Crossfields Institute

Qualification Specification

Level 5 Award in Equine Facilitated Psychotherapy: the LEAP method

and

Level 5 Diploma in Equine Facilitated Psychotherapy: the LEAP method

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Summary of changes

This section summarises the changes to this Qualification Specification.

Version	Publication Date	Summary of amendments
4.0	February 2022	Updated assessment criteria. Improvements in language.
5.0	March 2024	Rules of combination changed to allow for achievement of Award by completing various combinations of modules.

Contents

Summary of changes **2**

Introduction **5**

About Crossfields Institute 5

Guide to the Specification 5

Key Facts **6**

Section 1: About this Qualification **7**

1.1 Why take this qualification? 7

1.2 Who is it for? 7

1.3 What does the qualification cover? 7

1.4 Rules of combination 9

1.5 What are the entry requirements? 9

1.6 What are the assessment methods? 10

1.7 Additional Costs for Learners 11

Section 2: Modules **12**

2.1 Module List 12

Module 1: Professional Practice for EFP Practitioners **13**

Module 2: Relational Horsemanship and the EFP Herd **17**

Module 3: Energetic Fields and Resonance in EFP Practice **19**

Module 4: Somatic Awareness and Connection for EFP Practitioners **22**

Module 5: Working with Young People in EFP **24**

Module 6: Using EFP as an Intervention for Trauma **27**

Module 7: Building Connected Relationships in EFP **30**

Module 8: Integrating EFP into Client Work 32

Section 3: Delivery Requirements 34

Section 4: Assessment & Quality Assurance 35

4.1 Our Approach 35

4.2 Assessment Requirements 35

4.3 Quality Assurance Process 35

4.4 Assessment Planning Guidance 37

4.5 Training and Support 37

Section 5: Policies and Procedures 39

Relevant policies include: 39

Appendix 1: Recommended Reading 40

Introduction

This Crossfields Institute Level 5 Award and Diploma in Equine Facilitated Psychotherapy: the LEAP method are Ofqual-regulated qualifications.

About Crossfields Institute

Crossfields Institute is an awarding organisation and educational charity specialising in holistic and integrative education and research. The Institute develops specialist qualifications which aim to support the development of autonomous learners with the intellectual rigour, practical skills, social responsibility and ability to think creatively and act decisively. The Institute is also a higher education institute (HEI) and works in partnerships with universities in the UK and overseas.

Guide to the Specification

We aim to support centres in providing a high-quality educational experience. We also believe that for learners to get the most out of this qualification they should be encouraged to be autonomous and responsible in their approach to their studies. A clear, accessible qualification specification is key to this. This specification gives details about the qualification, explains how it is assessed and outlines important policies which support its delivery. It is an essential document for learners, centres and assessors, and has been written with all these audiences in mind.

The specification should be used as a reference source both before and during delivery of the qualifications, and also signposts where further advice and support may be found.

Key Facts

Qualification Title	Crossfields Institute Level 5 Award in Equine Facilitated Psychotherapy: the LEAP method	Crossfields Institute Level 5 Diploma in Equine Facilitated Psychotherapy: the LEAP method
Qualification Number	610/4153/1	603/1154/X
Rules of Combination	Either: module 1, modules 2 & 3, module 5, module 6 module 4	All modules are compulsory
Total Qualification Time	40-110 hours	790 hours
Guided Learning Hours	8-36 hours	112 hours
Minimum age of learners	23	23
Assessment Methods	Portfolio of evidence including written assignments, observations, and reflective journaling	Portfolio of evidence including written assignments, observations, and reflective journaling
Grading system	Pass/Fail	Pass/Fail
How long will it take to complete?	6-8 months	14 months
Developed by	The qualification has been developed by Crossfields Institute with subject-specific expertise provided by LEAP.	The qualification has been developed by Crossfields Institute with subject-specific expertise provided by LEAP.

Section 1
About this Qualification

1.1 Why take this qualification?

The Crossfields Institute Level 5 Diploma and Award in Equine Facilitated Psychotherapy: The Leap Method has the following objectives:

- Prepare learners to progress to a qualification at a higher level in EFP
- Prepare learners for employment as EFP practitioners
- Provide learners with opportunities for personal growth and engagement in learning
- Support learners in their existing role by adding additional skills and competency in EFP to their existing practice

These qualifications were developed in order to bring professional standards to an emerging and as yet unregulated field. The qualifications emphasise the development of maturity, self-awareness, authenticity, safe and ethical practice.

1.2 Who is it for?

These qualifications are designed for people who already hold a formally-recognised mental health qualification and who wish to train in equine facilitated psychotherapy. They introduce the LEAP method and guide learners through its application in a variety of mental health contexts. The qualifications cover the human and animal welfare aspects of EFP.

1.3 What does the qualification cover?

These qualifications cover knowledge about the theory of EFP and specifically the LEAP method. They also facilitate the development of a range of skills and capacities including horsemanship skills, self-reflection, using own body as a sensing device and assessment of client needs. They also prepare learners for the practical and safety implications of using horses for therapy and the challenges of working within a different frame, without the containment and structure offered in a room-based environment.

The Level 5 Diploma in Equine Facilitated Psychotherapy: the LEAP Method consists of eight modules. The Level 5 Award in Equine Facilitated Learning: the LEAP Method can be achieved by completing combinations of specific modules, or in some cases individual modules – see the Rules of Combination for further details.

1. **Professional Practice for EFP Practitioners**
   Learners will learn the policies, protocols and procedures necessary to underpin their EFP practice. They will learn how to set up and EFP Practise or how to

integrate into existing therapeutic work. They will also be introduced to the structure of ongoing support available through LEAP membership.

2. **Relational Horsemanship and the EFP Herd**
   Using the principles of relational leadership, learners will learn essential horsemanship skills in order to be able to hold and manage the physical and emotional care of a therapeutic herd. They will learn how to develop, understand and adjust their relationships with their equine partners to create an effective therapeutic environment for clients.

3. **Energetic Fields and Resonance in EFP Practice**
   Learners will learn how to facilitate exercises that promote the recognition, establishment and maintenance of healthy boundaries and their own energetic fields, through experiential exercises with horses.

4. **Somatic Awareness and Connection for EFP Practitioners**
   Learners will learn how to tune into their own body and begin using their body as a sensing device in human-human and human-horse communication and learn how to moderate arousal levels in themselves and their clients.

5. **Working with Young People in EFP**
   Learners will learn LEAP Method of EFP for working with young people, including the use of the LEAP Care Cards, and the LEAP relational horsemanship approach. They will learn essential skills specific to holding safe therapeutic space for young people.

6. **Using EFP as an Intervention for Trauma**
   Learners will learn to recognise when traumatic material is emerging in an EFP session, and how to work with the symptoms and material safely and effectively. The module will include discussion of different theoretical understandings of trauma.

7. **Building Connected Relationships in EFP**
   Learners will learn to facilitate LEAP Method exercises and techniques to develop bespoke therapeutic programmes. Learners will learn to evaluate client interactions in EFP sessions and assess how to plan and implement interventions with clients.

8. **Integrating EFP into Client Work**
   Learners will learn to utilise the LEAP Flowchart and facilitate LEAP Method exercises with clients, and will demonstrate a range of skills illustrating their development as EFP Practitioners.

These qualifications are published on the OFQUAL register of Regulated Qualifications as a level 5 qualification.

The qualifications are at level 5 as defined by Ofqual:
https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications#level-descriptors

1.4 Rules of combination

All modules are at Level 5, and all must be completed successfully in order for the Diploma Qualification to be awarded.

To achieve the Crossfields Institute Level 5 Award in Equine Facilitated Psychotherapy: The LEAP Method, any of the below combinations of modules must be completed:

Either:

- Modules 1
- Modules 2 and 3
- Module 5
- Module 6
- Module 4

Module 7 & 8 may only be taken as part of the Diploma. It is possible to achieve the Award more than once with different module combinations.

To achieve the Crossfields Institute Level 5 Diploma in Equine Facilitated Learning: The LEAP Method, all eight modules must be completed.

1.5 What are the entry requirements?

- A formally recognised mental health qualification with a clinical application (for example, counselling, psychotherapy, counselling psychology, clinical psychology or mental health nursing) and are recognised by their governing body as qualified for private practice, for example BACP or BPS. We will consider applications from those in the final phase of training where the applicant is experienced in working one-to-one in private practice or equivalent.

- If English is not your first language, proof of spoken and written English at a level equivalent to IELTS 5.0 will be required.

- Learners must have previously experienced the LEAP Method from a client perspective through attending a LEAP Introductory workshop, or one to one workshop with one of the LEAP Training team within 6 months of starting this qualification. Alternative arrangements may be considered by the programme team for learners from overseas.

- Learners must either have their own horse(s) or have routine access to horse(s) in order to practice through this qualification. Learners must be able to demonstrate a working knowledge of standard equestrian safety practices, as well as basic horsemanship and horse care skills. Applicants who are fully committed to the qualification and need additional support in their horse experience may be considered by the programme.

- Learners must demonstrate a potential for self-reflection, self-directed learning, emotional resilience, and the ability to hold and process the emotional content of others.

- Learners are required to have a good level of physical ability, emotional stability and have the ability to approach their learning journey with personal maturity.

The centre will have specific entry requirements, which is available to learners. The centre will conduct an application process, which requires learners to give some life history, professional qualifications, and describe their motivation and professional goals.

1.6 What are the assessment methods?

Learners will create a portfolio of evidence throughout their time working towards these qualifications. This may include:

- observation of practice by experienced tutors
- written assignments
- creative assignments
- reflective practice. e.g. a learning journal or self–reflective journals
- peer observation or feedback as witness testimony
- peer discussion
- presentations
- artefacts

Full information about the assessment process is included in section four.

Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. If there is evidence that your work is copied from elsewhere, it will not be accepted, and you may be subject to a disciplinary procedure.

This includes the misuse of artificial intelligence (AI). Learners must understand that any work reproduced directly from AI-generated responses must be identified as such, and will not allow them to demonstrate that they have independently met the marking criteria.

Offering to buy or sell assignments is not allowed. If this happens, we reserve the right not to accept future entries from you.

For further information, please see the CFI policy on AI Use in Assessments.

1.7 Additional Costs for Learners

Learners are required to arrange professional indemnity insurance for the client case-studies and associated assessment, plus therapy sessions to process personal content emerging as part of the training if and when appropriate.

Section 2: Modules

2.1 Module List

Module title	Ofqual Reference code	Guided learning hours (GLH)	Total qualification time (TQT)	Credits
Professional Practice for EFP Practitioners	J/615/5338	8	60	6
Relational Horsemanship and the EFP Herd	F/615/5337	24	50	5
Energetic Fields and Resonance in EFP Practice	M/615/5317	12	50	5
Somatic Awareness and Connection for EFP Practitioners	D/615/5314	12	40	4
Working with Young People in EFP	A/615/5336	12	40	4
Using EFP as an Intervention for Trauma	M/615/5334	24	50	5
Building Connected Relationships in EFP	K/615/5333	12	40	4
Integrating EFP into Client Work	A/651/1419	8	460	46
Total		112	790	79

Module 1: Professional Practice for EFP Practitioners

Module code	J/615/5338	**Guided Learning Hours (GLH)**	8
Module level	5	**Total Qualification Time (TQT)**	60

Module aim To support the learner's development as a professional provider of EFP services. It covers a range of issues that need to be considered when setting up an EFP practice and taking on clients to ensure that the correct protocols are observed. This includes the topics of: Health and Safety; Insurance; Data Protection; Contracting; Ethics; Marketing materials and Pricing. The approach taken encourages the learner to see professional development as a process that continues with a clear place for self-reflection on their role.

Module rationale This module addresses some of the most common practical and ethical issues involved in setting up a private EFP practice.

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1. Understand how to maintain ethical & professional standards as an EFP practitioner	1.1 Reflect on issues relating to establishing and managing an EFP Practice.
	1.2 Discuss the need for professional boundaries *Includes learners professional, ethical framework for example BPS, BACP etc.*
	1.3 Evaluate challenges in maintaining a therapeutic frame in EFP
	1.4 Analyse how to transfer existing skills to hold a therapeutic frame in EFP sessions.

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
2. Be able to consider ethical issues as an EFP practitioner	2.1 Analyse an equine ethical issue in EFP
	2.2 Appraise a client welfare issue in EFP, including ethical and cultural issues
	2.3 Evaluate the impact on EFP of responding to equality & diversity issues
	2.4 Evaluate the impact on self of issues of equality and diversity
	2.5 Appraise the purpose of any licensing requirements when working with clients and horses
3. Understand confidentiality & data protection issues as an EFP practitioner	3.1 Summarise the importance of appropriate data-handling and record-keeping when working with clients
	3.2 Analyse the challenges of confidentiality when working with clients in an EFP session *Includes how to address these challenges*
	3.3 Interpret the requirements of data protection, including GDPR, for an EFP practice *Includes the safe storage of information and privacy policies*

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
4. Understand how to establish a professional EFP practice	4.1 Discuss the needs for appropriate insurance cover, including professional liability when working in EFP *Includes Professional Liability Insurance*
	4.2 Explain the need for Enhanced DBS screening of EFP practitioners *Includes oneself and potential employees*
	4.3 Assess the need for clear contracting in EFP practice
5. Be able to establish a professional EFP practice	5.1 Critically evaluate suitability of own practice venue *Includes producing a risk assessment for own site or potential site, may also include health and safety and requirements of referring organisations*
	5.2 Evaluate the ethical considerations of working from own site *Includes managing potential issues with own ethical framework and considerations for working outdoors*
6. Be able to support own development as an EFP practitioner	6.1 Analyse own strengths and areas of development and growth
	6.2 Reflect on own effectiveness and developmental needs within EFP.

Learning outcomes	Assessment criteria
The learner will:	**The learner can:**
	6.3 Reflect on the need for self-care for practitioner and horses *Includes therapeutic workload, and the challenges presented by maintaining horses*

Additional Requirements for Delivery and Assessment

This module is taught by tutor-led webinars, live and recorded sessions supported by reading, independent research, assignments and reflective journals. Learners are expected to allocate significant self-guided study hours to this module as learners should use independent study time to reflect on their professional development as an EFP practitioner including establishing and operating a business.

Module 2: Relational Horsemanship and the EFP Herd

Module code	F/615/5337	**Guided Learning Hours (GLH)**	24
Module level	5	**Total Qualification Time (TQT)**	50

Module aim To place the horse as central, and address the skills and awareness needed to be able to hold and manage a therapeutic herd. Learners will focus on building the skills needed to form partnership-based relationships between the EFP practitioner and their equine partners. The module will include an introduction to how horses manage emotional work, and how best to support them using therapies, energy tools relational and holistic herd management.

Module rationale In this module learners will learn how to develop, understand and adjust their relationships with their equine partners to create an effective therapeutic environment for clients. Physical and emotional care of therapy horses will be central, as well as building an environment conducive to therapy work.

Learning outcomes	Assessment criteria
The learner will:	**The learner can:**
1. Be able to demonstrate relational horsemanship skills	1.1 Assess horse behaviour and adapt relational horsemanship skills accordingly *Includes understanding equine body language and behaviour*
	1.2. Discuss the use of negative and positive reinforcement when working with horses *Includes 'release' 'intention' and 'feel'*
	1.3 Demonstrate the use of a range of relational horsemanship skills

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
2. Understand the relationship between horsemanship and EFP	2.1 Critically reflect on how relational horsemanship relates to EFP sessions *Includes staying in the therapeutic frame*
3. Understand approaches to the care of a therapeutic herd	3.1 Assess different approaches to caring for a therapeutic herd *Includes emotional and physical wellbeing*
	3.2 Assess ethical, legal and welfare requirements in the care of a therapeutic herd *Includes DEFRA 'Code of Practice for the Welfare of Horses, Ponies, Donkeys and their Hybrids', the Five Freedoms and Animal Activity Licensing*
4. Be able build a relational partnership with horses	4.1 Give an account of building a relational partnership with horses and reflect on how this might relate to a therapeutic partnership within EFP sessions.
5. Be able to manage a therapeutic herd	5.1 Assess suitability of equines for EFP work.
	5.2 Appraise the key considerations in creating and managing a therapeutic herd *Includes workload, types of clients, physical and emotional wellbeing*

Additional Requirements for Delivery and Assessment

This module is taught by tutor-led webinars, live and recorded sessions supported by experiential days. Learners will also be expected to do reading, independent research, complete assignments and use reflective journals. Assessment will involve tutor observations of the learners with horses, completion of individual tasks and independent research for their portfolio.

Module 3: Energetic Fields and Resonance in EFP Practice

Module code	M/615/5317	**Guided Learning Hours (GLH)**	12
Module level	5	**Total Qualification Time (TQT)**	50

Module aim	To develop the learners' abilities to work collaboratively with a horse in negotiating boundaries and how those experiences can be created for and utilised in client work. It aims to develop the learners' skills in understanding energetic fields, resonance, cardiac coherence, limbic systems and an awareness of own energy fields.
Module rationale	This module deepens and strengthens the learners' understanding of relational horsemanship and introduces how energetic fields and resonance relate to client work in EFP.

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1. Understand the energy fields of equines	1.1 Describe a horse's energetic fields *Includes observation of horse's behaviour and own resonance and interoception when engaging in relational work with horses*
	1.2 Evaluate how energetic fields and cardiac coherence with an equine can support a client in an EFP session
2. Be able to work with the energetic fields of a horse	2.1 Comment upon the personal challenges of working with the energetic fields of a horse and how this may relate to client work

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
	2.2 Analyse a range of energetic techniques within the LEAP Method that may raise and lower arousal levels between horse and human
3. Be able to work with energetic techniques to achieve required outcomes	3.1 Demonstrate the use of LEAP Method techniques to create relationship between self and a variety of horses
	3.2 Describe the translation of these energetic techniques to human-human interactions
4. Be able to work with boundaries in the context of EFP	4.1 Create a boundary that is respected by a horse *Includes using self-awareness*
	4.2 Critically reflect on ability to self-regulate in LEAP Method techniques.
5. Be able to assist a client's reflection on an encounter with a horse	5.1 Use client appropriate language to explain the concept of energy, personal space and boundaries.
	5.2 Facilitate a client in an EFP exercises, give appropriate feedback and explore how this may relate to their life.

Additional Requirements for Delivery and Assessment

This module is taught by tutor-led webinars, live and recorded sessions supported by experiential days. Learners will also be expected to do reading, independent research, complete assignments and use reflective journals. Assessment will involve tutor observation of the learners with horses as well as the completion of tasks for their portfolio.

Module 4: Somatic Awareness and Connection for EFP Practitioners

Module code	D/615/5314	**Guided Learning Hours (GLH)**	12
Module level	5	**Total Qualification Time (TQT)**	40

Module aim To consider the role of somatic work in EFP. The module introduces the learner to a set of tools to enhance the ability to develop interoception for regulation alongside the importance of somatic awareness, for their own wellbeing and when supporting clients.

Module rationale The ability to create a connection with both the horse and the client is key to the role of the EFP practitioner. To do this starts with the self and the ability to utilise interoception and regulation before supporting clients, then moving on to understand the principles of somatic awareness within EFP work. This module aims to support the individual learner in developing these abilities to support their development as EFP Practitioners.

Learning outcomes	Assessment criteria
The learner will:	**The learner can:**
1. Be able to apply interoception and regulation techniques to facilitate own development	1.1 Critically reflect on ability to self-regulate using interoception and regulation within the LEAP Method exercises. *Includes resistance to change and personal accountability*
	1.2 Discuss how interoception and regulation have developed their own awareness and how it might integrate into their practice

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
	1.3 Reflect on the significance of somatic awareness as a therapeutic tool in EFP
2. Understand the risk factors for clients engaging with interoception and somatic exercises to support regulation.	2.1 Evaluate the risk factors for clients engaging with interoceptive and somatic exercises
	2.2 Assess how to put in place a safety plan for a high-risk client
3. Understand the role of interoception and somatic awareness in EFP	3.1 Discuss the use of interoception and somatic awareness as a formal and informal practice and how this relates to being an EFP Practitioner
	3.2 Evaluate the use of somatic awareness and interoception in EFP programmes
	3.3 Analyse self-development requirements in relation to using interoception and somatic awareness.

Additional Requirements for Delivery and Assessment

This module is taught by tutor-led webinars, live and recorded sessions supported by tutor online workshops. Learners will also be expected to do reading, independent research, complete assignments and use reflective journals. Learners must demonstrate ability for self-reflection, self-directed learning and emotional resilience. Assessment will involve live and recorded observations of the learners by tutors and completion of tasks for learners' portfolios.

Module 5: Working with Young People in EFP

Module code	A/615/5336	**Guided Learning Hours (GLH)**	12
Module level	5	**Total Qualification Time (TQT)**	40

Module aim To address the application of the LEAP method of EFP to working with young people. It includes safeguarding and child protection policies and procedures; the risk assessment and referral processes to be followed; and considers own approach to risk management.

Module rationale EFP can be used in addressing a range of mental health issues presenting in young people, such as: trust and relationship issues, eating disorders, addictions, attachment disorders. This module helps the mental health professional to learn how to address the needs of young people using an EFP approach.

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1. Be able to adjust the use of the LEAP Method for working with young people	1.1 Analyse how the theories of child development and attachment inform EFP work with young people.
	1.2. Evaluate how to adapt LEAP Method exercises when working with young people.
	1.3 Reflect on the challenges of a therapeutic programme with a young person and discuss how to assess its effectiveness *Includes how to meet the changing needs of a young person*

2. Understand use of LEAP Care Cards when working with young people	2.1 Explain the value of the LEAP Care Cards when working with young people
	2.2 Critically reflect on using LEAP Care Cards and other rituals when working with young people, including a relational home
3. Analyse the use of relational horsemanship with young people	3.1. Discuss the use of relational horsemanship and how it might be applied to working with young people
	3.2 Analyse the use of relational horsemanship with young people *Include positives and challenges from a Practitioner Perspective*
4. Understand the responsibilities of an EFP Practitioner regarding child protection	4.1. Explain the legal and ethical responsibilities of an EFP Practitioner in protecting a young person at risk from abuse
	4.2 Describe policies and procedures for the protection of a young person at risk of abuse for an EFP Practice *Includes what to do in the event of a disclosure of abuse*
	4.3. Discuss how to recognise when a young person is at risk of abuse *Includes adverse childhood experiences assessment*
	4.4 Research and develop a risk assessment plan to manage child protection and safeguarding issues when working with young people

	4.5 Critically reflect on how to recognise trauma in a young person

Additional Requirements for Delivery and Assessment

This module is taught by tutor led webinars, live and recorded sessions supported by experiential days. Learners will also be expected to do reading, independent research, complete assignments and use reflective journals. Assessment will involve written assignments, as well as the completion of tasks for their portfolio.

Module 6: Using EFP as an Intervention for Trauma

Module code	M/615/5334	**Guided Learning Hours (GLH)**	24
Module level	5	**Total Qualification Time (TQT)**	60

Module aim To address the application of the LEAP method of EFP in working with trauma. Learners will be introduced to key theories including the importance of providing a relational home for trauma survivors, what we may learn from animals in the management of trauma. The use of Symbology Cards® is introduced as a way of helping clients to express themselves, their emotions, and their experiences. An important aspect of this module is focused work on clients' needs, including stabilisation, support, intervention and particularly physical and psychological safety.

Module rationale This module helps the learner to understand how to address the needs of a wide range of clients using an EFP approach to working with trauma and to understand the common comorbidities.

Learning outcomes	Assessment criteria
The learner will:	**The learner can:**
1. Understand the LEAP Method approach for trauma within EFP Practice	1.1 Explain the three-phase treatment model for working with trauma *Includes resilience*
	1.2 Assess the importance of emotional regulation in the stabilisation phase
	1.3 Discuss how to recognise client dissociation in an EFP session and common comorbidities found with trauma
	1.4 Discuss the relationship of attachment with responses to trauma

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
	1.5 Explain how a relational home can be used within EFP to work with trauma
2. Be able to recognise symptoms of trauma in an EFP client	2.1 Design an appropriate response for when an EFP client shows symptoms of trauma
	2.2 Manage the situation appropriately when a client needs immediate assistance *Includes physical and psychological support or intervention, may include Dual Awareness exercises*
3. Be able to work with clients in working through trauma	3.1 Critically evaluate the range of LEAP Method techniques and treatment framework to work with trauma
	3.2 Explain how to implement a client safety plan
	3.3 Demonstrate a range of LEAP Method exercises using facilitation skills when working with trauma
	3.4 Evaluate the use of a range of client activities to develop positive emotional functioning *Includes Body-focused Round Pen, Body Attunement, Allies, Grounding, Horse Painting, The Journey and Whole Body Awareness. May include theoretical approach to Trauma Processing Ride (TPR)*

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
	3.5 Evaluate a course of action to support a client in working through trauma *Includes client outcomes*
4. Be able to use LEAP Symbology Cards® in EFP	4.1. Explain the value and use of LEAP Symbology Cards®
	4.2 Evaluate the use of LEAP Symbology Cards® as part of working with trauma
	4.3 Create own symbol card *Includes explaining its relevance*

Additional Requirements for Delivery and Assessment

This module is taught by tutor led webinars, live and recorded sessions supported by experiential days. Learners will also be expected to do reading, independent research, complete assignments and use reflective journals

Assessment will involve written and creative assignments, as well as in group discussion and the completion of tasks for their portfolio.

Learners are expected to allocate significant self-guided study hours to this module as learners should use independent study time to reflect on their development as an EFP practitioner as well as their struggles and successes as a learner.

Module 7: Building Connected Relationships in EFP

Module code	K/615/5333	**Guided Learning Hours (GLH)**	12
Module level	5	**Total Qualification Time (TQT)**	40

Module aim	To develop the learners' abilities to facilitate the building of a trusting relationship between horse and human using Leap Method techniques. This requires moving towards a relationship with the horse based on compassion, understanding and gentle leadership, and facilitating clients to do the same using a relational approach.
Module rationale	This module builds on self-awareness and places the focus on relationship with another. Learners will gain essential skills in working with practise clients through a series of EFP exercises.

Learning outcomes	Assessment criteria
The learner will:	**The learner can:**
1. Be able to support a client in EFP sessions	1.1 Describe how to utilise the LEAP Method flowchart for client assessment
	1.2 Design a programme from LEAP Method techniques to support therapeutic progress of a client
	1.3 Facilitate a range of exercises to support a client through an EFP Programme
	1.4 Use self-reflection in supervisory sessions to plan for client sessions and ongoing development as a practitioner

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
2. Be able to use relationship- and attachment-based concepts in EFP	2.1 Evaluate how to support a client in building a trusting relationship with a horse
	2.2 Discuss how a client's adult attachment style may influence engagement in EFP
	2.3 Analyse how a client may transfer relationship skills learned in EFP to other relationships
3. Reflect on own role in relational work within EFP	3.1. Evaluate the challenges of working relationally with clients and horses
	3.2 Reflect on their own ability to self-regulate through practise client sessions
	3.3 Reflect on their own attachment style and how this may influence a relational partnership with horses and client work

Additional Requirements for Delivery and Assessment

This module is taught by tutor-led webinars, live and recorded sessions supported by experiential days. Learners will also be expected to do reading, independent research, complete assignments and use reflective journals.

Learners will be expected to complete 4 EFP sessions with 3 Practice clients and engage in supervision with a tutor to support their development.

Assessment will involve learners completion of tasks for a portfolio.

Module 8: Integrating EFP into Client Work

Module code	A/651/1419	**Guided Learning Hours (GLH)**	8
Module level	5	**Total Qualification Time (TQT)**	460

Module aim To develop the learners' abilities to facilitate LEAP Method techniques and exercises with clients. Learners will demonstrate a range of skills illustrating their development as EFP Practitioners and have a clear understanding of how to embody this in their existing therapeutic approach. This is done by teaching the LEAP Method techniques and flow chart to support learners' understanding of how to manage a series of client sessions along with their own therapeutic approach.

Module rationale This module addresses some of the ethical uses of EFP sessions with clients. Learners need to develop the embodiment of the LEAP Method within their own therapeutic framework, to understand how to enable change within clients.

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1. Demonstrate a range of LEAP Method techniques in the context of EFP client sessions	1.1 Analyse their own therapeutic modality and how this can be integrated into the LEAP Method techniques
	1.2 Facilitate appropriate and planned EFP activities in client sessions
2. Be able to assess a client using LEAP Method techniques	2.1 Facilitate assessment techniques using the LEAP Method in client sessions
	2.2 Analyse how LEAP Method techniques for client assessment inform own therapeutic approach for EFP

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
	2.3 Analyse how horses help in client assessment for EFP *Includes observations of horses' behaviour and body language*
3. Demonstrate how to evaluate clients' progress through EFP sessions using the LEAP Method	3.1 Analyse clients' progress through a series of LEAP Method techniques *Includes planning for future sessions*
	3.2 Discuss how outcome measures may be integrated into evaluations of clients' progress
4. Be able to use a reflexive approach in own development as a LEAP method EFP practitioner	4.1 Critically reflect on own responses to working with a client through an EFP session
	4.2 Analyse self-development requirements in relation to integrating EFP into own therapeutic approach

Additional Requirements for Delivery and Assessment

This module is taught by tutor-led webinars, live and recorded sessions supported by experiential days. Learners will also be expected to do reading, independent research, complete assignments and use reflective journals.

Learners will be expected to complete 4 EFP sessions with 3 Practise clients and engage in supervision with a tutor to support their development.

Assessment will involve learners completion of tasks for a portfolio

Section 3
Delivery Requirements

The following guidance is for delivery of all modules. Where modules have additional specific delivery guidance, this is included in the module descriptor.

These qualifications are vocational in nature, so it is vital that the learning experience allows both supervised practice with horses and self-direction and is an experiential and active process. The learner should be given plenty of opportunity to reflect on knowledge and skills as well as developing practical skills with the support and supervision of a qualified facilitator.

A substantial part of the qualifications is action-based independent study outside the classroom. This requires structure, supervision and mentor support throughout the course, as well as time in the residential workshops for reflection and discussion.

Learners will be working with 'practice clients' during the course, therefore supervisors must be assigned to work closely with each learner to ensure practice sessions are held in a safe, informed and professional manner.

Roleplay must not be used during delivery due to the negative impact on the horses. Learners are required to use their own life experiences as material for the experiential learning of EFP tools and exercises and how to facilitate them. Learners will be supported by tutors throughout the programme in the processing of experiences and material.

As these qualifications include the setting up of a professional practice, learners should be supported by a mentor (one of the tutors) who can oversee their work and progress and be another source of information and support alongside the learner's supervisor.

The modules have been designed to support learner centred approaches, which encourage learner investigation, enquiry and reflection, alongside more traditional teacher centred techniques. The delivery process should be based around a facilitation and coaching method, which should create a supportive and dynamic environment, designed to inspire learner participation, enquiry and learning.

Independent study should be supported by structured home study and a variety of resources. The learner should also have access to tutorial and forum support and engage in self-assessment throughout the module to allow them to monitor their learning.

Section 4
Assessment & Quality Assurance

4.1 Our Approach

The Crossfields Institute approach to quality assurance is underpinned by educational values which address the development and transformation of the whole human being. In this qualification teaching, learning and assessment should be interconnected in order to support each individual to reach his or her full potential.

The following guidance is provided to support centres and learners in understanding these qualifications' requirements for assessment and how the assessment processes will be monitored.

4.2 Assessment Requirements

These qualifications are assessed through a portfolio of evidence. The learner must meet all assessment criteria in the module before they can be awarded that module.

We encourage a holistic approach to assessment where appropriate, this means using assessment tasks which can cover elements of more than one module.

Types of assessment method for these qualifications may include:

- tutor observation
- written assignments
- sample plans
- presentations
- case studies
- the production of artefacts
- reflective journaling
- professional discussion
- peer feedback in the form of witness testimony

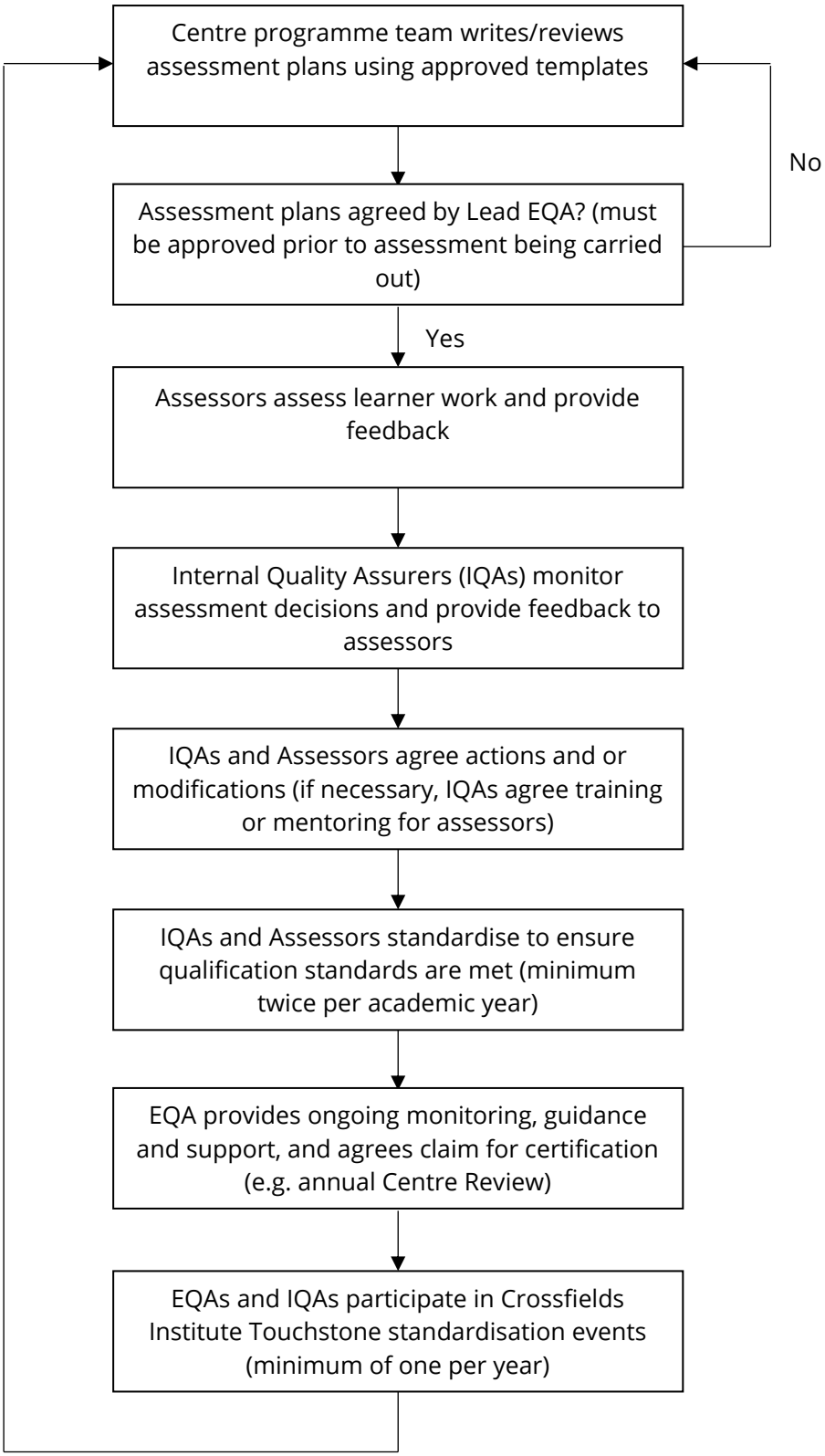
Exemplars of assessment tasks are available on request from the Crossfields Institute Quality Team.

4.3 Quality Assurance Process

The primary aim of the Crossfields Institute Quality Team is to support centres in delivering the best possible learning experience and high levels of achievement for learners.

Centres will be allocated an External Quality Assurer (EQA) by the Crossfields Institute Quality Team. The Lead EQA for this curriculum area will also be involved in reviewing assessment plans.

Centres delivering these qualifications are required to follow this Crossfields Institute Quality Assurance process:



4.4 Assessment Planning Guidance

These qualifications use a centre-devised approach to assessment. In planning their assessments, centres should ensure that assessment activities:

- are fit for purpose
- can be delivered efficiently
- meet the assessment criteria
- permit Reasonable Adjustments to be made, while minimising the need for them
- allow each learner to generate evidence which can be authenticated
- allow the specified level of attainment detailed in this specification to be reached by a learner who has attained the required level of knowledge, skills and understanding
- allow assessors to be able to differentiate accurately and consistently between a range of attainments by learners

They should also ensure that:

- sufficient time is allowed for assessment planning
- assessment tasks do not produce unreasonably adverse outcomes for learners who share a common attribute
- methods of assessment are in line with the assessment requirements in this specification
- reasonable timescales for assessment and feedback are given to learners
- a timely quality assurance process is conducted

4.5 Training and Support

To support centres in carrying out high quality assessment and quality assurance practice, the following training and support measures have been put in place for these qualifications:

- All centre assessors and quality assurance staff for these qualifications are required to meet National Occupational Standards for assessors and IQAs. National qualifications (NVQs) are available for these roles. Crossfields Institute can also provide customised assessor and IQA education as well as review of assessor and IQA practice
- Assessors and IQAs must keep an up-to-date CPD log and be able to demonstrate the relevance of their CPD to these qualifications and their role
- Handbooks, exemplars and templates are available from the Crossfields Institute Quality Team
- Where required, a customised Quality Assurance Action and Development Plan will be provided by Crossfields Institute for centres

Please note: there may be a charge for training and resources provided by Crossfields Institute.

Section 5:
Policies and Procedures

Crossfields Institute has policies and procedures in place to support centres and learners. All centres must also implement their own policies, which comply with Crossfields Institute's requirements – these will be checked during centre approval and in subsequent centre monitoring activities. It is the centre's responsibility to make relevant policies available to learners.

Relevant policies include:

- Learner Complaints and Appeals Policy: which allows leaners to take action if they feel they have been treated unfairly
- Reasonable Adjustments and Special Considerations Policy: which allows centres to make any necessary adjustments to assessments in the light of learners' individual circumstances
- Malpractice and Maladministration Policy: which gives a framework through which concerns about the delivery and assessment of the qualification can be addressed
- Equality and Diversity Policies: which ensures centres treat learners fairly and without any bias

Crossfields Institute Policies, and other key documents, are available on our website at https://crossfieldsawarding.org/resources/ Learners should ensure they also refer to the policies and procedures of the centre with which they are registered.

Appendix 1: Recommended Reading

Equine Behaviour:		
Ainslie, T., & Ledbetter, B.,	The Body Language of Horses	ISBN: 978-0688036201
Budiansky, S.	The Nature of Horses	ISBN: 978-0753801123
Hill, C.	How to Think Like a Horse	ISBN: 978-1580178358
Rashid, M.	Horses Never Lie: The Heart of passive leadership	ISBN: 978-0715318416
Rees, L.	The Horses Mind	ISBN: 978-0091536602
Roberts, M.	Horse sense for people	ISBN: 978-0006531616
Equine Facilitated Psychotherapy:		
Burgeon, H.	Equine Assisted Therapy with at-risk Young People	ISBN: 978- 1137320865
Dunning, A.	The Horse leads the way: Honouring the true role of the horse in Equine Facilitated Practice.	ISBN: 978-1971117-548-3
Hallberg, L.	Walking the Way of the Horse: Exploring the power of the horse-human relationship.	ISBN: 978059547905
Kohonov, L	The Tao of Equus.	ISBN: 978-1577314202
Kohonov, L.	Riding Between the Worlds.	ISBN: 978-157731-576-6
Parent, I.	The Fundementals of Equine Assisted Trauma Therapy: with practical examples of working	ISBN: 978-1533258892

	with members of the Armed Forces	
Rector, B.	Adventures in Awareness: Learning with the help of horses.	ISBN: 978-1420853926
Shkedi, A.	Horses heal PTSD	ISBN: 978-9659192410
Sudekum Trotter, K., & Baggerly, J.	Equine Assisted Mental Health for healing Trauma	ISBN: 978-1138612747
DEFRA 2018	Code of Practise for Welfare of horses, ponies, donkeys and their hybrids	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/700200/horses-welfare-codes-of-practice-april2018.pdf
Psychotherapy		
Gerhardt, S.,	Why Love Matters	ISBN: 978-0415870535
Van der Kolk, B.	The Body keeps the Score: Mind, Brain and the Transformation of Trauma	ISBN: 978-0141978611
Levine, P.	Trauma and Memory Brain and Body in search for the living past	ISBN: 978-1583949948
Nestor, J.	Breath; the new science of a lost art	ISBN: 978-0241289129
Habib, N.	Activate your vagus nerve	ISBN: 978-1612438740
Stolorow, R.	Trauma and Human Experience	ISBN: 978-0881634679
Lewis, T.	The General Theory of Love	ISBN: 978-0375709227
Experiential Psychotherapy		
Jones, L.,	Losing Eden; why our minds need wild	ISBN: 978-0141992617
Jordan, M.	Nature and Therapy: Understanding counselling and psychotherapy in outdoor spaces	ISBN: 978-0415854610

Allen, R.	Grounded: How connection with nature can improve our mental and physical wellbeing	ISBN: 978-1787395862
Coaching & Clean Language		

Recommended Resources

Sullivan, W., & Rees, J.	Clean Language: Revealing metaphors and opening minds	ISBN: 978-184590127-7
Stoltzfus, T.,	Coaching Questions: A Coaches guide to powerful asking skills	ISBN: 978-0979416361
Professional Practice		
Michalowicz, M.	Profit First	ISBN: 978-0735214149
Strozzi, A.	Planning your business in the horse and healer/teacher professions	ISBN: 9789-1-4392-3060-2
Hallberg, L.	The Clinical Practise of Equine-Assisted Therapy	IS ISBN: 978-1138674639
Hallberg, L.	The Equine-Assisted Therapy Workbook	ISBN: 978-1138216198