



# End-point assessment plan for Farrier apprenticeship standard

Apprenticeship standard reference number	Level of this end point assessment (EPA)	Integrated
ST0172	3	No

## Contents

Introduction and overview .....	2
EPA summary table .....	3
Length of end-point assessment period: .....	4
Order of assessment methods .....	4
Gateway .....	5
Assessment methods.....	6
Weighting of assessment methods .....	15
Grading.....	15
Roles and responsibilities .....	23
Internal Quality Assurance (IQA).....	25
Re-sits and re-takes.....	25
Affordability.....	26
Professional body recognition .....	26
Reasonable adjustments .....	26
Mapping of knowledge, skills and behaviours (KSBs) .....	27
Annex A.....	32

## Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Farrier apprenticeship standard. It is for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Farrier apprentices, their employers and training providers.

Full time apprentices will typically spend 42 months on-programme (before the gateway) working towards the occupational standard, with a minimum of 20% off-the-job training. All apprentices will spend a minimum of 12 months on-programme.

The EPA period should only start, and the EPA be arranged, once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, all of the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPAO.

All pre-requisites for EPA assessment methods must also be complete and available for the assessor as necessary.

For level 3 apprenticeships and above apprentices without English and mathematics at level 2 must achieve level 2 prior to taking their EPA.

The EPA must be completed within an EPA period lasting typically 6 month(s), beginning when the apprentice has passed the EPA gateway. The EPA consists of 4 discrete assessment methods.

The individual assessment methods will have the following grades:

**Assessment method 1: Written Test**

- Pass
- Fail
- Distinction

**Assessment method 2: Professional Discussion**

- Pass
- Fail
- Distinction

**Assessment method 3: Practical Assessment: Unshod Trim**

- Pass
- Fail
- Distinction

**Assessment method 4: Practical Assessment: Shoeing Test**

- Pass
- Fail
- Distinction

Performance in the EPA will determine the overall apprenticeship standard and grade of:

- Pass
- Fail
- Distinction

## EPA summary table

<b>On-programme</b> (typically 42 months)	Training to develop the occupation standard's knowledge, skills and behaviours.
<b>End-point Assessment Gateway</b>	<ul style="list-style-type: none"> <li>• Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard.</li> <li>• Portfolio of evidence – A Shoe Board</li> <li>• English and mathematics at level 2. For those with an education, health and care plan or a legacy statement the apprenticeships English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language</li> </ul>
<b>End Point Assessment</b> (which would typically take 6 months)	<p>Assessment Method 1: Written Test</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>• Pass</li> <li>• Fail</li> <li>• Distinction</li> </ul> <p>Assessment Method 2: Professional Discussion</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>• Pass</li> <li>• Fail</li> <li>• Distinction</li> </ul> <p>Assessment Method 3: Practical Assessment – Unshod Trim</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>• Pass</li> <li>• Fail</li> <li>• Distinction</li> </ul> <p>Assessment Method 4: Practical Assessment – Shoeing Test</p> <p>With the following grades:</p> <ul style="list-style-type: none"> <li>• Pass</li> <li>• Fail</li> <li>• Distinction</li> </ul>

<b>Professional recognition</b>	Aligns with recognition by: Worshipful Company of Farriers

## Length of end-point assessment period:

The EPA must be completed within an EPA period lasting typically 6 month(s), beginning when the apprentice has passed the EPA gateway.

The Shoe Board required for the EPA must be available prior to the professional discussion.

If an EPA assessment method is failed, it will be retaken at the next available assessment and in-line with the requirements set out in this assessment plan.

## Order of assessment methods

The assessment methods can be delivered in any order.

## Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

English and mathematics at level 2.

For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3 and British Sign Language qualifications are an alternative to English qualifications for whom this is their primary language.

For the Written Test

- no specific requirements

For the Professional Discussion the apprentice will be required to submit:

- The Shoe Board, which should typically contain between a minimum of 8 and maximum of 12 shoes of their own making during their apprenticeship (the employer to confirm that these are the work of the individual being put forward for the EPA). Specimen shoes should include a range of styles and examples of concave, hand fullering, forge welding, plain stamping, aluminium and fabricated shoes. The Shoe Board portfolio, on completion, should be taken with the apprentice to the EPA.
- The Shoe Board portfolio will underpin the professional discussion and will not be directly assessed but demonstrate the apprentice can apply the knowledge and skills in the standard in a work environment, through questioning in the professional discussion. This evidence will demonstrate how the apprentice meets the knowledge, skills and behaviours identified in the mapping table. It is used as a vehicle for the apprentice to bring to life their knowledge, skills and behaviour as required during questioning by the Independent Assessor.

For Practical Assessment: Trim Unshod

- no specific requirements

For Practical Assessment: Shoeing Test

- no specific requirements

# Assessment methods

## Assessment Method 1: Written Test (This Method has 1 component.)

### Overview

The rationale for this assessment method is:

Written assessment extended answer questions that will test the apprentice's underpinning knowledge of farriery and the equines they will work on, health and safety and business skills. (6 questions)

This is an affordable and consistent way to test depth and breadth of knowledge.

Employers recognise this as a valid method within the occupation.

### Test Format

The test can be:

- Paper based
- Computer based

It will consist of 6 questions.

These questions will be mapped against the KSB's in the mapping table and consist of:

- Extended answer questions requiring long, structured answers
- Extended answer questions requiring short, structured answers
- Graphical or diagrammatic questions
- Questions based on a scenario / case study

### Test administration

Apprentices must have a maximum of 180 minutes to complete the test.

The test is closed book which means that the apprentice cannot refer to reference books or materials.

Apprentices must take the test in a suitably controlled environment that is a quiet space, free of distractions and influence, in the presence of an invigilator. The invigilator may be an independent assessor, another external person employed by the EPAO or specialised (proctor) software, if the test can be taken on-line. The EPAO is required to have an invigilation policy that will set out how the test/examination is to be carried out. This will include specifying the most appropriate ratio of apprentices to invigilators to best take into account the setting and security required in administering the test/examination.

The EPAO is responsible for ensuring the security of testing they administer to ensure the test remains valid and reliable (this includes any arrangements made using online tools). The EPAO is responsible for verifying the validity of the identity of the person taking the test.

The EPAO must verify the suitability of the venue for taking the test and the identity of the person taking the test.

## Marking

Tests must be marked by independent assessors or markers employed by the EPAO following a marking guide produced by the EPAO in accordance with the grading descriptors.

## Question and resources development

Questions must be written by EPAOs and must be relevant to the occupation and employer settings. EPAOs must develop 'question banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose. The written test will ensure that 6 extended answer questions are asked and cover the knowledge, skills and behaviours mapped to this method.

## Required supporting material

As a minimum EPAOs will produce the following material to support this method:

- A test specification
- sample tests and mark schemes
- live tests and mark schemes
- Analysis reports which show areas of weakness for completed tests/exams and an invigilation policy.

## Assessment Method 2: Professional Discussion (This Method has 1 component)

### Overview

This assessment will take the form of a professional discussion, which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs assigned to this assessment method. It will involve the questions that will focus on coverage of prior learning or activity, problem solving.

The professional discussion can take place in any of the following:

A suitable venue selected by the EPAO (e.g. a training provider's premises)

Additional, specific venue requirements include: A live Equine

The rationale for this assessment method is:

Farriery requires a huge amount of interaction between customers, farriers, para-professionals (e.g. Vets, physiotherapists etc.). This assessment allows testing of knowledge, skills and behaviours.

### Delivery

The independent assessors will conduct and assess the professional discussion.

The professional discussion must last for 30 minutes. (+10% at the assessor discretion to allow apprentices to complete their last answer). Further time may be granted for apprentices with appropriate needs, for example where signing services are required.

During this method, each independent assessor must combine a minimum of 3 questions from the EPAO's question bank with additional questions generated by themselves.

The professional discussion will be conducted as set out here:

- The Professional discussion will last for 30 minutes and consist of 3 individual stations of 10 minutes each; each station will require a different assessor so that multiple apprentices can be assessed simultaneously.
- The apprentice will have a 1:1 discussion with each of the 3 Assessors. The apprentice will be asked a minimum of 5 questions by each assessor. The questions for all 3 stations will be mapped to this method as per the mapping table below. The 3 stations will be as follows:
  - Apprentices will be asked surface and functional anatomy questions on a live equine, and be expected to have knowledge of, and be able to discuss radiographs of a normal lower limb. Apprentices will also be asked questions about the skeletal structure of the equine; the vet assessor will be responsible for the live horse and x-ray station (K6) (K7) (K8) (B3)
  - Apprentices will be asked questions about general subjects relating to farriery as well as specific questions on Behaviours and the anatomy of the lower limb, for which morbid specimens are used (K4) (S4) (B2) (B4)
  - Apprentices will be asked specific questions based on the shoes produced for their shoe board portfolio. The shoe board portfolio will be used by the apprentice to refer to exemplify a point. Questioning will be used to authenticate evidence, experience and competence. (K1) (S6) (B1)

The independent assessors must use the assessment tools and procedures that are set by the EPAO to record the professional discussion.

The independent assessors will make all grading decisions for the KSB's assigned to their station.

### Venue

The professional discussion should take place in a quiet room, free from distractions and influence.

### Other relevant information

A structured specification and question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and must be reviewed regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. The specifications, including questions relating to the underpinning knowledge, skills and behaviours, must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

Independent assessors must be developed and trained by the EPAO in the conduct of professional discussion and reaching consistent judgement.

EPAOs will produce the following material to support this assessment method:

EPAOs will develop a bank of questions per station to meet the KSBs mapped to this assessment method.

Questions will be reviewed on an annual basis and moderated by the EPAO.

A template to record apprentice responses.

The Independent Assessors will confirm the grade for the KSB's assigned to their station, the results will be added together to provide an overall grade to the EPAO, presented on the documentation provided by the EPAO.

### **Assessment Method 3: Practical Assessment: Unshod Trim** (This Method has 1 component.)

#### **Overview**

Apprentices must be observed by 2 independent assessors completing 1 practical demonstration(s) in which they will demonstrate the KSBs assigned to this assessment method. The end-point assessment organisation will arrange for the observation to take place, in consultation with the employer. Practical demonstration must be carried out over a maximum total assessment time of 75 minutes. The demonstration may not be split, other than to allow comfort breaks as necessary.

Assessors may observe up to a maximum of 4 apprentices at any one time, to allow for cost effective use of resources while maintaining quality and rigour.

The rationale for this assessment method is:

Farriery is a practical profession and requires practical assessment of skills to prove the apprentice has met the minimum standard required to register as qualified farrier. The occupation involves practical activity best assessed through observation; it will be assessed in a suitable training environment with suitable facilities to host up to 8 equines and provide enough workstations for each apprentice to have one each. This allows occupational competency to be assessed in a controlled, consistent environment that is safe for the equines, apprentices and assessors and that the industry finds acceptable. It prevents unnecessary cost of assessors traveling to multiple venues or places of work that may not meet the requirements of the industry for assessment purposes.

#### **Delivery**

Apprentices must be provided with both written and verbal instructions on the tasks they must complete, including the timescales they are working to.

The practical demonstration should be conducted in the following way to take account of the occupational context in which the apprentice operates:

The assessment will consist of trimming two front and two hind feet for equines in work i.e. ridden (under saddle) or driven. The total time allowed for this assessment is 75 minutes. Apprentices will be expected to assess the conformation and movement of the equine allotted to them during a trot-up and formulate a trimming plan using the template provided. 15 minutes will be allocated to the apprentice to assess the equine and fill in the trimming plan.

Apprentices will be allocated 45 minutes to trim the four feet.

The equines will be trotted-up after the test so that a final assessment of the apprentice's work can be made. The two Independent Assessors will have a short discussion of 15 minutes with the apprentice individually at this stage to ask any follow up questions on the assessment of the apprentice's trimming work.

Components of the trimming test:

Trim (Unshod)

The apprentice will trim two front and two hind feet for an equine in work

Total time allowed is 75 minutes:

- 15 minutes preparation of trimming plan
- 45 minutes working
- 15 minutes discussion post-working

The following activities **MUST** be observed during the practical demonstration, that is, a practical demonstration without these tasks would seriously hamper the opportunity for the apprentice to demonstrate occupational competence in the KSBs assigned to this assessment method.

#### Unshod foot trimming

- Preparation of an unshod trimming plan suitable for the work of the equine
- Trim of a pair of front feet and a pair of hind feet within the 45 minute timeframe

EPAOs will create and set open questions to assess related underpinning knowledge, skills and behaviours. The questions can be asked after the practical demonstration is complete. The independent assessor must ask a minimum of 5 questions. Questioning must be completed within the total time allowed for the practical demonstration.

KSBs observed and answers to questions must be documented by the independent assessor.

The independent assessor will make all grading decisions.

#### **Questions and resources development**

EPAOs will create and set open questions to assess related underpinning knowledge, skills and behaviours.

EPAOs will produce practical specifications bank to outline in detail how the practical demonstrations will operate, what it will cover and what should be looked for. The practical specifications bank must be of sufficient size to prevent predictability and review it regularly (and at least once a year) to ensure that it, and its content, are fit for purpose. It is recommended that this be done in consultation with employers. EPAOs should put measures and procedures in place to maintain the security and confidentiality of their specifications if employers are consulted. Specifications must be standardised by the EPAO.

#### **Venue**

Practical demonstrations must be conducted in one of the following locations:

- A suitable venue selected by the EPAO (e.g. a horse stable / livery with facilities to accommodate live equines in a safe and comfortable environment)

The venue must:

Have suitable facilities to host multiple apprentices

The venue must:

Be equipped with the necessary tools for the observation i.e. suitable hard level area for an equine to be observed walking and trotting in a straight line, undercover if necessary in poor weather.

Contain areas where apprentices can carry out their assigned tasks without distraction or influence, including from other apprentices being tested.

Have a suitable numbers of horses for each apprentice to have one each and spares in case of unforeseen issues; i.e. lameness or fractious horse.

### Support material

EPAOs will produce the following material to support this assessment method:

A guidance document for apprentices on how the observation will be carried out, including timings.

The Independent Assessors will provide one overall recommended grade outcome for the practical assessment in-line with grading criteria contained in the table below. The EPAO will provide a template document (which may be paper based or in digital format) for the Independent Assessors to record their grade recommendation. A recommended grade will be forwarded to the EPAO, who will hold on file until the final aspects of the EPA are undertaken.

## Assessment Method 4: Practical Assessment Shoeing Test (This Method has 1 component.)

### Overview

Apprentices must be observed by an independent assessor completing 4 practical demonstrations in which they will demonstrate the KSBs assigned to this assessment method. The end-point assessment organisation will arrange for the observation to take place, in consultation with the employer. Practical demonstrations must be carried out over a maximum total assessment time of 2 hour(s) 30 minutes (plus any allowable tolerances as detailed). The demonstrations may not be split, other than to allow comfort breaks as necessary.

Two assessors observe up to a maximum of 4 apprentices at any one time, to allow for cost effective use of resources while maintaining quality and rigour.

The rationale for this assessment method is:

Farriery is a practical profession and requires practical assessment of skills to prove the apprentice has met the minimum standard required to register as qualified farrier.

The occupation involves practical activity best assessed through observation; it would be difficult to replicate the working environment in a valid way and employers would doubt the occupational competence of an individual not assessed in this way.

### Delivery

Apprentices must be provided with both written and verbal instructions on the tasks they must complete, including the timescales they are working to.

The practical demonstration should be conducted in the following way to take account of the occupational context in which the apprentice operates:

The shoeing test will take place in a suitable location and will consist of:

15 minute assessment, by the apprentice, of the equine provided, filling out the shoeing plan template.

2 hour (maximum) practical and finishing.

15 minute discussion with Independent Assessors where they can question the apprentice on any aspect of the work carried out in relation to the shoeing plan.

The two farrier Independent Assessors will set a practical task which is communicated to the apprentice in writing, specifying the shoe type for both front and hind feet, the shoeing cycle, and whether the equine is in light, medium or heavy work. The specification for the practical task is taken from a practical specification bank developed by the EPAO.

The assessors will evaluate the equines being used for the assessment and the vet assessor will assess any lameness prior to the apprentices being randomly designated an equine to work on.

#### Assess equine and complete shoeing plan (15 minutes)

Each Apprentice will be expected to assess the equine both statically and dynamically, this will include the conformation and movement of the equine allotted to them during a trot-up. They will select the steel section, clips, nail pitch and nail positioning they consider appropriate using the shoeing plan template provided by the EPAO.

#### Practical and Finishing (2 hours)

##### Foot Preparation

The apprentice will prepare a fore and hind foot to receive a shoe.

##### Shoe Making

The apprentice will make one fore and one hind shoe as prescribed in their shoeing plan. The Independent Assessors may request any shoes listed in Appendix A at the rear of this document.

##### Shoe Fitting

The apprentice will fit the shoes to the fore and hind feet. Once the apprentice is happy with both shoes and fit, they will hand them to the Independent Assessors for assessment prior to nailing and finishing.

##### Nailing and Finishing

The apprentice will nail the shoes on and finish the feet.

Apprentices must be prepared to use either coke or gas as a heat source for forging and shoeing during the exam. The equines will be trotted-up after the shoeing test so that a final assessment of the apprentice's work can be made.

#### Discussion (15 minutes +10% tolerance)

The two Farrier Independent Assessors will have a short discussion, of 15 minutes (+ 10% at the independent assessors discretion to allow the apprentice to complete their last answer) with the apprentice at this stage on the assessment of the apprentices shoeing work and to ask any further follow up questions. Follow up questions are designed to capture any element of the KSB's mapped to this method where the opportunity does not naturally arise. The Vet Assessor will be present to monitor equine welfare and determine if lameness is present after the shoeing assessment, they can also intervene if they observe unsafe practice that may distress or harm the equine.

The Vet Assessor will reassess all equines after the end of the assessment and if they diagnose that the equine is lame and is the fault of the apprentice, the marks of the farrier assessors can be overruled by the vet assessor and a fail will be issued.

The following activities MUST be observed during the practical demonstration, that is a practical demonstration without these tasks would seriously hamper the opportunity for the apprentice to demonstrate occupational competence in the KSBs assigned to this assessment method.

Foot Preparation  
Shoe Making  
Shoe Fitting  
Nailing and Finishing

EPAOs will develop a bank of open questions to assess related underpinning knowledge, skills and behaviours. The questions can be asked after the practical demonstration is complete. The independent assessors must ask a minimum of 5 questions. Questioning must be completed within the total time allowed for the practical demonstration.

KSBs observed and answers to questions must be documented by the independent assessor.

The independent assessors will make all grading decisions.

#### **Questions and resources development**

EPAOs will create and set open questions to assess related underpinning knowledge, skills and behaviours.

EPAOs will produce specifications to outline in detail how the practical demonstrations will operate, what it will cover and what should be looked for. It is recommended that this be done in consultation with employers. EPAOs should put measures and procedures in place to maintain the security and confidentiality of their specifications if employers are consulted. Specifications must be standardised by the EPAO.

EPAOs must develop 'practical specification banks' of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the specifications they contain, are fit for purpose. The specifications, including questions relating to underpinning knowledge, skills and behaviours must be varied, yet allow assessment of the relevant KSBs.

## Venue

Practical demonstrations must be conducted in one of the following locations:

- A suitable venue selected by the EPAO (e.g. a horse stable / livery with facilities to accommodate live equines in a safe and comfortable environment)

The venue must:

Have suitable facilities to host multiple apprentices and provide them;

A choice of either coke or gas fires

A suitable number of horses

A suitable steel for the task set.

Be equipped with the necessary tools for the observation i.e. suitable hard level area for an equine to be observed walking and trotting in a straight line, undercover if necessary in poor weather.

Contain areas where apprentices can carry out their assigned tasks without distraction or influence, including from other apprentices being tested.

Suitable numbers of horses for each apprentice to have one each and spares in case of unforeseen issues; i.e. lameness or fractious horse.

## Support material

EPAOs will produce the following material to support this assessment method:

A guidance document for apprentices on how the observation will be carried out, including timings

The Independent Assessors will provide one overall recommended grade outcome for the practical assessment in-line with grading criteria contained in the table below. The EPAO will provide a template document (which may be paper based or in digital format) for the Independent Assessors to record their grade recommendation. A recommended grade will be forwarded to the EPAO, who will hold on file until the final aspects of the EPA are undertaken.

## Weighting of assessment methods

All assessment methods are weighted equally in their contribution to the overall EPA grade.

## Grading

### Assessment method 1: Written test

KSBs	Fail	Pass	Distinction
<b>K1 K2</b> <b>K3 K4</b> <b>K6 K8</b>  <b>S8</b>  <b>B4</b>	Does not meet the pass criteria	<p>The apprentice is able to: (all criteria must be met)</p> <p>Explain the role of a farrier in monitoring and maintaining health and safety in the workplace. (K1)</p> <p>Apply knowledge and understanding of the use and safe handling of the modern materials used in farriery (K1)</p> <p>Identify different equine breeds and types (K2)</p> <p>Explain how to control the equine for the purposes of trimming or shoeing (K3)</p> <p>Identify and discuss the equine limb, the anatomy and physiology of the equine limb and its biomechanics (K4)</p> <p>Explain the principals of trimming for each breed and type of equine (K4)</p> <p>Explain various diagnostic techniques used by veterinary surgeons in equine welfare (K6)</p> <p>Explain legal and ethical frameworks(B4)</p> <p>Recognise the pathologies and biomechanical abnormalities that may predispose lameness in equines (K8)</p>	<p>The apprentice has met the pass criteria and is able to: (all criteria must be met)</p> <p>Explain the different conformational and gait differences between breeds and types and explain the different farrier requirements for breed and type. (K2)</p> <p>Explain the use of any Vet supplied sedation and can determine when assistance from a vet is required and recall which drugs the Vet may administer and judge when it is safe to continue work (K3)</p> <p>Identify and explain the options to assist equines with pathologies outside the normal through farriery. for example, identify (in an expanded question) an equine with an angular limb deformity and predict the outcome of different shoes that could be applied (K4)</p> <p>Explain how various diagnostic techniques used by veterinary surgeons in equine welfare can be of use to a farrier when working on equines. For example, how an MRI scan can show soft tissue damage and that information can be used to alter or modify the shoeing plan of that equine. (K6)</p> <p>Explain methods of farrier assistance with pathologies and biomechanical abnormalities that may predispose</p>

		Explains how IT software can be used in a range of ways to produce clear and accurate communications. Explains the use of accountancy products, basic VAT and tax schemes and online government gateways and their uses within business. Understands the fundamentals of business including finances and project management. (S8)	lameness in equines. For example, the apprentice can explain how a straight bar shoe can be used to stabilise a hoof capsule if an equine has a recurring quarter crack. (K8)
--	--	---	---

## Assessment method 2: Professional Discussion

KSBs	Fail	Pass	Distinction
<b>K1 K4</b> <b>K6 K7</b> <b>K8</b>  <b>S4 S6</b>  <b>B1 B2</b> <b>B3 B4</b>	Does not meet the pass criteria	<p>The apprentice is able to: (all criteria must be met)</p> <p>Explain the role of a farrier in monitoring and maintaining health and safety in the workplace. Explains the impact that having pride in their work, attention to detail, integrity and time management has upon their role as a farrier and the shoes they select and produce. (K1) (B1)</p> <p>Identify the main surface and functional anatomy on a live equine. (K4)</p>	<p>The apprentice has met the pass criteria and is able to: (all criteria must be met)</p> <ul style="list-style-type: none"> <li>Describe all main surface and functional anatomy structures on a live equine accurately. For example, would be able to demonstrate on a live horse the blood supply to and from the hoof capsule from above the knee with no mistakes or omissions (K4)</li> <li>Describe any identified pathologies and evaluate farriery options; for example, explain lateral medial hoof imbalance noted from a dorso-palmar</li> </ul>

		<p>Identify the skeletal structure and any pathologies visible on radiographs of the distal limb. (K6)</p> <p>Identify when they would refer to specialist or higher qualified Farriers, veterinary surgeons or paraprofessionals and how they would work collaboratively and communicate effectively with them to solve problems and make decisions. (K7) (B3)</p> <p>Describe the anatomy of an equine's lower limb using a morbid specimen (K8)</p> <p>Explains the impact that effective communication and adherence to legal and ethical frameworks has upon their role as a farrier and the shoes they select and produce. Describe when and how they have identified their own professional development needs and how this has impacted on the quality of the shoes selected and produced (B2) (B4) (S4)</p> <p>Identifies and explains the tools, materials, methods, types and purpose of shoes that are forged, fabricated and modified as required by different equines (S6)</p>	<p>x-ray and reflect on what may be the cause using the x-ray provided. (K6)</p> <ul style="list-style-type: none"> <li>• Explain any recognised pathologies found on the morbid specimens provided and propose appropriate solutions. For example, they explain the difference between articular and non-articular ringbone on a morbid specimen, then using their knowledge offer a trim/shoeing plan to assist the equine. (K8)</li> </ul>
--	--	---	---

## Assessment method 3: Practical Assessment – Unshod Trim

KSBs	Fail	Pass	Distinction
<p><b>S1 S2 S3 S5 S7</b></p> <p><b>B1 B3</b></p>	<p>Does not meet the pass criteria</p>	<p>The apprentice is able to: (all criteria must be met)</p> <p>Prepare and maintain the working environment, identify and minimise hazards and risks and ensure the health and safety of themselves and others. (S1) (S2) (B1)</p> <p>Prepare a comprehensive individual foot care plan for unshod equines to maintain their welfare needs (S5)</p> <p>Maintain and store equipment, tools and materials and use them and the time allocated efficiently. (S3) (B1)</p> <p>Use tools to:</p> <ul style="list-style-type: none"> <li>• Prepare and trim the sole, Frog and bars</li> <li>• Prepare and trim the hoof wall for an unshod horse</li> </ul> <p>The work undertaken must ensure that:</p> <ul style="list-style-type: none"> <li>• Trimming of the horny structures does not impair the equines functions or risk unsoundness.</li> <li>• Sufficient hoof wall is left below the sole at the bearing border to cope with the work planned.</li> <li>• Sufficient radius rounding the hoof wall from heel to heel without compromising the hoof wall.</li> <li>• The frog does not directly bear weight, unless the structure of the hoof makes it impossible, but correctly contacts with the ground under load.</li> <li>• The distorted hoof shape is corrected as far as possible, where a condition or the conformation of the equine affects hoof wear</li> </ul> <p>(S7) (B1) (B3)</p>	<p>The apprentice has met the pass criteria and is able to: (all criteria must be met)</p> <p>Display clean work with no individual or different angled removal marks being seen from either knife or rasp (S7)</p> <p>Demonstrate improved equine movement as a result of their work. (S7)</p>

## Assessment method 4: Practical Assessment – Shoeing Test

KSBs	Fail	Pass	Distinction
<b>K1</b> <b>K2</b> <b>K3</b> <b>K5</b>  <b>S1</b> <b>S2</b> <b>S3</b> <b>S4</b> <b>S5</b> <b>S6</b> <b>S7</b>  <b>B1 B3</b>	Does not meet the pass criteria	<p>The apprentice is able to: (all criteria must be met)</p> <p>Prepare and maintain the working environment, identify and minimise hazards and risks and ensure the health and safety of themselves and others. (S1) (S2) (B1) (K1)</p> <p>Produce a comprehensive individual foot care plan for shod equines based upon the requirement of the individual equine, according to its breed, type and select a suitable shoeing material and style where applicable to maintain their welfare needs (S4) (S5) (K2) (K5) (B3)</p> <p>Maintain and store equipment, tools and materials and use them and the time allocated efficiently. (S3) (B1)</p> <p>Forge, fabricate and modify all shoes required by an equine using tools and modern materials to rebuild and affix shoes to equine hooves whilst maintaining control of the equine. The work will include:</p> <ul style="list-style-type: none"> <li>• Remove an equine shoe</li> <li>• Prepare and trim the sole, Frog and bars</li> <li>• Prepare and trim the hoof wall for a horse that requires shoes.</li> <li>• Choose correct shoe, i.e. material, material size and</li> </ul>	<p>The apprentice has met the pass criteria and is able to: (all criteria must be met)</p> <p>Demonstrate improved equine movement as a result of their work. Demonstrate forging with minimal distortion of the material in accordance with the shoeing plan, there should be no sharp edges.</p> <p>Demonstrate fitting with no rough edges and have correct length and width to the heel area for the work application that is set out before the start of the shoeing test</p> <p>Execute nailing with correct height and alignment of the clenches ensuring correct shape and size, no sharp edges or excessive removal of hoof wall around the clenches and a snug and seamlessly fit into the hoof wall, so that the shoe is both safely and securely applied in perfect balance. For example, the nails are all perfectly in line with either the coronet or shoe and exit the hoof wall approximately halfway between the coronet and ground surface(S6) (S7)</p>

		<p>length depending on the equines discipline.</p> <ul style="list-style-type: none"> <li>• Make or reshape the shoe for the individual equine</li> <li>• Nail or affix the shoe in an appropriate and safe manor.</li> <li>• Produce clenches from the nail tips or finish the method of adhesion to comply with all health and safety guidelines</li> </ul> <p>The work undertaken must ensure that:</p> <ul style="list-style-type: none"> <li>• Trimming of the horny structures does not impair their functions or risk unsoundness.</li> <li>• Sufficient hoof wall below the sole is left at the bearing border to cope with hot fitting of a shoe</li> <li>• The frog should not directly bear weight but should make contact with the ground under load (Unless the structure of the hoof makes it impossible).</li> <li>• Where a condition or the conformation of the equine affects hoof wear, the distorted hoof shape should be corrected as far as possible.</li> <li>• Surfaces of the material are smooth but may have material distortion.</li> <li>• The shoes are symmetrical with flowing toe bend and branches, of a suitable design to meet the requirements of the work the equine is asked to perform.</li> <li>• Heels are well formed at the appropriate angle of the frog with no sharp edges.</li> <li>• Nail holes are suitably located and made to accommodate the</li> </ul>	
--	--	--	--

		<p>appropriate nail used with suitable pitch. The minimum number of nails should be used to secure the shoe to the foot.</p> <ul style="list-style-type: none"> <li>• The shoes are level in all respects.</li> <li>• The clips are properly located, with a strong base, rounded tips, appropriate in size to the shoe and foot of the equine.</li> </ul> <ul style="list-style-type: none"> <li>• The shape of the shoes compliment the equine feet and allow for relevant foot expansion.</li> <li>• The clips are properly located and are fitted flush with the hoof wall.</li> <li>• The heels meet the requirements of the task set and make contact with the hoof wall both prior to and after nailing on. Both at the time of shoe fitting and after nailing on, no contact should be made between the foot surface of the shoe and the sole of the hoof.</li> </ul> <p>Nails are positioned so the natural function of the foot is not compromised and located in relation to the white line and sound wall.</p> <p>(S6) (S7) (K3)</p>	
--	--	---	--

## Overall EPA grading

To achieve a pass in an individual assessment method, each of the pass criteria must be achieved in full, in each method

To achieve a distinction in an individual assessment method, each of the pass and distinction criteria for that method, must be achieved.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

A fail in any assessment method will result in a fail overall.

All assessment methods must be a minimum of a pass to gain a pass overall.

All assessment methods must be a distinction to gain a distinction overall.

Assessment method 1	Assessment method 2	Assessment method 3	Assessment method 4	Overall Grade
Fail	Any grade	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Any grade	Fail
Any grade	Any grade	Fail	Any grade	Fail
Any grade	Any grade	Any grade	Fail	Fail
Minimum Pass	Minimum Pass	Minimum Pass	Minimum Pass	Pass
Distinction	Distinction	Distinction	Distinction	Distinction

## Roles and responsibilities

Role	Responsibility
Apprentice	<ul style="list-style-type: none"> <li>• participate in development opportunities to improve their knowledge skills and behaviours as outlined in the standard</li> <li>• meet all gateway requirements when advised by the employer</li> <li>• understand the purpose and importance of EPA and undertake EPA</li> </ul>
Employer	<ul style="list-style-type: none"> <li>• support the apprentice to achieve the KSBs outlined in the standard to their best ability</li> <li>• determines when the apprentice is working at or above the level outlined in the standard and is ready for EPA</li> <li>• select the EPAO</li> <li>• confirm all EPA gateway requirements have been met</li> <li>• confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner</li> <li>• ensure apprentice is well prepared for the EPA</li> </ul>
EPAO	<p>As a minimum EPAOs should:</p> <ul style="list-style-type: none"> <li>• understand the occupational role</li> <li>• appoint assessors / administrators/invigilators and markers to administer/invigilate and mark the EPA</li> <li>• provide training and CPD to the independent assessors they employ to undertake the EPA</li> <li>• provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA</li> <li>• deliver the end-point assessment outlined in this EPA plan in a timely manner</li> <li>• prepare and provide all required material and resources required for delivery of the EPA in-line with best practices</li> <li>• use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice</li> <li>• have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest</li> <li>• maintain robust internal quality assurance (IQA) procedures and processes, and conducts these on a regular basis</li> <li>• conform to the requirements of the nominated external quality assurance body</li> <li>• organise standardisation events and activities in accordance with this plan's IQA section</li> <li>• organise and conduct moderation of independent assessors' marking in accordance with this plan</li> <li>• have, and operate, an appeals process</li> <li>• arrange for certification with the relevant training provider</li> </ul>
Independent assessor	<p>As a minimum an Independent assessor should:</p> <ul style="list-style-type: none"> <li>• understand the standard and assessment plan</li> </ul>

	<ul style="list-style-type: none"> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply to the IQA requirements of the EPAO</li> <li>• be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest</li> <li>• satisfy the criteria outlined in this EPA plan</li> <li>• have the capability to assess the apprentice at this level</li> <li>• attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)</li> </ul>
Vet Assessor	<p>understand the standard and assessment plan</p> <ul style="list-style-type: none"> <li>• deliver the end-point assessment in-line with the EPA plan</li> <li>• comply to the IQA requirements of the EPAO</li> <li>• be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest</li> <li>• satisfy the criteria outlined in this EPA plan</li> <li>• have the capability to assess the apprentice at this level</li> <li>• attend the required number of EPAOs standardisation and training events per year (as defined in the IQA section)</li> </ul> <p>have current experience of equines</p> <p>be registered with the Royal College of Veterinary Surgeons</p> <p>Additionally the Vet Assessor will be present to monitor equine welfare and determine if lameness is present prior to the shoeing assessment.</p> <p>The Vet Assessor will reassess all equines for lameness after the end of the shoeing assessment and if they diagnose that the equine is lame and is the fault of the apprentice, the marks of the farrier assessors will be overruled by the vet assessor and a fail will be issued</p> <p>They can also intervene if they observe unsafe practice that may distress or harm the equine.</p>
Training provider	<p>As a minimum the training provider should:</p> <ul style="list-style-type: none"> <li>• work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA prior to the gateway</li> </ul> <p>• Plays no part in the EPA itself</p>

## Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- Appoint independent assessors who have knowledge of the following occupational areas: Farriery Assessors must hold the Worshipful Company of Farriers' Fellowship (FWCF) and be registered with the Farriers Registration Council
- Farriery Assessors should have recent relevant experience of the sector i.e. have acted as an Approved Training Farrier (ATF) or must be conversant with all aspects of apprentice training.
- He/she must not have been involved with the training of any of the apprentices, either in the 'on the job' or the 'off the job' elements of the training programme. If an Assessor is acquainted with an apprentice in any way this must be disclosed to the EPAO.
- In view of the potential for a conflict of interest, Senior and full time Tutors employed by the Training Providers may not remain as or become Assessors whilst holding that appointment.
- Veterinary Assessors, who have current experience of equines, be registered with the Royal College of Veterinary Surgeons.
- Appoint independent assessors who are members of relevant professional bodies.
- Appoint independent assessors who are competent to deliver the end-point assessment
- Provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- Have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.
- Operate induction training and standardisation events at least once a year for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time

## Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit the parts they have failed, if they fail a re-sit then they will be required to re-take the whole EPA.

Any assessment method re-sit or re-take will take place at the next available EPA.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

## Affordability

Affordability of the EPA will be aided by using at least some of the following practice:

- Assessing multiple apprentices simultaneously

## Professional body recognition

On successful completion of the End Point Assessment the apprentice will receive professional recognition by way of the award of the Diploma of The Worshipful Company of Farriers.

The professional body giving recognition and the Head of Profession, is the Worshipful Company of Farriers

## Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard. This should include how an apprentice qualifies for Reasonable Adjustment and what Reasonable Adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

# Mapping of knowledge, skills and behaviours (KSBs)

## Assessment method 1: Written Test

Knowledge	
<b>K1 Health &amp; Safety</b>	The role of a farrier in monitoring and maintaining health and safety in the workplace. Have knowledge and understanding of the use and safe handling of the modern materials used in farriery.
<b>K2 Breed Identification</b>	The identification of different equine breeds and types.
<b>K3 Control of Equines</b>	The recognition and control of the equine for the purposes of trimming or shoeing
<b>K4 Anatomy, Physiology and Equine Biomechanics</b>	The equine limb, the anatomy and physiology of the equine limb and its biomechanics, The principals of trimming for each breed and type of equine.
<b>K6 Understanding of diagnosis methods</b>	The importance of various diagnostic techniques used by veterinary surgeons in equine welfare.
<b>K8 Lameness evaluations</b>	The ability to recognise the pathologies and biomechanics abnormalities that may predispose lameness in equines.

Skills	
<b>S8 Business and IT Skills</b>	Use of basic accountancy products, including basic VAT and TAX schemes and the use of the relevant government gateways

Behaviours	
<b>B4 Adherence to legal and ethical frameworks</b>	Understand their responsibilities in accordance with the Farriers (Registration) Act 1975 as amended, and the Farriers Registration Council's Code of Conduct.

## Assessment method 2: Professional Discussion

Knowledge
<p><b>K1 Health &amp; Safety</b></p> <p>The role of a farrier in monitoring and maintaining health and safety in the workplace.</p> <p>Have knowledge and understanding of the use and safe handling of the modern materials used in farriery.</p>
<p><b>K4 Anatomy, Physiology and Equine Biomechanics</b></p> <p>The equine limb, the anatomy and physiology of the equine limb and its biomechanics.</p> <p>The principals of trimming for each breed and type of equine.</p>
<p><b>K6 Understanding of diagnosis methods</b></p> <p>The importance of various diagnostic techniques used by veterinary surgeons in equine welfare.</p>
<p><b>K7 Evaluation of own abilities</b></p> <p>Their own competencies and know when to refer to specialist or higher qualified Farriers, veterinary surgeons or paraprofessionals.</p>
<p><b>K8 Lameness evaluations</b></p> <p>The ability to recognise the pathologies and biomechanics abnormalities that may predispose lameness in equines.</p>

Skills
<p><b>S4 Communication Skills</b></p> <p>Communicate effectively with members of the public, clients and other professionals.</p> <p>A clear effective communicator who can use various methods of communications to give and receive information accurately and in a timely manner.</p>
<p><b>S6 Forging and Fabrication</b></p> <p>Forge, fabricate and modify all shoes that may be required by an equine.</p> <p>This will include using the tools of the trade to make shoes from steel and aluminium, with an insight into the use of modern materials to rebuild and affix shoes to equine hooves</p>

Behaviours
<p><b>B1 Professionalism</b></p> <p>Have a strong professional work ethic including pride in their appearance, work and self, attention to detail, integrity and time management.</p> <p>Have a flexible positive attitude to work. Having a safety mind set to self and others.</p>

<p><b>B2 Self-development</b></p> <p>A willingness to learn and contribute to their own continuing professional development (in line with the FRC code of conduct).</p>
<p><b>B3 Adaptability</b></p> <p>Ability to work collaboratively or individually.</p> <p>Problem solving and effective decision making.</p>
<p><b>B4 Adherence to legal and ethical frameworks</b></p> <p>Understand their responsibilities in accordance with the Farriers (Registration) Act 1975 as amended, and the Farriers Registration Council's Code of Conduct.</p>

## Assessment method 3: Practical Assessment: Unshod Trim

Skills
<p><b>S1 Health &amp; Safety</b></p> <p>Maintain good standards of health and safety for self and others.</p>
<p><b>S2 Working Environment</b></p> <p>Prepare and maintain the working environment, i.e. the forge, van or work area.</p> <p>Identify and minimise hazards and risks in the working environment.</p>
<p><b>S3 Equipment Use,</b></p> <p>Maintain and store equipment, tools and materials.</p> <p>Make the most efficient and effective use of materials, resources and time.</p>
<p><b>S5 Preparation of an equine foot care plan</b></p> <p>Preparing a comprehensive individual foot care plan for unshod and shod equines to maintain their welfare needs (Farriers Registration act 1975).</p>
<p><b>S7 Practical skills</b></p> <p>Using tools of the trade learn how to:</p> <ul style="list-style-type: none"> <li>Remove an equine shoe</li> <li>Prepare and trim the sole, Frog and bars</li> <li>Prepare and trim the hoof wall for either an unshod horse or one that requires shoes.</li> </ul> <p>If equine is shod choose correct shoe, i.e. material, material size and length depending on the equines discipline.</p> <p>Make or reshape the shoe for the individual equine Nail or affix the shoe in an appropriate and safe manor.</p>

Produce clenches from the nail tips or finish the method of adhesion to comply with all health and safety guidelines

### Behaviours

#### B1 Professionalism

Have a strong professional work ethic including pride in their appearance, work and self, attention to detail, integrity and time management.

Have a flexible positive attitude to work.

Having a safety mind set to self and others.

#### B3 Adaptability

Ability to work collaboratively or individually.

Problem solving and effective decision making.

## Assessment method 4: Practical Assessment: Shoeing Test

### Knowledge

#### K1 Health & Safety

The role of a farrier in monitoring and maintaining health and safety in the workplace.

Have knowledge and understanding of the use and safe handling of the modern materials used in farriery.

#### K2 Breed Identification

The identification of different equine breeds and types.

#### K3 Control of Equines

The recognition and control of the equine for the purposes of trimming or shoeing

#### K5 Ability to produce a thorough foot care plan

Identify the requirement of the individual equine, according to its breed, type and select a suitable shoeing material and style where applicable.

### Skills

#### S1 Health & Safety

Maintain good standards of health and safety for self and others.

#### S2 Working Environment

Prepare and maintain the working environment, i.e. the forge, van or work area.

Identify and minimise hazards and risks in the working environment.
<p><b>S3</b> Equipment Use, maintain and store equipment, tools and materials. Make the most efficient and effective use of materials, resources and time.</p>
<p><b>S4</b> Communication Skills Communicate effectively with members of the public, clients and other professionals. A clear effective communicator who can use various methods of communications to give and receive information accurately and in a timely manner.</p>
<p><b>S5</b> Preparation of an equine foot care plan Preparing a comprehensive individual foot care plan for unshod and shod equines to maintain their welfare needs (Farriers Registration act 1975).</p>
<p><b>S6</b> Forging and Fabrication Forge, fabricate and modify all shoes that may be required by an equine. This will include using the tools of the trade to make shoes from steel and aluminium, with an insight into the use of modern materials to rebuild and affix shoes to equine hooves</p>
<p><b>S7</b> Practical skills Using tools of the trade learn how to: Remove an equine shoe Prepare and trim the sole, Frog and bars Prepare and trim the hoof wall for either an unshod horse or one that requires shoes. If equine is shod choose correct shoe, i.e. material, material size and length depending on the equines discipline. Make or reshape the shoe for the individual equine Nail or affix the shoe in an appropriate and safe manor. Produce clenches from the nail tips or finish the method of adhesion to comply with all health and safety guidelines</p>

## Behaviours

<p><b>B1</b> Professionalism Have a strong professional work ethic including pride in their appearance, work and self, attention to detail, integrity and time management. Have a flexible positive attitude to work. Having a safety mind set to self and others.</p>
<p><b>B3</b> Adaptability Ability to work collaboratively or individually. Problem solving and effective decision making.</p>

Annex A

TYPES OF SHOE AND VARIATIONS CANDIDATES MAY BE REQUIRED TO MAKE AND FIT:

## CONCAVE FORE SHOES

1. Fullered concave fore shoe.

## CONCAVE HIND SHOES

2. Fullered concave hind shoe.

## HAND FULLERED FORE SHOES

3. 3/4 fullered flat fore shoe.
4. Fully fullered flat fore shoe.

## HAND FULLERED HIND SHOES

5. 3/4 fullered flat hind shoe.
6. Fully fullered flat hind shoe.

## PLAIN STAMPED FORE SHOES

7. Plain stamped flat fore shoe.

## PLAIN STAMPED HIND SHOES

8. Plain stamped flat hind shoe.

Note: The following will be selected by the candidate as part of the shoeing plan:

- a) Toe Clip, Quarter Clips, or Side Clips.
- b) Rolled Toe, Set Toe, or Rocker Toe, including such variations of a rocker toe as deemed necessary to facilitate the horse's break over.
- c) Stud Holes.
- d) Appropriate variations to accommodate the horses on the day.

## DEFINITIONS

- A. A clip is a small, triangular projection with a rounded tip, drawn down from the outer edge of a shoe.
- B. A toe clip is a clip situated at the toe.
- C. A side clip is defined as a clip situated at the widest part of the horse's hoof.
- D. A quarter clip is defined as a clip situated in the area of the toe quarter (lateral or medial or both)
- E. Stud holes are tapered holes (8-9 mm) which are punched to take driving studs or plugs. If tapped they can take screw in studs (usually 3/8th BSW).
- F. Rocker Toe: A horseshoe that has the web turned up into the hoof at the toe to ease break-over. Used to be known as a Rolled Toe.
- G. Rolled Toe: A horseshoe that has been rounded on the outer edge of the ground surface at the toe. The foot surface of the shoe is left flat.
- H. Set Toe can be defined as being similar to a rocker toe but the web is turned up sharply and in profile forms a sharp angle rather than a curve.