Credits
T/617/3995	Introduction to Equine Podiatry	21	4
A/617/3996	Equine anatomy and physiology	52	7
F/617/3997	Equine assessment, imaging and gait analysis	31	6
J/617/3998	Equine nutrition and environment	42	6
H/617/4009	Practice and professionalism in Equine Podiatry	102	15
Y/617/4010	Equine behaviour and handling	31	5
M/617/4014	Equine pathologies and laminitis	73	12
K/617/4013	Awareness of farriery	10	2

Unit title:	Introduction to Equine Podiatry
Unit level:	5
Unit credit value:	4
Unit reference number:	T/617/3995

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
1. Understand the Equine Podiatrist's legal responsibilities towards equine health and welfare	1.1. Develop and maintain approaches and practices that are consistent and compliant with the constraints of relevant equine health and welfare legislation including: <ul style="list-style-type: none"> • Veterinary Surgeons Act • Farriers (Registration) Act • Animal Welfare Act • Protection of Animals Act • Control of Substances Hazardous to Health (COSHH) Regulations.
	1.2. Develop and maintain approaches and practices that are relevant to the role of an Equine Podiatrist and are sensitive to the difference in role of an Equine Podiatrist from a Farrier or Veterinary Surgeon.
	1.3. Develop and maintain approaches and practices that are compliant and consistent with other regulations which apply to Equine Podiatry.
2. Understand the range of factors that can influence the health of the equine foot	2.1. Evaluate complex cases to identify the multiple and diverse factors that contribute to and influence hoof health and soundness.
3. Understand the contributions that key individuals and organisations have had in influencing barefoot hoofcare	3.1. Debate and argue the philosophical basis of each key approach to barefoot hoofcare and its influence on hoof health and use these approaches to inform hoofcare decisions.
4. Understand the basic external and internal anatomy of the hoof	4.1. Recognise the main structures of the hoof and have a basic understanding of their function.

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
5. Understand the differences between craft-based, belief-based and science-based knowledge systems and apply an evidence-based approach to developing new skills and knowledge in day-to-day clinical practice	5.1. Select scientific models for use in practice with an understanding of their structure and the quality of their evidence base.
	5.2. Evaluate published scientific research to assess its quality and veracity, rate the experimental design against common best practice metrics and justify defending or refuting its conclusions depending on the quality of the evidence and arguments presented within.
	5.3. Interpret presented scientific data and findings and draw appropriate conclusions based on the statistical significance of the results.
	5.4. Assess and review published sources of expert evidence (e.g. scientific journals, text books) to extract information needed to solve specific case-based problems and to refine existing models within the subject Equine Podiatry.
6. Understand the history of hoofcare and the rationales behind man's decision to shoe horses	6.1. Demonstrate a basic understanding of the history of man's interaction with the horse and how we have traditionally cared for hooves.

Unit title:	Equine anatomy and physiology
Unit level:	4
Unit credit value:	7
Unit reference number:	A/617/3996

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
1. Know the points of a horse	1.1. Identify the points and regions of a horse.
2. Know the common colours and markings of a horse	2.1. Identify the common horse colours and describe other identifying markings.
3. Understand how a foal's hoof structure differs from that of an adult horse	3.1. Recognise a foal's foot and describe how it differs from that of an adult horse.
4. Understand the differences between donkeys, hybrids and horses	4.1. Explain the difference between the following: <ul style="list-style-type: none"> • Donkey • Mule • Hinny • Horse.
	4.2. Recognise how donkey feet differ anatomically from horse feet.
5. Understand directional terminology	5.1. Confidently recognise and use directional terminology to describe the areas of an equid's body and their relationship to each other.
	5.2. Identify the different anatomical planes.
	5.3. Confidently recognise and use directional terminology to describe hoof balance and alignment.
6. Understand equine conformation and movement	6.1. Assess the difference between conformation and posture.
	6.2. Recognise conformational faults in an equid and determine how they might affect the pattern of a stride and hoof growth and wear.
	6.3. Compare differences in hoof shape.
	6.4. Explain terminology relating to the phases of a stride.

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
	6.5. Recognise gait abnormalities.
7. Understand tissues	<p>7.1. Describe the basic structure and function of a cell and how groups of cells form tissues.</p> <p>7.2. Classify tissues according to main and sub-categories.</p> <p>7.3. Identify the tissue types found in the hoof.</p>
8. Understand the equine skeletal system	<p>8.1. Recognise the major groups of bones in the equid's body and explain their functions.</p> <p>8.2. Identify the bones and joints of the fore and hind limbs and explain their functions.</p> <p>8.3. Describe the structure and function of bone, including haematopoiesis and calcium homeostasis.</p> <p>8.4. Classify joints according to their broad type and explain how synovial joints are structured and how they function.</p> <p>8.5. Describe how growth plates work and understand the various stages of maturation of different bones.</p>
9. Understand the structure and function of muscles	<p>9.1. Explain the structure, classification and function of muscles.</p> <p>9.2. Identify the muscles in the limbs and explain how they work to initiate movement.</p>
10. Understand skin	10.1. Describe the structure and function of skin.
11. Understand the cardiovascular system	<p>11.1. Explain the structure and function of the heart and cardiovascular system.</p> <p>11.2. Describe the structure and function of blood vessels, including thermoregulation.</p>
12. Understand the function of the hepatic system	12.1. Explain the function of the hepatic system.

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
	12.2. Identify potential symptoms of liver dysfunction and when to advise veterinary attention.
13. Understand how waste products are handled by the equid's body	13.1. Recognise the role and function of the lymphatic system, spleen and urinary system in handling waste products in the equid's body.
14. Understand the digestive system	<p>14.1. Identify the major components of the digestive system, the basic function of each component, how food is broken down and absorbed in each section, the pH gradient through the digestive tract and where each nutrient group is absorbed.</p> <p>14.2. Explain the 'carbohydrate overload' model including the type of toxins which can affect digestive health and explain how they damage the lining of the gut.</p> <p>14.3. Describe recognised management strategies and veterinary treatments that can promote digestive health.</p>
15. Understand the respiratory system	15.1. Describe the structure and function of the respiratory system.
16. Understand how the nervous system works	16.1. Describe the structure and function of a neuron and explain how the nervous system is categorised.
17. Understand the endocrine system	<p>17.1. Explain the purpose of the endocrine system and describe the function of the major hormones and glands.</p> <p>17.2. Explain the role of hormones in Equine Pituitary Pars Intermedia Dysfunction (PPID) and Equine Metabolic Syndrome (EMS).</p>
18. Understand healing mechanisms	<p>18.1. Explain the healing mechanisms employed by the body to mend broken bones.</p> <p>18.2. Explain how soft tissue injuries heal.</p>

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
	18.3. Describe the various healing mechanisms involved in repairing injuries to different parts of the hoof.
19. Understand basic equine first aid	19.1. Describe the correct vital signs for a healthy equid within the context of an understanding of the principle of homeostasis.
	19.2. Explain the various circumstances where a vet should be called and describe basic first aid which can be carried out while waiting for a vet to arrive.
20. Understand the concept of the internal arch of the equine foot	20.1. Describe which internal structures form the internal arch and explain the difference between a healthy and an unhealthy internal arch.
21. Know each of the tendons of the distal limb	21.1. List the correct medical terms for each tendon of the distal limb and explain how each affects movement of the distal limb.
22. Understand the role of the scutum of the distal limb	22.1. Describe the purpose of a scutum and list the name of each scutum and its position.
23. Know the major ligaments in the distal limb	23.1. Explain the function of a ligament and how it differs from a tendon. Describe the points of insertion and functions of each of the major ligaments.
24. Understand the functions and differences between the stay apparatus, reciprocal apparatus and suspensory apparatus	24.1. Explain the purpose of the stay apparatus, reciprocal apparatus and suspensory apparatus, describe which anatomical structures are involved in them and how they work.
25. Understand the innervation of the distal limb	25.1. Describe how the distal limb is innervated. Explain the positions and functions within the hoof of: <ul style="list-style-type: none"> • thermoreceptors • nociceptors • mechanoreceptors.

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
26. Know all of the major blood vessels serving the distal limb and hoof capsule	26.1. Identify the major blood vessels within the distal limb and hoof capsule. Describe which blood vessels supply blood to the various structures of the hoof and mechanisms by which blood flow can be compromised such as mechanical compression, oedema and inflammation.
27. Understand the gross anatomy and physiology of the distal limb and hoof capsule	27.1. Identify all of the major structures of the internal distal limb, including the hoof capsule.
	27.2. Describe the functions of the anatomical structures of the distal limb and hoof capsule.
28. Understand known hoof growth mechanisms	28.1. Identify the five coria within the hoof, describe the microscopic structure of each corium and explain how they produce new cells as well as how horn cells keratinise and exfoliate.
	28.2. Explain in detail how horn cells are arranged in different parts of the hoof and how they interconnect.
	28.3. Explain the principle of pressure being the stimulus for growth.
29. Know about common hoof defects	29.1. Recognise differences in hoof morphology resulting from responses to pathology and describe the biological mechanisms which contribute to their development.

Unit title:	Equine assessment, imaging and gait analysis
Unit level:	5
Unit credit value:	6
Unit reference number:	F/617/3997

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
1. Understand common medical conditions that can cause lameness in an equid and the implications of each condition in Equine Podiatry	1.1. Evaluate the diverse veterinary opinions on the aetiology and recognition of a range of lameness-causing medical conditions.
	1.2. Assess the clinical presentation of an equid to identify potential lameness issues and conclude whether or not the equid needs to be referred to a veterinary surgeon.
2. Be able to assess those aspects of the overall health of an equid that have the potential to impact on the feet	2.1. Assess an equid for body condition score, presence/severity of regional adiposity and presence/severity of supra-orbital oedema and evaluate the clinical significance of these signs.
	2.2. Assess digital pulse strength on an equid, including detecting subtly raised pulses, and evaluate the clinical significance of this based on the equid's current environment.
	2.3. Use hoof testers in an effective and ethical manner and evaluate the equid's responses in order to assess the clinical significance of those responses.
	2.4. Assess an equid for other diverse clinical presentations that may provide other useful evidence in an Equine Podiatry setting.
3. Be able to accurately assess an equid's movement and identify any lameness present	3.1. Describe the phases of the stride and the order of footfall.
	3.2. Accurately assess an equid in walk and/or trot to determine which leg(s) the equid is lame on.
	3.3. Accurately assess an equid for footfall analysis and interpret the results.

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
	<p>3.4. Interpret the veterinary use of nerve blocks and draw appropriate conclusions as to the location of any lameness on the equid.</p> <p>3.5. Interpret abnormal limb flight and/or footfall in the context of poor conformation.</p>
<p>4. Understand the various forms of diagnostic imaging relevant to Equine Podiatry and be able to interpret imaging to a level appropriate for an Equine Podiatrist</p>	<p>4.1. Recognise the forms of diagnostic imaging relevant to Equine Podiatry (including those only used in research) and understand their broad interpretation and the terminology associated with them.</p> <p>4.2. Assess diagnostic radiographs for quality and utility, recognise the radiographic projection in use and work with a Veterinary Surgeon to ensure that radiographs are taken in a fashion that maximises utility to an Equine Podiatrist.</p> <p>4.3. Review diagnostic radiographs of the distal limb, identify key structures, recognise the range of normal variation and interpret variations from normal so as to identify potentially pathological changes.</p> <p>4.4. Recognise the typical radiological appearance of common conditions.</p> <p>4.5. Interpret diagnostic radiographs to determine issues with foot balance and transfer appropriate measurements to the foot to allow correction of balance via hoof trimming.</p>
<p>5. Be able to create appropriate practice records</p>	<p>5.1. Photograph the equine foot to a standard appropriate for case recording in clinical practice.</p> <p>5.2. Choose and design a recording system suitable for capturing case notes in clinical practice.</p>

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
	<p>5.3. Assess and objectively score an equid for the usability of the feet (consistent with scoring from qualified practitioners), record and interpret the results and conclude the likely safe level of work the equid is capable of based on hoof health, whilst recognising that the performance level of the hoof might be different to the performance level of the equid.</p>
	<p>5.4. Objectively assess and record the pathologies present in an equid's feet, record these in a consistent fashion and draw conclusions as to how the recorded pathologies affect the usability of the feet.</p>
	<p>5.5. Maintain accurate, detailed, consistent and fair records of a case.</p>
<p>6. Understand the implications of data protection requirements on clinical practice</p>	<p>6.1. Develop recording systems that are consistent with the Data Protection Act (2018) (DPA 2018) and UK General Data Protection Requirements (UK GDPR).</p>

Unit title:	Equine nutrition and environment
Unit level:	5
Unit credit value:	6
Unit reference number:	J/617/3998

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
1. Be able to implement appropriate measures to address horn infections, including providing advice to clients, with a clear understanding of the role that horn infections play in hoof pathology	1.1. Evaluate an equid for horn infections and understand the mechanisms of infection.
	1.2. Evaluate the degree to which horn infections are contributing to other pathologies and identify where infection may play a role in another pathology.
	1.3. Classify common disinfectant products, their suitability and degree of necrotising potential and provide appropriate advice to clients, with justification, on what products to use or not to use.
	1.4. Evaluate the type and level of horn infection in a hoof, choose an appropriate regime of topical disinfection to address it including which disinfectant(s) to use and the method(s) of application and communicate this regime to the client.
	1.5. Evaluate horn infection cases, conclude which cases need onward referral to a Veterinary Surgeon and liaise with the Veterinary Surgeon to agree a treatment plan that is appropriate for both the equid and the client.
2. Understand how an equine foot adapts to different terrains and be able to use this model to improve decision-making in practice	2.1. Evaluate growth and wear patterns on a hoof and use these to inform and underpin both trimming decisions and advice to the client.

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
3. Be able to provide appropriate advice to clients in relation to management of levels of moisture in the hoof	3.1. Explain the importance of correct moisture balance to a client and persuade the client to avoid topical products that may create a disadvantageous moisture balance, whilst encouraging products that do not harm, or are beneficial to, moisture balance.
4. Be able to provide appropriate support and advice to clients on the use of removable hoof boots with or without pads, both in the rehabilitation of poor-quality feet and as an alternative to permanently attached horseshoes in working equids	4.1. Select and design appropriate boot/pad combinations for any given situation based on an assessment of the condition of the equid's feet and the proposed workload. 4.2. Support a client in the appropriate use of boots/pads and ensure that any risk of complications from their use is minimised. 4.3. Design and implement appropriate padding solutions to support a range of pathological conditions and fit the resulting pads accurately into removable hoof boots.
5. Understand the role of hoof casting techniques and their appropriate use	5.1. Evaluate pathological cases to identify those situations where casting might be beneficial. 5.2. Argue the need for casting to a Veterinary Surgeon and work under veterinary supervision to apply a cast to a foot. 5.3. Advise the client of the management issues around casting and manage the use of a cast to minimise risk to the equid of complications.
6. Be able to provide appropriate advice to clients in relation to stabling and bedding to manage their impact on hoof health	6.1. Formulate and communicate effective advice to a client on the management of stabling and bedding with a view to optimising foot health including, where appropriate, alternative approaches such as yarding.
7. Be able to provide appropriate advice to clients on turnout and grazing arrangements to manage the impact of these on foot health	7.1. Formulate and communicate effective advice to a client on approaches to turnout and grazing with a view to optimising foot health.

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
8. Be able to provide appropriate advice to clients pertinent to the discipline(s) the equid is being used for based on the influences those discipline(s) may have on the equine foot	8.1. Formulate advice to the client that considers and is appropriate for the discipline(s) the equid is being used for.
9. Be able to recognise diverse other environmental factors that may affect the feet and provide appropriate advice to the client	9.1. Evaluate the equid's environment for other possible environmental factors that could be affecting foot health and formulate appropriate advice to the client in addressing any issues identified, including referral to other appropriate practitioners, as necessary.
10. Understand the role of fibre and the hind-gut biome in the equine diet	10.1. Argue the importance of a fibre-based diet based on the structure and function of the gut.
	10.2. Argue the importance of the hind-gut microbiome to the health of the equid and describe factors that can affect microbiome health.
11. Understand the classification of nutrients and their interactions	11.1. Classify nutrients according to type and family, argue the importance of each nutrient type and distinguish between essential nutrients, non-essential nutrients and non-nutrients.
	11.2. Assess nutrient levels for potential deficiency or excess.
	11.3. Describe the importance of ratios between common nutrients and their potential impact on equine health.
12. Understand the energy content of feedstuffs	12.1. Review feedstuffs and assess their energy content, including the form in which the energy is provided and the implications of this for equine health.
13. Be able to provide appropriate advice to a client on the use of fresh and preserved forages	13.1. Evaluate sources of forage and understand the implications in terms of energy content, speed of consumption, rate of energy release and suitability for metabolically sensitive equids.

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
	<p>13.2. Select appropriate soaking/steaming regimes for water soluble carbohydrate (WSC) reduction of preserved forages.</p> <p>13.3. Evaluate forage in the context of typical nutrient deficiencies and excesses in UK forages and provide appropriate advice to clients on selecting forages and adapting diets to compensate for imbalances in the forage.</p>
14. Be able to provide appropriate advice to a client on the use of common feedstuffs available in the UK	<p>14.1. Recognise common feed ingredients from a feed bag label and understand their implications.</p> <p>14.2. Select appropriate bucket feed ingredients, argue their basic type and utility, and make and defend recommendations for changes in bucket feed.</p>
15. Be able to provide appropriate advice to a client on the use of ‘balancers’	<p>15.1. Assess a ‘balancer’ product based on its nutritional analysis, argue its strengths and weaknesses, and make and defend recommendations for changes in ‘balancer’ approach.</p>
16. Be able to provide appropriate advice to a client on the use of common nutritional supplements that may be relevant to hoof care	<p>16.1. Formulate a nutritional supplementation plan appropriate to an equid in relation to issues that may affect hoof health.</p>
17. Be able to advise a client on energy intake management to manage an equid’s body condition score	<p>17.1. Formulate a nutritional plan with due consideration of the need to manage an equid’s body condition score via energy input control and defend that plan.</p>
18. Be able to formulate a feeding plan that takes due account of the role of mineral balance in equine nutrition	<p>18.1. Argue the role of mineral balance in the equine diet, recognise scenarios where mineral balance may be sub-optimal, relate this to potential problems with the feet and formulate an appropriate approach to correcting balance issues.</p>
19. Be able to provide comprehensive advice on nutrition to a client	<p>19.1. Formulate and communicate an overall feeding plan for an equid aimed at optimising foot health.</p>

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
	19.2. Recognise the limits of own capabilities and know when to refer on to an appropriate specialist.
20. Be able to provide appropriate advice to a client on the role of pasture management in equine health	20.1. Assess the degree to which the available pasture type and management may be contributing to equine health problems, and provide appropriate advice on management changes.
21. Be able to create a potentially complex and comprehensive set of recommendations to a client based on all relevant environmental factors	21.1. Propose appropriate changes in environmental management that are aimed at improving the health, appearance and usability of the equid's feet. Communicate and explain these proposals clearly to the client (verbally and in writing) in a fashion that maximises the chances of compliance.

Unit title:	Practice and professionalism in Equine Podiatry
Unit level:	5
Unit credit value:	15
Unit reference number:	H/617/4009

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
1. Be able to select and maintain appropriate tools	1.1. Select appropriate tools for trimming and maintain them in good working order.
2. Be able to safely use tools and personal protective equipment (PPE)	2.1. Handle tools safely avoiding the risk of injury.
	2.2. Hold and use tools correctly, including where a rasp is being used, both one-handed and two-handed.
	2.3. Choose appropriate PPE and use it in an appropriate fashion.
3. Understand the theory underpinning the balancing and alignment of hooves	3.1. Differentiate directional terms into two groups and interpret this distinction in the context of the timeframe of change in the hoof shape.
	3.2. Assess a hoof to identify the landmarks required to determine optimal balance and alignment.
4. Be able to accurately trim a non-pathological hoof to achieve optimal balance and alignment	4.1. Interpret and implement the steps of a non-pathological trim, making appropriate value judgements as to the degree of horn to remove at each stage, based on the significant variability in anatomy and minor pathology present in equine hooves.
5. Be able to remove horseshoes	5.1. Select and implement an appropriate technique to remove a nailed-on shoe (including where the clenches are buried).
6. Be able to assess, plan, monitor and review a case	6.1. Gather evidence on a particular case.
	6.2. Using the information gathered, formulate a management plan that will result in improvement over time.

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
	<p>6.3. Compose a detailed and accurate record of the condition of the hooves, any information about the equid which may influence hoof health, and any recommendations made at the time of the visit.</p> <p>6.4. Assess whether the hooves have improved at each subsequent visit and, if necessary, adjust any trimming decisions or advice given.</p>
7. Be able to conduct a consultation in an appropriate manner	<p>7.1. Carry out each phase of a standard consultation in a logical order, ensuring that all necessary steps are completed.</p>
8. Be able work in a professional manner	<p>8.1. Conduct himself/herself in a professional manner and behave professionally even in difficult situations.</p>
9. Be able to practice in an ethical manner	<p>9.1. Abide by the ethical principles defined in the Code of Conduct of the Equine Podiatry Association (EPA) (UK).</p>
10. Be able to handle a situation that is beyond the Learner's experience or remit	<p>10.1. Recognise where a case requires more experience or capability than the Learner possesses and request assistance from a more experienced colleague.</p> <p>10.2. Evaluate a situation to determine whether a Veterinary Surgeon should be involved.</p> <p>10.3. Use judgement to take appropriate action where a client refuses to call a Veterinary Surgeon when recommended.</p> <p>10.4. Identify and act upon a situation where referral to another equine health specialist is required.</p>
11. Be able to adhere to safe working practices when working with live equids	<p>11.1. Assess all aspects of the working environment before commencing trimming, making any adjustments to approach needed to minimise the risk of accident or injury.</p>

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
12. Be able to safely and effectively lift legs to allow for trimming to take place	12.1. Consider the emotional state of the equid, their balance and, any physical impairments or stiffness before choosing the safest and most effective way to lift and work with the equid's legs.
13. Be able to place the equid into a suitable trimming hold	13.1. Evaluate the equid's physical and psychological state to select the most appropriate holds to safely and effectively trim the equid.
14. Be able to carry out the steps of a hoof trim on a non-pathological live equid	14.1. Clean and pare the sole.
	14.2. Mark up the hoof.
	14.3. Trim the frog.
	14.4. Determine medio-lateral balance.
	14.5. Determine dorso-palmar balance.
	14.6. Place the foot on a balanced plane.
	14.7. Trim the bars.
	14.8. Bevel the wall.
	14.9. Remove or reduce flare.
	14.10. Apply a mustang roll.
15. Be able to assess an equid's gait before and after trimming	15.1. Correctly identify any gait abnormalities that are present.
16. Understand the physiology of a donkey, mule or hinny hoof and how it differs from a horse hoof	16.1. Recognise a donkey, mule or hinny hoof and evaluate the differences between these and a horse hoof, including the implications of those differences.
17. Understand the implications of differences in the psychological makeup of donkeys, mules and hinnies	17.1. Work with donkeys and hybrids in a way that considers the animal's psychological state.
18. Understand the differences and similarities between common 'barefoot' approaches to hoof trimming	18.1. Discuss and explain the differences and similarities between the hoof trimming approach that the Learner has been taught and key alternative hoof trimming approaches.

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
19. Understand the range and variability of day-to-day practice across the Equine Podiatry profession	19.1. Observe day-to-day Equine Podiatry practice and build an understanding of what is involved in different types of practice.

Unit title:	Equine behaviour and handling
Unit level:	5
Unit credit value:	5
Unit reference number:	Y/617/4010

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
1. Understand the principles of equine behavioural psychology as they relate to hoof trimming	1.1. Interpret the behaviour of horses and donkeys in the context of the environmental niche each has evolved to fill. Extrapolate from horses and donkeys to interpret the behaviour of hybrids.
	1.2. Interpret equine behaviour to identify the likely causes of offered behaviour.
	1.3. Interpret training scenarios and conclude which scientific principles of behavioural psychology are involved.
	1.4. Formulate and implement an effective shaping plan for modifying equine behaviour.
	1.5. Use a shaping plan to rapidly assess existing equine behaviour (especially in relation to safety).
2. Be able to effectively assess and avoid potential risks in the working environment	2.1. Assess the working environment to identify and minimise risks to the learner, the equid, the client and bystanders.
3. Be able to direct the handler to handle the equid in an appropriate manner	3.1. Communicate effectively with the handler.
4. Be able to effectively and safely lift and hold legs to allow for trimming to take place	4.1. Safely and effectively work with the equid to lift the leg and position the foot so that trimming can take place.
	4.2. Safely and effectively place the equid's leg in a variety of holds.

Unit title:	Equine pathologies and laminitis
Unit level:	5
Unit credit value:	12
Unit reference number:	M/617/4014

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
1. Be able to work with navicular disease cases appropriately and effectively	1.1. Assess an equid for the clinical signs of navicular disease in terms of general changes in movement or behaviour.
	1.2. Describe how a Veterinary Surgeon will diagnose navicular disease.
	1.3. Determine the potential causes of degeneration of the various tissues of the foot involved in navicular disease cases.
	1.4. Assess an equid for other pathologies that might lead to a misdiagnosis of navicular disease.
	1.5. Describe and demonstrate simple tests to confirm the presence of heel pain.
	1.6. Consider the influence of commonly prescribed veterinary medications for navicular disease when managing a navicular disease case.
	1.7. Assess the degree to which common remedial farriery techniques for the treatment of the navicular disease affect the hoof capsule and the presentation of the disease.
	1.8. Manage the stimuli to the foot to maintain healthy structures and reduce the likelihood of the development of navicular disease.
	1.9. Identify hoof abnormalities or defects which can indicate or contribute to navicular symptoms.
	1.10. Identify postural and muscular changes which could indicate heel pain.

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
	1.11. Accurately assess a navicular disease case and apply a structured methodology for improving foot health.
2. Be able to identify and deal with penetrating injuries to the foot	2.1. Identify when a penetrating injury can be dealt with between the Equine Podiatrist and client and when a Veterinary Surgeon needs to be called. 2.2. Implement first aid measures that can be taken while waiting for a Veterinary Surgeon to arrive. 2.3. Implement effective disinfection protocols for dealing with penetrating injuries.
3. Be able to work with thrush cases appropriately and effectively	3.1. Recognise the clinical signs of thrush and describe how it can compromise hoof health. 3.2. Choose suitable protocols for the management of minor thrush infections including suitable hoof hygiene practices for clients to follow to manage or prevent thrush infections. 3.3. Assess and identify where a thrush infection requires veterinary attention. 3.4. Identify the common causes of thrush.
4. Be able to work with sheared heels cases appropriately and effectively	4.1. Identify sheared heels. 4.2. Determine the likely cause or causes of sheared heels. 4.3. Develop a management approach to effectively stabilise the heels and promote healing. 4.4. Identify situations where sheared heels require veterinary attention.
5. Be able to work with canker cases appropriately and effectively	5.1. Assess clinical signs likely to be indicative of canker and correctly identify situations where an onward veterinary referral is necessary.

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
	<p>5.2. Understand how a Veterinary Surgeon might treat Canker and, in co-operation with a Veterinary Surgeon, develop and implement an appropriate management plan for a canker case.</p> <p>5.3. Agree with the Veterinary Surgeon an appropriate method of ongoing management while the hoof is recovering from canker and long-term.</p>
<p>6. Be able to work with mud fever cases appropriately and effectively</p>	<p>6.1. Assess the relevance of mud fever in an Equine Podiatrist's practice.</p> <p>6.2. Assess an equid for clinical signs that might be suggestive of a mud fever infection and identify situations where onward referral to a Veterinary Surgeon is required.</p> <p>6.3. Describe management practices that can assist recovery or prevent reinfection.</p>
<p>7. Be able to work with bone fractures cases appropriately and effectively</p>	<p>7.1. Assess an equid for clinical signs that might be suggestive of a bone fracture and identify situations where onward referral to a Veterinary Surgeon is required.</p> <p>7.2. Co-operate with a Veterinary Surgeon to obtain an appropriate treatment plan for a bone fracture in the foot or distal limb and implement the Equine Podiatry aspects of that plan.</p> <p>7.3. Recognise how an encapsulated sequestrum forms, correctly identify the clinical presentation of an encapsulated sequestrum and provide appropriate management and advice to the client.</p>
<p>8. Understand bone cysts</p>	<p>8.1. Recognise bone cysts from radiographic evidence, describe the mechanisms that cause bone cysts to form and assess the implications of a bone cyst the in management of a case.</p>

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
9. Be able to respond appropriately and effectively to potential cases of infectious osteitis (bone infection) in the foot	9.1. Identify the pattern of clinical signs suggestive of a potential bone infection in the foot and refer onwards to a Veterinary Surgeon as required.
	9.2. Recognise the treatment options available to the Veterinary Surgeon.
	9.3. Liaise with a Veterinary Surgeon to agree an effective method of ongoing hoof management while the foot is recovering from a bone infection.
10. Be able to respond appropriately and effectively to potential cases of luxation and subluxation	10.1. Recognise and differentiate the clinical signs of luxation and subluxation and identify situations where veterinary involvement is required.
	10.2. Recognise the veterinary diagnostic process for luxation/subluxation, the treatment options available and their implications, including in relation to ongoing hoofcare.
11. Be able to respond appropriately and effectively to potential cases of hyper-keratinised horn	11.1. Identify potential cases of hyper-keratinised horn.
	11.2. Adapt trimming and management approaches appropriately to take account of suspected cases of hyper-keratinised horn.
12. Be able to respond appropriately and effectively to potential keratoma cases	12.1. Correctly identify a suspected keratoma from clinical signs and know when to refer on to a Veterinary Surgeon.
	12.2. Identify radiographic signs of a keratoma and describe the diagnostic approach taken by a Veterinary Surgeon.
	12.3. Recognise the treatment options for a keratoma and their significance to the integrity of the hoof capsule.
	12.4. Liaise with the Veterinary Surgeon to agree and implement an effective method of ongoing management while the hoof is recovering.

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
13. Be able to work with white line disease cases appropriately and effectively	13.1. Identify clinical signs of white line disease.
	13.2. Explain the causes of white line disease, including the microscopic changes within hoof horn which facilitate it.
	13.3. Select appropriate approaches to disinfect and manage white line disease and provide appropriate advice to the client.
14. Be able to work with seedy toe cases appropriately and effectively	14.1. Identify the clinical signs of a seedy toe infection.
	14.2. Describe how seedy toes are formed.
	14.3. Select appropriate approaches to disinfect and manage seedy toe and provide appropriate advice to the client.
	14.4. Select appropriate modifications to the trim which can speed up the eradication of seedy toe infections.
	14.5. Identify situations where a seedy toe needs veterinary attention.
15. Be able to work with horizontal wall cracks appropriately and effectively	15.1. Recognise horizontal wall cracks and identify their likely cause(s).
	15.2. Identify and implement appropriate management approaches for horizontal wall cracks.
16. Be able to work with vertical wall cracks appropriately and effectively	16.1. Assess a vertical wall crack to determine how deep or unstable it is, classify the crack and identify its likely cause(s).
	16.2. Identify and implement appropriate management approaches for vertical wall cracks.
17. Be able to work with poor horn quality appropriately and effectively	17.1. Assess horn quality and identify likely causes of poor-quality hoof horn.

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
	17.2. Select appropriate trimming, disinfection and/or management protocols to improve or eradicate poor horn quality.
18. Be able to respond appropriately to injuries caused by interference	18.1. Assess distal limb injuries to identify those likely to have been caused by interference.
	18.2. Analyse the potential causes in an individual case and make appropriate trimming decisions and/or recommendations to prevent further injury from interference.
19. Be able to manage flare appropriately and effectively	19.1. Identify and assess flare and its likely cause(s).
	19.2. Make appropriate trimming decisions and management recommendations to reduce or eliminate flare.
20. Be able to balance a foot using multiple approaches	20.1. Compare and evaluate the indications of a range of secondary foot balancing approaches and form a value judgement as to the optimal achievable balance.
	20.2. Identify appropriate hoof balance from radiographs.
21. Be able to work with foot abscesses appropriately and effectively	21.1. Describe the mechanisms by which an abscess occurs, including the factors that make an abscess likely and the typical progression of an abscess.
	21.2. Evaluate clinical signs and recognise when it is likely that the foot has an active abscess.
	21.3. Evaluate a hoof to correctly identify signs of a historical abscess and respond accordingly whilst trimming the hoof.
	21.4. Recognise when a Veterinary Surgeon needs to be involved and provide appropriate referral advice to the client.

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
	<p>21.5. Describe the approach used by a Veterinary Surgeon in draining an abscess (including the diagnostic approach to identifying abscess location) and understand when it is appropriate to do so.</p> <p>21.6. Formulate appropriate guidance (in co-operation with and under the lead of a Veterinary Surgeon, where appropriate) for the client on the management of an abscess.</p> <p>21.7. Recognise where the approach taken by other professionals, may be counter-productive and tactfully argue for a more evidence-based approach, where appropriate.</p> <p>21.8. Identify situations in which an abscess is developing more serious complications and choose the most appropriate course of action.</p>
22. Be able to work with quittors appropriately and effectively	<p>22.1. Describe the difference between a quittor and a standard foot abscess, including the differences in clinical presentation.</p> <p>22.2. Take appropriate action where a quittor is suspected.</p>
23. Be able to work with coronary band injuries appropriately and effectively	<p>23.1. Recognise coronary band injuries (both current and historic), categorise them according to type and recognise their significance in terms of the long-term structure of the hoof capsule.</p> <p>23.2. Assess current coronary band injuries and determine when a referral to a Veterinary Surgeon is appropriate.</p> <p>23.3. Assess historic coronary band injuries, trim the hoof appropriately and provide appropriate advice to the client on management.</p>
24. Be able to work with coronitis appropriately and effectively	<p>24.1. Recognise coronitis and its significance and direct clinical case management appropriately.</p>

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
25. Be able to work with pemphigus appropriately and effectively	25.1. Recognise clinical signs that may be indicative of pemphigus and refer such cases to a Veterinary Surgeon.
	25.2. Evaluate a pemphigus case and develop a foot care plan that is appropriate in such a case in co-operation with a Veterinary Surgeon.
26. Be able to work with osteoarthritis appropriately and effectively	26.1. Evaluate and recognise clinical signs consistent with a possible osteoarthritis diagnosis and refer to a Veterinary Surgeon where appropriate.
	26.2. Recognise the clinical signs of osteoarthritis on a radiograph.
	26.3. Describe the options available to a Veterinary Surgeon for the treatment and/or management of osteoarthritis.
	26.4. Formulate and execute an appropriate hoof trimming and environmental management plan for osteoarthritis, in co-operation with a Veterinary Surgeon where appropriate.
27. Be able to work with ringbone appropriately and effectively	27.1. Evaluate and recognise clinical signs consistent with a possible ringbone diagnosis and refer to a Veterinary Surgeon where appropriate.
	27.2. Recognise the clinical signs of ringbone on a radiograph.
	27.3. Describe the options available to a Veterinary Surgeon for the treatment and management of ringbone.
	27.4. Formulate and execute an appropriate hoof trimming and environmental management plan for ringbone, in co-operation with a Veterinary Surgeon where appropriate.
28. Be able to work with sidebone appropriately and effectively	28.1. Evaluate and recognise clinical signs consistent with a possible sidebone diagnosis and refer to a Veterinary Surgeon, where appropriate.

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
	<p>28.2. Recognise the clinical signs of sidebone on a radiograph.</p> <p>28.3. Describe the options available to a Veterinary Surgeon for the treatment and/or management of sidebone.</p> <p>28.4. Formulate and execute an appropriate hoof trimming and environmental management plan for sidebone, in co-operation with a Veterinary Surgeon, where appropriate.</p>
<p>29. Be able to work with pedal osteitis appropriately and effectively</p>	<p>29.1. Evaluate and recognise clinical signs consistent with a possible pedal osteitis diagnosis and refer to a Veterinary Surgeon, where appropriate.</p> <p>29.2. Recognise the clinical signs of pedal osteitis on a radiograph.</p> <p>29.3. Describe the options available to a Veterinary Surgeon for the treatment and/or management of pedal osteitis.</p> <p>29.4. Formulate and execute an appropriate hoof trimming and environmental management plan for pedal osteitis, in co-operation with a Veterinary Surgeon, where appropriate.</p>
<p>30. Be able to work with medial and lateral capsule shifts appropriately and effectively</p>	<p>30.1. Assess a medial or lateral shift in a hoof capsule to evaluate which structures are misaligned (and hence causing the shift) and identify the likely aetiology of the capsule shift.</p> <p>30.2. Assess hoof balance in a capsule shift case and adapt trimming of the hoof capsule accordingly, particularly in relation to medio-lateral balance.</p> <p>30.3. Formulate appropriate recommendations for environmental management of a capsule shift case.</p> <p>30.4. Conclude where a capsule shift is complex and take appropriate decisions in relation to case management.</p>

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
31. Be able to work with tendon-related pathologies appropriately and effectively	31.1. Assess gait, stance, hoof wear and growth patterns, identify where these may be suggestive of a tendon pathology and take appropriate action.
	31.2. Recognise direct clinical signs that may suggest a tendon pathology and take appropriate action.
	31.3. Adapt hoof trimming and environmental management as required when a tendon injury is identified.
	31.4. Identify flexor laxity cases and take appropriate action.
32. Be able to work with check ligament strains appropriately and effectively	32.1. Assess gait and stance and use palpation to identify possible check ligament strain and take appropriate action.
33. Be able to work with under-run heels appropriately and effectively	33.1. Assess a hoof to identify under-run heels.
	33.2. Argue the aetiology of under-run heels both generally and in a specific case.
	33.3. Trim a hoof capsule appropriately where under-run heels are present.
	33.4. Formulate appropriate recommendations for management of an under-run heels case.
34. Be able to work with long-toe low-heel syndrome appropriately and effectively	34.1. Correctly identify cases exhibiting long-toe low-heel syndrome and take appropriate action.
35. Be able to work with contracted heels appropriately and effectively	35.1. Assess a hoof to identify contracted heels.
	35.2. Select appropriate changes in hoof trim and environmental management to maximise the chances of improvement in a contracted heels case.
36. Be able to work with over-expanded heels appropriately and effectively	36.1. Assess a hoof to identify over-expanded heels.

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
	36.2. Select appropriate changes in hoof trim and environmental management to maximise the chances of improvement in an over-expanded heels case.
37. Be able to work with bruising and corns appropriately and effectively	37.1. Assess a hoof and identify any bruising and/or corns present in the sole or frog and any factors that may be contributing to their formation.
	37.2. Select appropriate changes in hoof trim and environmental management to maximise the chances of improvement where bruises/corns are present.
38. Be able to work with false sole appropriately and effectively	38.1. Assess a hoof to identify areas of false sole and any factors that may be contributing to the formation of false sole.
	38.2. Select appropriate trimming measures to manage false sole.
	38.3. Formulate appropriate recommendations to maximise the chances of improvement of false sole.
39. Be able to work with flat feet appropriately and effectively	39.1. Describe the mechanisms that contribute to flat feet and identify those factors present in a specific hoof capsule that are contributing to a flat appearance.
	39.2. Formulate an appropriate trimming plan and recommendations for the client where flat footedness is present.
40. Be able to work with zero and negative palmar/plantar angle appropriately and effectively	40.1. Assess a hoof capsule and determine the approximate palmar/plantar angle from external signs.
	40.2. Correctly identify zero or negative palmar/plantar angle from a radiograph.
	40.3. Identify and describe the mechanisms that lead to a zero or negative palmar/plantar angle.

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
	40.4. Formulate an appropriate trimming plan and recommendations to the client where a zero or negative palmar/plantar angle is present.
41. Understand the nature of laminitis in the equine foot	41.1. Interpret clinical signs and recognise the difference between acute and chronic laminitis. 41.2. Demonstrate a good understanding of the processes that result in rotational laminitis, both in acute and chronic cases. 41.3. Explain the conceptual differences between rotational laminitis and low grade laminitis. 41.4. Interpret the pathological processes within the foot in different frames of reference and select the frame of reference that is most useful when developing therapeutic interventions.
42. Be able to assess and accurately interpret the clinical signs of current rotational laminitis	42.1. Evaluate the strength of the digital pulse and the presence of heat in the foot and interpret the clinical significance of this in the given context. 42.2. Evaluate the equine's stance and gait and interpret their clinical significance in relation to laminitis in the given context. 42.3. Palpate the coronary region and accurately assess the degree to which the extensor process of P3 has sunk.
43. Be able to assess and accurately interpret the clinical signs of historical rotational laminitis	43.1. Assess and correctly interpret the full range of clinical signs of historic rotational laminitis.
44. Be able to assess and accurately interpret the clinical signs of current low grade laminitis	44.1. Assess clinical signs and evaluate the likely presence and severity low grade laminitis.
45. Be able to assess and accurately interpret the clinical signs of historical low grade laminitis	45.1. Interpret historical clinical signs and draw appropriate conclusions as to the pattern of low-grade laminitis over the past months.

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
	45.2. Assess and determine the extent to which low-grade laminitis has contributed to other pathologies.
	45.3. Differentiate between the clinical signs of low-grade laminitis and those of neglect.
46. Be able to accurately interpret radiographs of laminitic feet	46.1. Assess radiographs for quality and draw conclusions as to their suitability for use in trimming the hoof.
	46.2. Interpret the clinical picture evident from the radiograph and assess the clinical significance of the features present.
	46.3. Rate the severity of the case based on radiographic evidence and draw appropriate conclusions as to the likely prognosis of the case.
47. Be able to use radiographs to assist in trimming of the hoof	47.1. Evaluate radiographic evidence so as to select an appropriate approach to trimming the hoof so as to optimise physiological function.
	47.2. Transfer both linear and angular measurements accurately from the radiograph to the hoof.
	47.3. Use a trigonometric approach to facilitate rapid but accurate transfer of trimming information from the radiograph to the hoof.
	47.4. Assess and appropriately decide which measurements can be transferred to the hoof using approximate methods.
48. Be able to trim a foot with chronic rotational laminitis without reference to radiographs	48.1. Correctly identify situations where it is inappropriate or impossible to obtain radiographs for trimming.
	48.2. Formulate a safe and effective trimming plan without reference to radiographs using conservative landmarks.

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
49. Be able to quickly and accurately trim the hoof in a way that maximises the opportunities for healing	49.1. Use tools quickly and effectively to apply a balanced trim to the hoof.
50. Understand the current veterinary research into the causes of laminitis	50.1. Partake in meaningful discussions with clients and/or other professionals at an appropriate level on the topic of the key current models relating to the aetiology of laminitis.
	50.2. Apply current models in a practice setting and use them both to understand specific disease processes in a case and to inform decision making in that case.
51. Be able to identify and address environmental factors that may influence the severity of the underlying laminitis	51.1. Interview the client to obtain a detailed case history with a particular emphasis on environmental factors that may contribute to the underlying laminitis.
	51.2. Assess the current grazing and turnout regime (including the quality of the pasture), determine the likely role this has in the aetiology of the underlying laminitis and provide appropriate advice to the client on grazing/turnout management.
	51.3. Assess the current bucket feed ingredients, determine the likely role these may have in the aetiology of the underlying laminitis and provide appropriate advice to the client on modifications to the bucket feed.
	51.4. Assess whether the equine might benefit from targeted nutritional supplementation aimed at reducing laminitis and provide appropriate recommendations to the client.
	51.5. Assess the equine for the possible presence of underlying diseases, such as Pituitary Pars Intermedia Dysfunction (PPID) or Equine Metabolic Syndrome (EMS), and make appropriate choices with regard to onward referral to an appropriate professional.

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
	51.6. Assess the possibility of environmental toxins such as poisonous plants or inappropriate use of chemical agents in the aetiology of the underlying laminitis and provide appropriate advice accordingly.
52. Be able to review the overall clinical situation and formulate an appropriate care plan in a laminitis case	52.1. Correctly identify the type and severity of laminitis and whether this represents an ongoing veterinary emergency or a chronic care setting. 52.2. Ascertain the level of veterinary involvement in the case, historically and currently. 52.3. Correctly identify whether a recommendation should be made to involve a Veterinary Surgeon or not and communicate this to the client. 52.4. Offer appropriate first aid advice in acute emergency situations where a Veterinary Surgeon is not immediately available. 52.5. Formulate an appropriate care plan with or without involvement of other professionals as appropriate. 52.6. Work effectively with other professionals as part of a Veterinary Surgeon led team. 52.7. Defend and justify the chosen care plan to the client, colleagues and other relevant professionals.
53. Be able to assess, plan and manage hoof health in real and hypothetical case studies	53.1. Identify all foot pathologies present (or potentially present) when given a hoof and a brief case history. 53.2. Identify what additional measures can be taken to evaluate the equid further, detailing what signs are being looked for and why. 53.3. Explain how new information discovered while evaluating the equid further might affect any advice that may be given to the client.

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
	53.4. Identify any non-standard trimming that may be undertaken including, if necessary, additional landmarks to use if the standard ones cannot be relied upon.
	53.5. Write a comprehensive set of recommendations aimed at improving foot health to give to the client at the end of the visit.

Unit title:	Awareness of farriery
Unit level:	3
Unit credit value:	2
Unit reference number:	K/617/4013

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
1. Understand current legislation pertaining to carrying out acts of farriery	1.1. Identify activities that represent acts of farriery.
	1.2. Describe who is legally allowed to carry out an act of farriery in the United Kingdom (UK).
	1.3. Describe who is legally allowed to trim an equid's feet for financial gain in the UK.
2. Understand a Farrier's rationale behind deciding to shoe an equid	2.1. List the reasons why a Farrier will decide whether shoeing is appropriate.
3. Understand how to evaluate a shoe to determine whether or not it has been applied correctly	3.1. Explain which aspect of the shoeing process the Farrier considers to be the most important.
	3.2. Describe the considerations a Farrier will make to ensure a shoe is fitted correctly.
4. Understand basic remedial farriery techniques	4.1. Describe how a Farrier would correct medio-lateral or dorso-palmar imbalances.
	4.2. Recognise common types of shoes, including the most common remedial shoes. Recognise different shoeing features and understand the rationale for using them.
	4.3. Explain how a Farrier can relieve breakover using a shoe.
	4.4. Explain how a Farrier might treat white line disease.
	4.5. Recognise situations where a hoof has been resected and understand the Farrier's rationale behind it.
5. Understand the use of different types of metal	5.1. Describe which metal is most often used when hot shoeing.

Learning Outcome The Learner will:	Assessment Criteria The Learner can:
	5.2. Explain some of the disadvantages of using aluminium for shoeing.
6. Understand the use of tools in farriery	6.1. Identify common farriery tools and explain their use.
7. Know how to maintain good professional relations with a Farrier	7.1. Foster and maintain positive working relationships with Farriers.

6 Level Descriptors

These qualifications have been accredited at Level 5, this means that upon achieving the qualifications the Learner can be relied upon to possess the skills or knowledge described below.

Level	Knowledge descriptor The Learner has:	Skills descriptor The Learner can:
3	<p>Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine. Can interpret and evaluate relevant information and ideas. Is aware of the nature of the area of study or work. Is aware of different perspectives or approaches within the area of study or work.</p>	<p>Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine. Use appropriate investigation to inform actions. Review how effective methods and actions have been.</p>
4	<p>Practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well-defined but complex and non-routine.</p> <p>Can analyse, interpret and evaluate relevant information and ideas.</p> <p>Is aware of the nature of approximate scope of the area of study or work.</p> <p>Has an informed awareness of different perspectives or approaches within the area of study or work.</p>	<p>Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined.</p> <p>Review the effectiveness and appropriateness of methods, actions and results.</p>
5	<p>Practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts.</p> <p>Can analyse, interpret and evaluate relevant information, concepts and ideas.</p> <p>Is aware of the nature and scope of the area of study or work.</p> <p>Understands different perspectives, approaches or schools of thought and the reasoning behind them.</p>	<p>Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems.</p> <p>Use relevant research or development to inform actions.</p> <p>Evaluate actions, methods and results.</p>

7 How is this Qualification Delivered?

In order to deliver this qualification, you will need to be a Lantra approved Provider. Details of how to become an approved Provider are available by contacting our sales team, sales@lantra.co.uk.

Approved Providers should contact our quality and standards team to register for delivery of the qualification. It is important that Providers are approved on a per-qualification basis as we are required to ensure that we have a quality-assurance strategy in place and it also ensures that Providers receive the support they need. Upon scheme approval, you will receive the relevant documentation for delivery.

Learners must be registered via Quartzweb. Details of this process are available in the Quartzweb User Guide. Providers must submit the required information for Learner registration. Learners should be registered for the qualification once they have been enrolled with the Provider. Failure to register Learners may prevent assessments from taking place. Sanctions may be imposed on Providers if Learners are not registered before the assessment takes place.

Learners will complete the necessary elements of the assessment and be assessed by the internal Assessor. The Provider will compile and send the assessment paperwork (Assessment Report Form, Certificate Claim Form, to Lantra for external quality assurance.

Providers are not required to send Learner evidence to Lantra; this should be retained by the Provider. However, Lantra reserves the right to request to see Learner work as part of the quality assurance process, so this should be retained and filed so that it can be easily located.

7.1 Delivery in the UK

The Qualification Specification for this qualification is approved for delivery in the United Kingdom. Ofqual regulates the qualification in England, and it is accredited on the Regulated Qualifications Framework (RQF) and has the following qualification accreditation number:

Lantra Awards Level 5 Diploma in Equine Podiatry 603/3932/9

Regulated qualifications are subject to regular reviews to ensure their ongoing regulatory compliance and also to ensure that throughout the life cycle of the qualification the content remains relevant and current.

When the qualification is deemed no longer suitable, for example if technology has moved on and working practices are no longer relevant, Lantra will advise Providers of a qualification end date. The end date marks the end of registrations. Any Learners registered before this date will be allowed time to complete the qualification. For this qualification that period will stand as three years.

7.2 Who can Deliver this Qualification?

Only approved Lantra Providers can deliver this qualification. For information on becoming approved please contact Lantra via sales@lantra.co.uk or call on 02476 69 69 96.

7.3 Key Safety-critical and Technically Critical Aspects

The assessment requirements for the Level 5 Diploma in Equine Podiatry qualification include the Learner knowing about relevant animal welfare legislation and having the ability to safely practice Equine Podiatry without endangering themselves, others or the equid.

For further information, please refer to the Assessment Guidance for the Level 5 Diploma in Equine Podiatry.

7.4 Provider Resources

Learners may require access to specific resources for training purposes and to demonstrate competence.

The units of assessment will need to be checked to see what will be assessed ensuring Learners have access to the right equipment to meet assessment requirements. Details of who will be responsible for ensuring the resources are appropriate and who is responsible for ensuring facilities comply with health and safety requirements is required.

A number of Assessment Criteria in this qualification's units include assessment of the Learner's performance whilst performing the role of Equine Podiatrist, either under examination conditions or during case studies.

Assessment of case studies requires that the Learner has access to real life cases (horse, donkey or hybrid), including clients, for regular visits over a suitable period of time (typically around 6 months).

Assessment via practical examination requires the following facilities:

- A suitable area of hard standing for an equid to be trimmed (with sufficient space around the equid for safe working – typically this means a minimum area of 5m x 5m), along with a means of tying the horse up where appropriate and/or a suitable handler to hold the horse
- A suitable area of hard ground for gait analysis (with room to trot the equid in a straight line – typically this means a minimum linear length of 30m)
- A suitable equid for use during assessment. This would normally be an unshod animal that can be trimmed by the Learner
- A person to act as the 'client' for the purpose of the examinations – either the owner of the horse or an appropriate person acting as a simulated owner.

For certain Assessment Criteria, simulation using a cadaver foot is acceptable and, in this situation, a cadaver foot (illustrating an appropriate pathology, where necessary) must be provided.

For certain Assessment Criteria, simulation using videos of equids being walked and/or trotted is acceptable and, in this situation, suitable videos of equids (illustrating gait abnormalities where necessary) must be provided.

7.5 Assessor Resources

It is the Assessor's responsibility to provide the following:

- A method of communication (i.e. mobile phone or landline)
- First aid equipment that complies with regulations
- An understanding of site emergency procedures
- Hand cleaning equipment.

7.6 Learner Resources

The Learner is expected to provide all tools and PPE required during the assessment process, given that this is a professional examination assessing readiness for entry into a professional role.

Equipment the Learner should have available includes, as a minimum:

- appropriate PPE (chaps or apron, gloves, protective boots)
- rasp (with handle)
- hoof knife
- knife sharpener
- means of storing sharp tools safely e.g. calf-worn tool holder
- hoof pick
- brush (for cleaning hooves)
- hoof stand
- camera
- clipboard with blank case recording forms (or other appropriate means of recording case notes)
- pen
- marker pen (for use on hooves)
- hoof nippers
- hoof testers and topical disinfectants e.g. medicated packing for central sulcus infections.

7.7 Quality Assurance and Certification

7.7.1 Quality Assurance of Assessment Decisions

This qualification is internally assessed and externally quality assured. This means that Providers will need to appoint qualification Assessors to assess Learners and complete assessment paperwork. Where you have more than one Assessor you will need to carry out internal standardisation of each Assessor to ensure that they can apply the Assessment Criteria consistently and accurately. An IQA will need to be appointed, and they will need to sample assessment decisions across the Assessors. It is also a requirement that regular standardisation activity is carried out with Assessors. The IQA will be responsible for putting this programme into place.

An EQA will be appointed to the Provider and this person will be responsible for sample checking Assessors' assessment recommendations. The EQA will produce a sampling strategy which will determine the number of portfolios to be seen. This strategy involves the consideration of a number of factors such as, size of cohort and number of assessors. The

EQA will produce a sampling record detailing which work they will want to see. It is important to note that although the EQA will view only a sample of work, they may wish to widen the sample. Therefore, all Learner work should be available for inspection.

Lantra operates both on-site and postal external quality assurance for these qualifications. You may not, therefore, always have a visit from an EQA, but a sample may be requested for despatch via post. The principle of quality assurance is the same either way. The EQA will review a sample of work and make a recommendation on the assessment decisions of the cohort as a whole.

Your EQA will contact you to make the necessary arrangements regarding the visit (date, venue etc.) or request the despatch of a sample of work.

Where the EQA is in agreement this decision will be communicated to Lantra and certificate claims will be processed. Where the EQA is not in agreement the reasons will be communicated to the Provider with supportive feedback to help with future assessment decisions. This may result in the need for Learners to retake the assessment.

Occasionally as part of Lantra's ongoing quality assurance strategy an EQA may be accompanied by either Lantra staff or another EQA. This is to ensure that the EQA is following the correct processes.

Where Direct Claim Status (DCS) is in place Providers will be able to claim certificates before quality assurance has taken place.

Lantra will support Providers when requirements are not met by developing action plans, providing recommendations and, where required, implementing sanctions.

7.7.2 Claiming Certification

Among the assessment documentation Providers need to submit is a completed Certificate Claim Form, which allows Lantra to process the certificates following quality assurance approval.

Once a Learner has completed the assessment requirements and quality assurance has taken place certificates will be issued by Lantra for Providers to distribute to individual Learners.

Where DCS is in place, the certificates will be issued prior to quality assurance taking place.

7.7.3 Replacement Certification

If a Learner loses the original certificate Lantra can issue a replacement. The Learner will need to provide proof of identity (for example passport or driving licence) and the details of the Provider they were registered with. Lantra will check all claims for replacement certificates against the original Certificate Claim Form. The Provider may be contacted for authentication. The certificate will be marked as a replacement. A fee is payable for replacement certificates. Please contact Lantra for the current fee.

7.7.4 Direct Claims Status (DCS)

DCS enables Providers to claim certification directly before external quality assurance has taken place. A claim for DCS can only be made after an EQA has conducted a visit, which may be approximately six months following approval to deliver the qualifications and enough Learners have been progressed by the Provider.

Where an EQA decides a programme is running successfully and the Provider has effective internal controls, recommendation may be made to award the Provider DCS. Where this is granted the Provider must retain all assessment evidence until the EQA has quality assured the work as meeting national standards. DCS will be withdrawn if access is not given to completed Learners' evidence where certificates have already been claimed.

Providers must operate a system which ensures all Assessors assess to the required standard. The IQA will be required to observe each Assessor, retaining evidence of observations which must be made available during EQA visits. The EQA may wish to sample the process and observe Assessors. If the EQA is not confident about the way in which the Provider is operating, they may recommend the suspension or withdrawal of DCS.

DCS does not mean that all claims are certificated without further quality assurance checks. Quality assurance of claims will still take place, and where this suggests that certificates have been incorrectly issued may lead to them being revoked. Providers are required to make all reasonable effort to recover certificates which have been revoked.

Should a Provider be imposed with a Level 2 sanction, DCS will automatically be removed. Further information on sanctions can be found in the Provider Handbook.

7.7.5 Re-sits

In the event a Learner fails an element of their summative assessment re-sits will be permitted providing the following:

- Within 12 months of the original assessment - Learners are permitted to re-sit one element of the summative assessment
- Outside of 12 months of the original assessment – Learners must re-sit all elements of the summative assessment.

A maximum of three re-sit attempts are permitted for each element of the summative assessment.

7.8 Enquiries About Results and Appeals

Lantra has an Enquiries about Results Policy and Appeals Procedure which can be used when a Learner or Provider has reason to believe there has been an error in either the administrative processes leading to an incorrect qualification award or there has been an issue in the assessment of the Learner. Fees payable for enquiries about results will be refunded in full if the enquiry is upheld or if a Learner's results are changed as a result of an enquiry.

Appeals can be made following the outcome of an enquiry about results if the Learner/Provider remains unhappy with the outcome or has further grounds to query the decision. Please note that appeals will not be accepted before a paid result enquiry has been conducted.

Providers must ensure that Learner consent is obtained before an enquiry about a result is requested. Learners must be informed that assessment outcomes can change both positively and negatively.

Please refer to the Provider Handbook for further details.

7.9 Malpractice and Maladministration

Where malpractice is suspected, especially where there is doubt on the integrity of the assessment process, Lantra will immediately suspend further certification claims whilst an investigation is carried out. The regulatory authorities will be notified of any investigations and their outcome.

The claimant will be required to provide information about the suspected malpractice and the circumstances surrounding the matter. Malpractice, if found, may result in sanctions being imposed on the Provider, certificates being revoked or even Providers being barred from Lantra membership and reported to regulatory authorities.

Maladministration is linked to malpractice and can result in a malpractice investigation being launched. Maladministration could impact on the credibility of the assessment taking place or the outcomes achieved; for example, in the event of a failure to investigate suspected malpractice when asked to do so by Lantra.

Where multiple Learners are on-site at the same time, supervision may be required to prevent Learners from discussing assessments with Learners who are yet to be assessed.

Please refer to the Lantra Malpractice and Maladministration Policy for further details.

7.10 Recognition of Prior Learning (RPL)

RPL is defined as ‘A method of assessment that considers whether a Learner can demonstrate that they can meet the assessment requirements for a qualification through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.’

It is important that Providers make it clear to Learners that the RPL process is associated with how the Learner has acquired the required knowledge, understanding or skills; it does not mean the Learner will be exempt from the assessment.

It is the responsibility of the Assessor to decide if evidence provided by the Learner is valid, reliable and current, and also meets the relevant Assessment Criteria. Where the Assessor decides that the RPL does meet the Assessment Criteria, this must be clearly signposted in the tracking documentation.

It is recommended that Providers refer to the Provider Handbook for further information on the implementation of RPL.

7.11 Safeguarding — Young People and Vulnerable Adults

These qualifications can be offered to Learners aged 18+. The Health and Safety at Work Act 1974 requires employers to ensure the health, safety and welfare at work of their employees and for Providers to safeguard Learners. Young people and vulnerable adults can

be exposed to risk when using work equipment and working with large animals due to immaturity, lack of experience or lack of awareness of existing or potential risks. Therefore, young people and vulnerable adults will need close supervision.

For more information about young people at work, see Management of Health and Safety at Work Regulations 1999.

7.12 Additional Requirements and Reasonable Adjustments

Providers are expected to make appropriate arrangements, including reasonable adjustments. These are detailed in the Equality and Diversity Policy within the Provider Handbook, to ensure that Learners with additional needs can access assessment wherever possible. The Equality and Diversity Policy covers alternative assessment arrangements which can be made for Learners.

Reasonable adjustments must not, however, result in a change to the Learning Outcomes and Assessment Criteria. For example, within this qualification Learners must understand product information, which includes being able to interpret signage on-site written in English.

A Provider must apply to Lantra for reasonable adjustments using the **Reasonable Adjustments Request Form**. Lantra recommends reasonable adjustment requests be submitted no later than six weeks prior to any assessment taking place, to allow a decision on their suitability to be made before the assessment. However, Lantra recognises that this may not always be possible, and we will do our best to process requests received after this point.

Please note that no reasonable adjustment (other than those on the specified list) should be implemented without the prior approval of Lantra. Where reasonable adjustments appear on the specified list these should be noted on the Assessment Report Form.

8 What does a Provider need to do?

8.1 Management Support

Experience has shown that qualification programmes run more effectively when given support by senior management. This can be achieved by appointing a person from the senior management team or a designated Qualification Manager and ensuring they are given the authority to monitor the quality management systems for the programme and to implement any required changes. This role is separate from the required role of an IQA.

Management support can be demonstrated by ensuring that appropriate team members are allocated to the programme and given sufficient time and resources to carry out their roles effectively.

8.2 Provider Records

Providers are required to retain Learner records, which include the details listed below. Providers may already have their own systems which can be used to store records. If the necessary information is accessible and conforms to the requirements below, then no further records need to be created. Lantra does not prescribe the format in which records are kept.

Provider records must include:

- data about individual learners, including any special needs
- assessment and action plans
- learner registration
- achievement of units
- feedback given to learners by Assessors
- learners' evidence sampled by IQAs
- feedback given to Assessors by IQAs
- learner induction plan.

All records must be stored securely to avoid being falsified or fraudulent claims being made. All assessment records must be retained by the Provider for at least **three years** after the Learner has completed the assessment. If the programme is subject to an EQA visit/ approval sign off, then the records should be retained for three years after this date. It is the responsibility of the Provider to ensure that data is cleansed at the appropriate time.

There is no prescribed format for these records and Providers may wish to incorporate them into documentation they already maintain within their own organisation. If the Provider already works to quality management systems such as the Scottish Quality Management System (SQMS), the ISO 9001 series or is required to maintain records for government-funded training schemes, that documentation will almost certainly provide an adequate basis for Provider records.

Providers may also need to adhere to separate requirements, where appropriate, with regard to the retention of records such as funding applications. Please refer to the specific requirements of the funding agency.

8.3 Support for Learners

Learners will need to follow an induction programme when enrolled on the qualifications. This should be designed around a particular element or unit of the qualifications so that they become familiar with the way the qualifications operate.

Many Learners will already have pre-existing skills and knowledge. A system will need to be introduced to identify these skills and how evidence from prior achievements can be recorded — see section 7.10 Recognition of Prior Learning (RPL).

Throughout the programme Tutors should aim to provide feedback to Learners on how they are progressing through the qualification to ensure that on the day of any assessment they are ready for the requirements of the question paper or practical assessment to be used as evidence. Feedback should be positive, constructive and used for future planning.

Some Providers will have staff working in education support; in others, Assessors may offer this support. It is important for each Learner to have appropriate guidance and be directed towards additional information as required. Guidance on career opportunities may also be appropriate.

Learners with particular characteristics may need additional support from the Provider/Tutor. Refer to Lantra's Equality and Diversity Policy for further information relating to reasonable adjustments/special considerations. Learners with certain protected characteristics should not be discriminated against or prohibited from assessment where adjustments can be made to the assessment evidence requirements which would allow them to demonstrate competence or knowledge in different ways.

Learners must be informed when they have been registered for a qualification. It is also a regulatory requirement that Lantra be informed if a Learner later withdraws from a qualification. Providers must also ensure that Learners are informed when they have been withdrawn from a qualification for any reason and retain evidence of this.

Learners will not be recognised by Lantra until they have been registered and Lantra will have no obligation to the Learners if there is a problem with them completing the qualification, such as in the case that the Provider ceases operations.

If for any reason a Provider is not intending to renew their membership whilst they still have uncertified Learners registered on a qualification, regulatory requirements stipulate that Learner interests must be maintained. The Provider may choose to transfer Learners to another awarding organisation, or the Provider will still be required to complete the assessment of Learners with Lantra and pay any fees due for quality assurance or certification.

9 Administration and other Important Information

9.1 Administration Process for Registration and Certification

The Quartzweb User Guide contains instructions on how to register Learners.

Learners may transfer registration from one unit/qualification to another provided they are both offered by Lantra. This will incur an administration fee. If the registration fee for the new qualification is higher than for the previous one, Providers will be invoiced for the difference. No refunds will be made if the registration fee for the new qualification is lower. Learners transferring to a different Provider must re-register with the new Provider. Lantra may need to charge the Learner's new Provider an administration fee.

Learners must be informed when they have been registered for a qualification.

9.1.1 Registering the Learner

Learners **must** be registered for a qualification before an assessment can take place. Please refer to the Quartzweb User Guide for details on how to register Learners.

Each Learner must give their surname/family name, first name, date of birth and postcode. The date of birth is important to distinguish between Learners with the same name. Data on gender, ethnic origin and whether any reasonable adjustments have been requested whilst not mandatory are beneficial so that achievements can be monitored for equal opportunities purposes and to ensure fair access to training and qualifications is achieved.

9.1.2 Certificate Claims

Certificates can only be claimed for Learners who are registered on Quartzweb. All certificate claims are checked against Provider approval records and Learner registration records (unless DCS is in place). Certificates will not be issued to Learners who are not registered before any assessment takes place.

The Learner name will appear on the certificate in the same way as it is entered on Quartzweb.

Providers must issue the certificate to the Learner as soon as is practically possible, it is not permissible to withhold the distribution of the certificate where there is a dispute over any fees payable.

9.1.3 Regulatory Authorities

Occasionally Ofqual (the qualification regulator) may visit Providers and require access to premises, meetings, Learner assessment records, internal verification records, documents, data, Learners and staff. If Providers refuse access, Lantra will be required to suspend all future certificate claims until the requirements of the regulatory visit have been satisfied.

9.2 Assessment Strategy

For this qualification, an assessment guidance document is available which includes full details of the assessment requirements.

Some assessment criteria may be assessed only by formative assessment and some may be assessed partially by formative assessment. Evidence must be provided that all formative assessments have been completed and passed before a Learner is allowed to progress to summative assessment.

For further information, please refer to the Assessment Guidance for the Level 5 Diploma in Equine Podiatry.

9.3 Paper-based Assessment

This qualification is partially assessed by MCQ and SRQ assessment papers which are available to Learners using a traditional paper-based assessment paper.

Information regarding test regulations is provided in Annex 1 of the Provider Handbook.

Further information relating to the assessment papers used for this qualification can be found in the Assessment Guidance document which accompanies this Qualification Specification.

9.4 Funding

Approved qualifications may be eligible for funding from either the Education and Skills Funding Agency (ESFA) or equivalent bodies in Wales and Northern Ireland. The qualification is listed on The Ofqual Register of Regulated Qualifications and the Learning Records Service (LRS). Funding may be available to organisations which meet the requirements of the relevant agency.

In order for the funding to be linked to the Learner, a Unique Learner Number (ULN) must be provided. This should be entered in the ULN field when registering the Learner on Quartzweb. For information on how to obtain ULNs for your Learners, please refer to the LRS guidance www.gov.uk/education/learning-records-service-lrs.

9.5 Feedback, Compliments and Complaints

Lantra recognises that from time to time Providers, Learners, Assessors and other personnel may have reason to provide feedback on a process or have grounds for a complaint. We would also welcome compliments when aspects of our courses have been well received so that we can seek to implement best practice across our suite of products. The Lantra Feedback, Compliments and Complaints Procedure is published on the Lantra Awards' website.

Appendix 1 – Glossary of Terms

Knowledge	Factual information that can be recalled as required. Individual can (for example) 'identify' and/or 'describe' key information relevant to the subject area.
Understanding	The application and extension of knowledge allowing organised thought, the generation of original ideas and critical thinking. Individual can (for example) 'explain', 'analyse' and/or 'evaluate'.
Skill	The application of knowledge and/or understanding in a practical context demonstrating practical competency. Individual can (for example) 'operate', 'use' and/or 'carry out'.
Learning Outcome	How the Learner will be changed by the learning/assessment process. That which the Learner will, due to learning experiences, newly know, understand or be able to do.
Assessment Criteria	Discrete criteria which holistically deliver on the promised objective of the qualification and which must all be evidenced to a unified (and/or graded) standard.
Qualification objective	A succinct summation of the overarching development of the Learner in terms of tangible work or further developmental opportunities available as a result of achieving this qualification.
Qualification aim	A succinct summation of why this qualification is of value to the Learner (without reference to assessment).
Transferable	Knowledge, understanding or skills which can be applied beyond the context in which they were taught to benefit the Learner in different job roles, industries, contexts and/or personal situations.
Assessment guidance	Guidance used to advise centres on a general level of expectation rather than to prescribe a definitive list of evidence.
Guided learning hours (GLH)	Approximate number of hours under immediate guidance or supervision of a lecturer, supervisor, tutor or teacher.
Total qualification time (TQT)	Guided learning hours + directed study + assessment.
Arrangements for reasonable adjustments	Adjustments made to an assessment for a qualification so as to enable a Learner with additional requirements to demonstrate his/her attainment to the level required.

Arrangements for special consideration	<p>Special consideration might be given to a Learner who has temporarily experienced:</p> <ul style="list-style-type: none"> • An illness or injury • Some other event outside of the Learner's control which has had a material effect on the Learner's ability to take an assessment or demonstrate his/her attainment.
Recognition of prior learning (RPL)	A method of assessment that considers whether a Learner can demonstrate that they meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
Mentor/Shadowee	An individual who is a qualified Equine Podiatrist, and a full member of the EPA, who provides mentoring of case studies and/or is shadowed by Learners to gain experience of different practice types and approaches.
Tutor	An individual providing direct teaching/instruction either in a classroom or practical setting. Tutors may also set and provide feedback on assignments and provide support to Learners over the duration of the qualification.
Assessor	An individual who has responsibility for marking assignments, collation and checking of witness statement evidence, and assessing and marking summative assessments.



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