

# Unit 18: Understanding the History and Development of the Blacksmithing Industry

**Unit reference number:** L/602/0717

**QCF Level 3:** BTEC National

**Credit value:** 10

**Guided learning hours:** 60

## ● Aim and purpose

This unit aims to introduce learners to the history of the blacksmithing industry. It is designed for learners in centre-based settings looking to progress into the sector or on to further/higher education.

## ● Unit introduction

An understanding of the historical traditions and current status of the blacksmithing industry is important for anyone wishing to develop a career as a blacksmith. Blacksmithing is a craft that spans centuries and has contributed substantially to the development of agrarian and industrial societies. The traditional skills, technical and design developments of previous generations are an essential resource for the modern blacksmith.

In this unit learners will study the historical context of the blacksmith's craft and review the current status and relevance of the blacksmithing industry, including closely related crafts such as farriery.

Learning outcome 1 examines the scope and diversity of the modern blacksmithing industry and the range of businesses involved directly and indirectly.

Learning outcome 2 allows a detailed investigation of the evolution of the industry through major historical developments in society up to the modern day, including the contribution of key historical figures.

Learning outcome 3 explores the roles of the main craft organisations associated with the industry, along with the influence of government policy. Learners will investigate opportunities for training and career development within the industry.

Learning outcome 4 allows learners to compare and contrast the blacksmithing industry in the UK with other countries to give an international perspective on the craft leading into the potential for career opportunities in the worldwide arena.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Know the scope and structure of the UK blacksmithing industry
- 2 Understand the historical development of the UK blacksmithing industry
- 3 Understand the influences of government and relevant trade organisations on the UK blacksmithing industry and career prospects
- 4 Know the scope of the blacksmithing industry in other countries.

# Unit content

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## 1 Know the scope and structure of the UK blacksmithing industry

*Traditional roles of the blacksmith:* industrial; farriery; agricultural; architectural; decorative; modern roles; changing styles; artist blacksmiths

*Industry:* size; trends and factors influencing development eg social, innovation, regulatory, supply and availability of materials, infrastructure

*Businesses:* nature and types of ownership and control; finance eg salary expectations

*Ancillary industries:* suppliers of raw materials; services; distribution

## 2 Understand the historical development of the UK blacksmithing industry

*Industry development:* patterns of development from early times; changing role of the smith in pre-industrial, industrial and post-industrial society; factors influencing change (demographics, economy, technology, industrialisation)

*Major changes:* artistic/architectural; industrial; key historical figures eg blacksmiths, architects, designers, artist and craft-workers, innovators

*Recent and future trends:* rural crafts; architectural work; blacksmithing as an art form

## 3 Understand the influences of government and relevant trade organisations on the UK blacksmithing industry and career prospects

*Trade:* organisations and associations eg Worshipful Company of Blacksmiths, British Artist Blacksmith Association, British Farriers and Blacksmiths Association, Worshipful Company of Farriers, National Heritage Ironwork Group aims; objectives; structure; membership; activities; effectiveness

*Education and training:* qualifications; structures; costs; training opportunities and providers; employment prospects; career planning

*Government:* regulation and legislation; Sector Skills Councils; Farriers Registration Council; planning and regulatory organisations; Health and Safety Executive; financial and business support; influence of national and local government; environmental; farriers registration legislation

## 4 Know the scope of the blacksmithing industry in other countries

*International perspective:* regional eg Europe, North America, Far East; size of industries; trends and factors involved; operating structures and trade patterns; government influence; education and training opportunities; international trade organisations and associations eg Artist-Blacksmith's Association of North America (ABANA), International Association of Designing Artist Blacksmiths (IFGS), Irish Blacksmiths Association (IABA), Canadian Blacksmiths Association (CBA)

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> describe the current size and structure of the UK blacksmithing industry [IE, RL, TW, SM]		
<b>P2</b> explain the changing role of the smith in pre-industrial, industrial and post-industrial society [IE, RL, TW, SM]		
<b>P3</b> explain the influences of government and relevant trade organisations on the UK blacksmithing industry [IE, RL, TW, SM]	<b>M1</b> discuss the factors influencing the changing role of the blacksmith and identify possible future trends	<b>D1</b> prepare a detailed analysis of the structure, role and effectiveness of a selected business involved in the UK blacksmithing industry with observations on its portfolio and likely future success.
<b>P4</b> explain the influences of government and relevant trade organisations on the blacksmithing industry of a non-UK country [IE, RL, TW, SM]		
<b>P5</b> describe the size and structure of the blacksmithing industry in a selected non-UK country [IE, RL, TW, SM]	<b>M2</b> prepare a career plan and identify appropriate training opportunities for developing a career as a blacksmith or farrier.	
<b>P6</b> explain the importance of selected ancillary businesses to the UK blacksmithing industry [IE, RL, TW, SM]		
<b>P7</b> explain the role of selected key historical figures in the development of the UK blacksmithing industry. [IE, RL, TW, SM]		

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

# Essential guidance for tutors

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## Delivery

Delivery of this unit will involve practical assessments, written assessment, visits to suitable collections and will link to work experience placements.

Tutors delivering this unit have opportunities to use as wide a range of techniques as possible. Lectures, discussions, seminar presentations, site visits, visiting speakers from relevant organisations, research using the internet and/or library resources and the use of personal and/or industrial experience would all be suitable. Delivery should stimulate, motivate, educate and enthuse learners.

Work placements should be monitored regularly in order to ensure the quality of the learning experience. It would be beneficial if learners and supervisors were made aware of the requirements of this unit before any work-related activities so that naturally occurring evidence can be collected at the time. For example, learners may have the opportunity to investigate a specific business and they should ask for observation records and/or witness statements to be provided as evidence of this. Guidance on the use of observation records and witness statements is provided on the Pearson website.

Whichever delivery methods are used, it is essential that tutors stress the importance of sound environmental management, sensitivity in the use of business information and the need to manage resources using legal methods.

Health and safety issues relating to working in a workshop must be stressed and reinforced regularly, and risk assessments must be undertaken before practical activities or visits. Adequate personal protective equipment (PPE) must be provided and used following the production of suitable risk assessments.

Tutors should consider integrating the delivery, private study and assessment for this unit with other relevant units and assessment instruments learners are taking as part of their programme of study.

Learning outcomes 1 and 2 are directly linked. These are likely to be delivered through formal lectures, discussions, site visits and independent learner research. Learners will investigate the scope of the blacksmithing industry and important aspects of its development through history. Visiting expert speakers could add to the relevance of the subject for learners. For example, industrial archaeologists or heritage experts could provide specific insights into the historical work of blacksmiths.

Learning outcome 3 covers the influences of government and trade organisations. This is likely to be delivered through formal lectures, discussions, site visits and independent learner research. Visiting speakers from different organisations may be particularly helpful here.

Learning outcome 4 looks at the blacksmithing industry in other countries. This is likely to be delivered through formal lectures, discussions, site visits and independent learner research. The experience of any overseas learners would be particularly helpful.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take learners** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

## Topic and suggested assignments/activities and/assessment

Introduction and overview of the unit

### **Assignment 1: The Blacksmith – Influences Past and Present** (P1, P2, P3, P4, P5, P6, P7)

Tutor introduces the assignment brief.

Theory session: the blacksmithing industry, size, structure, national and international influences, historical and future influences.

Undertake a review of the blacksmithing industry.

### **Assignment 2: Business Analysis and Career Plan** (M1, M2, D1)

Tutor introduces the assignment brief.

Discuss the changing role of the blacksmith, identify possible future trends and use this to inform a personal career plan.

Undertake a review of a selected business involved in the UK blacksmithing industry.

Unit review.

## Assessment

For P1, learners must describe the current size and structure of the UK blacksmithing industry. This should include both the traditional and modern roles of the smith. Evidence could take the form of a pictorial presentation with notes (possibly using appropriate software or an overhead projector) or a written assignment. It could be linked to assessment for P2.

P2 requires learners to explain the changing role of the smith in pre-industrial, industrial and post-industrial society. Learners could include examples of work from different eras that they have seen during the delivery of this unit. Evidence could be in the same form as for P1.

For P3, learners must explain the influences of government and relevant trade organisations on the UK blacksmithing industry. They should give an overview of the roles of the relevant organisations from those listed (this may vary according to the career aims of individual learners). Learners need to consider the influence of government specifically towards blacksmithing and in general terms towards small and rural craft businesses. Evidence may be in the same form as for P1.

For P4, learners must explain the influences of government and relevant trade organisations of a non-UK blacksmithing industry. They should give an overview of the roles of the relevant organisations from those listed (this may vary according to the career aims of individual learners). Learners need to consider the influence of government specifically towards blacksmithing and in general terms towards small and rural craft businesses. Evidence may be in the same form as for P1.

For P5, learners must describe the size and structure of the blacksmithing industry in a selected non-UK country. They should give an overview of blacksmithing organisations from those listed (this may vary according to the career aims of individual learners) and consider the success of the industry and its contributions locally to the economy and internationally as a craft/art form. Evidence may be in the same form as for P1.

P6 requires learners to explain the importance of selected ancillary businesses to the UK blacksmithing industry. Tutors should identify the ancillary businesses or agree them through discussion with learners. The businesses may be the same as those used to provide evidence for other grading criteria. Where possible, to ensure assessment is fair, the size and complexity of the task should be the same for all learners. Learners are expected to provide a description of the ancillary businesses along with the explanation of their importance to the UK blacksmithing industry. Learners should provide evidence for at least three ancillary businesses. Evidence may be in the same form as for P1.

For P7, learners must select and describe how key historical figures have shaped the development of the blacksmithing industry. Tutors should identify the figures or agree them through discussion with learners, who may elect figures of particular interest in relation to their intended career path. Learners are expected to provide evidence for at least three key historical figures. These should include examples taken from industrial and post-industrial times, including the modern day. Evidence may be in the same form as for P1.

M1 requires learners to discuss the factors influencing the changing role of the blacksmith and identify possible future trends. Learners' evidence should be linked to key changes in society, such as demographics, economy, technology and industrialisation. Learners should also identify, with informed reasoning, future trends for the industry. Evidence may be in the same form as for P1.

M2 requires learners to prepare a career plan and identify appropriate training opportunities for developing a career as a blacksmith or farrier. They could consider their own career development and develop a plan with appropriate training and qualifications identified. Evidence may be in the same format as for P1.

For D1, learners are to prepare a detailed analysis of the structure, role and effectiveness of a selected trade organisation. They must analyse a selected business involved in the UK blacksmithing industry, which tutors should identify or agree through discussion with learners. Where possible, to ensure assessment is fair, the size and complexity of the task should be the same for all learners. The choice of business is important as learners should respect business confidentiality. Where possible, evidence should include factors such as ownership and control, capital invested, turnover and profit. Evidence may be in the same form as for P1.

### Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, P7	The Blacksmith – Influences Past and Present	You have been invited to give a talk at a local school to Year 10 and hope to attract interest in the blacksmithing industry. Supply the full synopsis of your talk.	Written work.
M1, M2, D1	Business Analysis and Career Plan	You are committed to becoming a blacksmith or farrier. You need to provide a detailed analysis of a selected business, discuss the continuing evolution of blacksmiths' or farriers' roles and use this knowledge to inform a personal career plan.	Written work.

## Links to other BTEC units

This unit forms part of the BTEC land-based sector suite. This unit has particular links with:

Level 2	Level 3
	Business Management for Land-based Industries
	Work Related Experience for Blacksmithing and Metalworking
	Business Planning
	Professional Communication for the Blacksmith

## Essential resources

Learners will need access to library resources and the internet for research. Industry contacts are important to support the delivery of the unit.

Tutors delivering this unit should be competent and knowledgeable about the blacksmithing industry.

## Employer engagement and vocational contexts

This unit focuses on developing knowledge and appreciation of the blacksmithing industry, past, present and future. Tutors are encouraged to make links with local blacksmiths and associated organisations. Visiting lecturers are also recommended so that learners can appreciate the conversion process within a business context.

## Delivery of personal, learning and thinking skills (PLTS)

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	preparing a presentation analysing a business preparing a career plan
Creative thinkers	analysing a business preparing a presentation
Reflective learners	preparing a presentation
Team workers	preparing a presentation
Self-managers	preparing a presentation.

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Effective participators	giving a presentation as part of a group.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	researching the history of the blacksmithing industry
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching the history of the blacksmithing industry
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	producing a business analysis and personal career plan
Bring together information to suit content and purpose	producing a business analysis and personal career plan
Present information in ways that are fit for purpose and audience	producing a business analysis and personal career plan
Evaluate the selection and use of ICT tools and facilities used to present information	producing a business analysis and personal career plan
<b>English</b>	
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching the history of the blacksmithing industry
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing a business analysis and personal career plan.