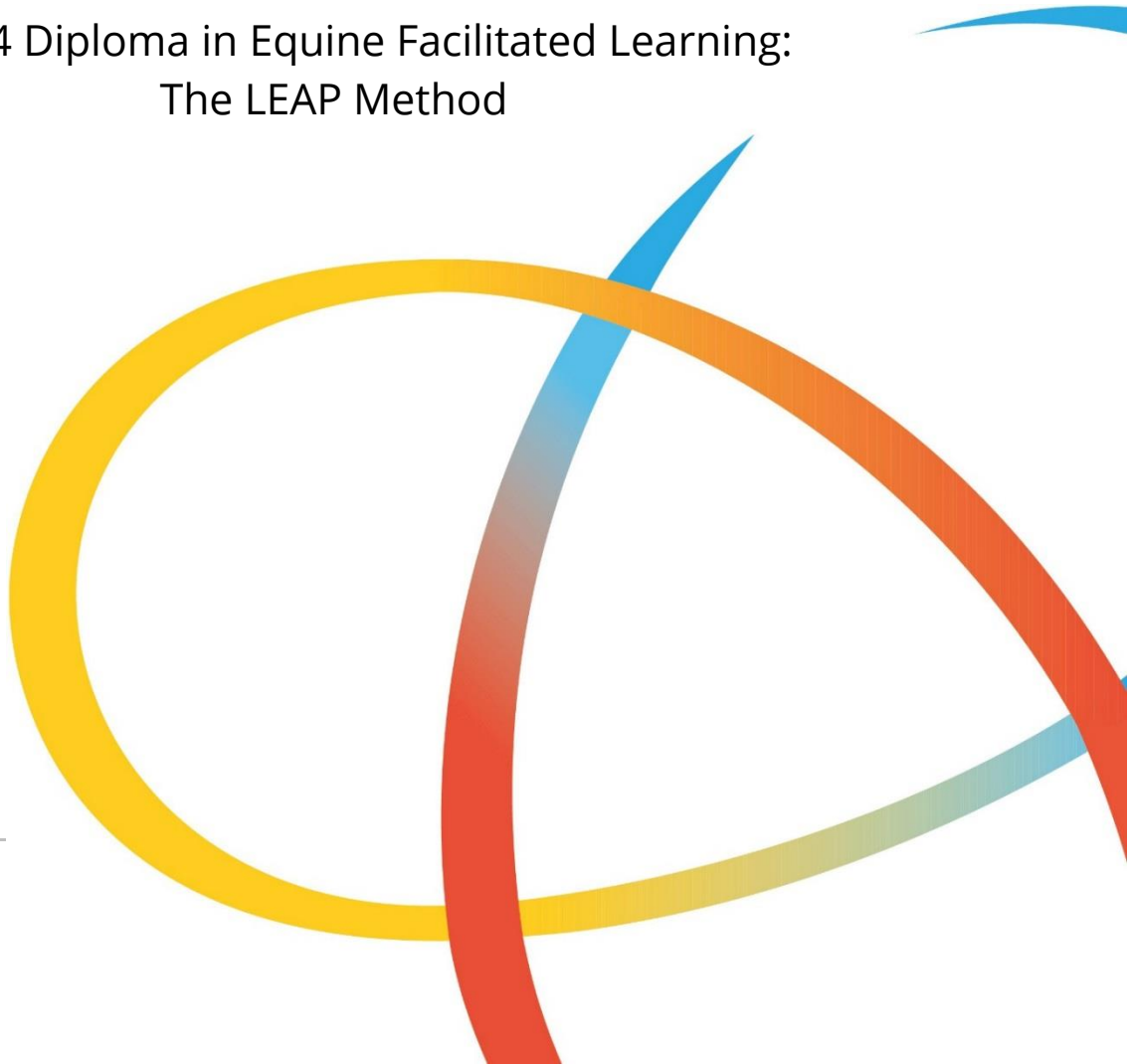
Crossfields Institute

Qualification Specification

Level 4 Award in Equine Facilitated Learning: The LEAP Method

and

Level 4 Diploma in Equine Facilitated Learning: 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
2.0	January 2022	Adjusted TQT weighting across modules. Module 1 TQT has changed from 40 to 30. Module 3 TQT has changed from 50 to 40. Module 5 TQT has changed from 50 to 40. Module 7 TQT has changed from 50 to 70. Module 8 TQT has changed from 60 to 70. Updated assessment criteria. Improvements in language.
3.0	April 2024	Rules of combination changed to allow for achievement of Award by completing various combinations of modules. Changes made to TQT across modules.

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Key Facts

Qualification Title	Crossfields Institute Level 4 Award in Equine Facilitated Learning: The Leap Method	Crossfields Institute Level 4 Diploma in Equine Facilitated Learning: The Leap Method
Qualification Number (QAN)	610/4152/X	603/5564/5
Qualification Type	Vocationally Related Qualification	Vocationally Related Qualification
Sector	Health and Social Care	Health and Social Care
Level	4	4
Rules of Combination	Module 1, Module 2 & 3, Module 4, Module 5, Module 6.	All modules are compulsory
Total Qualification Time	30-110 hours	430 hours
Guided Learning Hours	12-36 hours	122 hours
Minimum age of learners	23	23
Assessment Methods	Portfolio of evidence including written assignments, creative assignments, discussions, observations, presentations and reflective journaling.	Portfolio of evidence including written assignments, creative assignments, discussions, observations, presentations 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 Equine Limited.	The qualification has been developed by Crossfields Institute with subject-specific expertise provided by LEAP Equine Limited.

Section 1: About this Qualification

1.1 Why take this qualification?

The objective of the Crossfields Institute Level 4 Diploma and Award in Equine Facilitated Learning: The LEAP Method is to:

- Prepare you to progress to a qualification at a higher level in Equine Facilitated Learning (EFL)
- Prepare you to progress to a qualification in another subject area
- Prepare you for employment as an EFL practitioner
- Provide you with opportunities for personal growth and engagement in learning

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 are qualified professionals in a variety of areas (for example: teachers, coaches, social workers, riding instructors) and who wish to train in Equine Facilitated Learning. They introduce the LEAP Method and guide learners through its application in a variety of contexts. The focus of the work is skills development from an educational, not mental health perspective. The qualifications cover the human and horse ethical and welfare aspects of EFL.

1.3 What does the qualification cover?

These qualifications cover knowledge and theory of EFL and specifically the LEAP Method for EFL. They also facilitate the development of a range of skills and capacities, including: relational horsemanship skills, coaching, self-reflection, body-based awareness, assessment of clients' needs, and developing EFL programmes.

The Level 4 Diploma in Equine Facilitated Learning: the LEAP Method consists of 9 modules and you must complete all of them. The Level 4 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. **Ethical & Professional Practice for EFL Practitioners**
   Learners will learn about the policies, protocols and procedures necessary to underpin their EFL practice. They will learn how to develop facilitation skills, the importance of ethical practice and the parameters of EFL work; including when to refer clients on to a

mental health professional. They will also be introduced to the structure of ongoing support available through LEAP membership.

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

3. **Boundaries and Energy in EFL 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. **Body-based Awareness and Connection for EFL 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 EFL**
Learners will learn the LEAP Method of EFL for working with young people, including the use of the LEAP Care Cards, the importance of rituals with young people and the LEAP Relational horsemanship approach. They will learn essential skills specific to working as part of a Multi-Disciplinary Team for children and young people in care or educational settings.

6. **Working with Groups, Organisations and Leadership Programmes**
Learners will learn to adapt the LEAP Method for EFL for working with organisations, including leadership programmes, coaching and group work.

7. **Coaching and Facilitation Skills for EFL Practice**
Learners will learn to facilitate LEAP techniques and exercises that utilise the LEAP Flowchart, and will demonstrate a range of skills illustrating their development as EFL Practitioners.

8. **Working Relationally in EFL**
Learners will carry out practise client sessions, taking clients through an EFL programme, demonstrating their development as EFL Practitioners with one to one supervision sessions from a tutor.

9. **Evaluating Interactions to Design EFL Programmes**
Learners will learn to carry out client assessments and understand when to refer on to a mental health professional. Learners will observe and assess a client's needs, strengths, current emotional state, skills development and how to design a programme to support the client's goals from EFL sessions.

The qualifications are at Level 4 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

To achieve the Crossfields Institute Level 4 Award in Equine Facilitated Learning: The LEAP Method, any of the below combinations of modules must be completed:

Either:

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

Module 7, 8 & 9 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 4 Diploma in Equine Facilitated Learning: The LEAP Method, all nine modules must be completed.

1.5 What are the entry requirements?

To study these qualifications, you need to demonstrate to the centre that you have:

- A formally-recognised qualification in coaching, teaching, riding instruction, social work, nursing, holistic therapy, psychology. We will consider applications from those who are trained in a different area of expertise and wish to qualify as an EFL Practitioner.

- 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, a one to one workshop with one of the LEAP Training team or a programme of EFL sessions with a LEAP Practitioner within 6 months prior to starting this qualification. Alternative arrangements may be considered by the programme team for learners from overseas.

- Learners must have their own – or have access to – equines, to enable them to practise the LEAP method throughout the qualifications.

- Learners must have experience with horses including horse care and management. They must be able to demonstrate knowledge of standard equestrian practises including horse care skills and basic horsemanship.

- Due to the psychological demands of these qualifications, learners must demonstrate the potential for self-reflection, self-directed learning, emotional resilience and ability to manage their own emotions. Participating in this programme may bring up unresolved or painful feelings and memories and learners must be willing and able to access therapeutic support outside the course if needed.

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?

You will create a portfolio of evidence throughout your 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

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 What are the progression opportunities?

These qualifications have been designed to support you to progress within the workplace or in your own practice. Following successful completion of the qualifications you could:

- seek employment in the field of Equine Facilitated Learning
- establish a private practice as an Equine Facilitated Learning Practitioner
- be a registered LEAP EFL practitioner

1.8 Additional Costs for Learners

Learners are required to arrange professional indemnity insurance for the client case studies and associated assessment. They will also be responsible for arranging any 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 ref	Guided learning hours (GLH)	Total qualification time (TQT)	Credits
Ethical & Professional Practice for EFL Practitioners	A/617/9913	14	80	8
Relational Horsemanship and the EFL Herd	T/617/9912	24	70	7
Boundaries and Energy in EFL Practice	M/617/9908	12	40	4
Body-based Awareness and Connection for EFL Practitioners	H/617/9906	12	30	3
Working with Young People in EFL	K/617/9910	12	50	5
Working with Groups, Organisations and Leadership Programmes	M/617/9911	12	40	4
Coaching & Facilitation Skills for EFL Practice	Y/651/1418	12	40	4
Working Relationally in EFL	T/617/9909	12	30	3
Evaluating Interactions to Design Therapeutic Programmes	K/617/9907	12	50	5
	Total	**122**	**430**	**43**

Module 1: Ethical & Professional Practice for EFL Practitioners

Ofqual module code	A/617/9913	**Guided Learning Hours (GLH)**	14
Module level	4	**Total Qualification Time (TQT)**	80

Module aim The aim of this module is to support the learner to develop as an ethical and professional provider of EFL services. It covers a range of issues that need to be considered when setting up a practice and taking on clients to ensure policies and procedures are in place. The approach taken encourages the learner to see self-awareness and professional development as a process that continues. Central to this is an attention to self-care, & professional boundaries

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

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1. Know how to work within an ethical & legal framework relevant to EFL.	1.1 Discuss the need for ethical & professional boundaries *Includes working within professional remit*
	1.2 Describe the legal requirements for EFL
	1.3 Give examples of how to monitor limits of proficiency and fitness to practise *Includes professional and personal workload for self and equines*

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
2. Understand ethical issues for an EFL practitioner	2.1 Demonstrate an awareness of ethical dilemmas and need for ongoing supervision
	2.2 Demonstrate an understanding of equine and client ethical issues
	2.3 Evaluate how an understanding of diversity can enhance empathy
	2.4 Reflect on diversity issues which impact on clients accessing EFL Services
3. Know how to manage data handling as an EFL practitioner	3.1 Describe the difference between session notes and process notes *Includes considerations for record keeping*
	3.2 Explain the need for confidentiality when working with clients *Includes when exceptions to confidentiality must be made*
4. Know key legal requirements for an EFL practitioner	4.1 Explain the need for adequate insurance for EFL Practitioners *Includes different insurance policies and cover*
	4.2 Explain the purpose of Enhanced DBS screening for EFL practitioners

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
	4.3 Describe the need for a data protection policy including GDPR for an EFL Practice *Includes the safe storage of information and Privacy Notice*
	4.4 Explain the issues relating to duty of care with regard to the legislation on safeguarding vulnerable adults
5. Be able to establish a professional EFL practice	5.1 Explain how to use client assessment to inform EFL work
	5.2 Explain key policies and procedures that need to be in place for an EFL practise
	5.3 Create a pricing structure and explain key financial considerations for an EFL Practice
6. Be able to support own development as an EFL practitioner	6.1 Reflect on own patterns of relating
	6.2 Reflect on own effectiveness and identify developmental areas *Includes Continuous Professional Development Plan (CPD) within EFL Practice*
	6.3 Evaluate own bias, beliefs and values
	6.4 Analyse own issues, fears and prejudices concerning working with client diversity

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. Assessment will involve written assignments, creative assignments and the completion of tasks for their portfolio.

Module 2: Relational Horsemanship and the EFL Herd

Ofqual module code	T/617/9912	**Guided Learning Hours (GLH)**	26
Module level	4	**Total Qualification Time (TQT)**	70

Module aim

This module places the horse as central, and addresses 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 relational and partnership-based relationships between the EFL practitioner and their equine partners. The module will include an introduction to how equines manage emotional work, and how best to support them using therapies, energy tools 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 equines will be central, as well as building an environment conducive to therapeutic work.

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1. Be able to demonstrate relational horsemanship skills	1.1 Interpret equine behaviour when using relational horsemanship skills and make adjustments based on the equine feedback *Includes understanding equine body language*
	1.2 Demonstrate a range of relational horsemanship approaches

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
2. Understand the relationship between relational horsemanship and EFL	2.1 Discuss how relational horsemanship relates to EFL sessions
3. Understand approaches to the care of an EFL herd	3.1 Assess different approaches to caring for an EFL herd *Includes emotional and physical wellbeing*
	3.2 Assess ethical, legal and welfare requirements in the care of an EFL herd *Includes DEFRA 'Code of Practice for the Welfare of Horses, Ponies, Donkeys and their Hybrids'*
4. Be able to build a relational alliance with equines	4.1 Reflect on building a relational alliance with equines and how this informs EFL practise
	4.2 Critically analyse how to work relationally with equines to support their well-being in EFL sessions *Includes recognition of stress/pain, offering ethical choice and examples of enrichment*
5. Be able to manage an EFL herd	5.1 Discuss key considerations in managing and developing an EFL herd *Includes workload, types of clients, physical and emotional wellbeing*
	5.2 Examine equine psychology & behaviour to explain equine behaviour in an EFL session

Additional Requirements for Delivery and Assessment

This Module is taught by tutor-recorded webinars, online tutor-led sessions and experiential learning with equines. Assessment will involve peer and tutor observation of the learners with equines as well as the completion of tasks for their portfolio designed to establish learners understanding and ability to apply learning with own equines.

Module 3: Boundaries and Energy in EFL Practice

Ofqual module code	M/617/9908	**Guided Learning Hours (GLH)**	12
Module level	4	**Total Qualification Time (TQT)**	40

Module aim This module aims to develop the learners' abilities to work collaboratively with a horse in negotiating boundaries and how those experiences can be created for and utilised with a client. It aims to develop the learners' skills in facilitating a number of LEAP Method exercises used for boundary and energy work. It also explores how to establish and sustain the boundaries of and EFL relationship.

Module rationale This module addresses a core issue for many clients; that of managing boundaries and directing energy in appropriate ways. While supporting learners as the professional responsible for developing the EFL relationship.

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1. Establish and sustain the boundaries of the EFL relationship	1.1 Explain the nature and significance of the EFL Practitioner and client relationship
	1.2 Reflect on the nature and quality of the therapeutic relationship throughout EFL work
	1.3 Discuss how to recognise and respond to difficulties and conflicts in the EFL relationship

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
2. Be able to work with the energy fields of an equine	2.1 Demonstrate a range of techniques to help self and clients understand the use of energy fields and in managing boundaries *Includes recognising the equines energy fields through observing equine behaviour and own body awareness*
3. Be able to work with energy techniques to achieve required outcomes	3.1 Demonstrate the use of LEAP Method techniques to create a relationship between horse and human
	3.2 Reflect on the translation of these energy techniques to human-human interactions
4. Be able to work with boundaries in the context of EFL	4.1 Create a boundary that is respected by a horse *Includes self-awareness and reflection*
	4.2 Support a client to maintain a personal boundary
5. Be able to assist a client's reflection on an encounter with a horse	5.1 Explain to a client the concept of personal space and boundaries *Includes using client appropriate language*
	5.2 Give appropriate feedback to a client following an EFL session and assist the client to reflect on how this relates to their life *Including using coaching skills, clean language and not personal interpretation*

Additional Requirements for Delivery and Assessment

This Module is taught by tutor-recorded webinars, online tutor-led sessions and experiential learning with equines Assessment will involve written assignments, reflective journal, peer and tutor observation of the learners with horses, as well as the completion of tasks for their portfolio.

Module 4: Body-based Awareness and Connection for EFL Practitioners

Ofqual module code	H/617/9906	**Guided Learning Hours (GLH)**	12
Module level	4	**Total Qualification Time (TQT)**	30

Module aim This module considers the role of body-based awareness, mindfulness and creating connection in EFL. The module introduces the learner to a set of tools to enhance the ability to develop body-based awareness, and the use of the body as a sensing device to establish connection between horse and human. In this module, learners are required to address health and safety issues including the importance of being trauma informed and to demonstrate self-reflective practice.

Module rationale In order to become an effective EFL practitioner the learner will be required to develop their knowledge, understanding and skills whilst also developing their ability to engage in body-based awareness. The ability to create a connection with both the horse and the client is key to the role of the EFL practitioner. This module aims to support the individual learner in developing these abilities to support their continuing professional development and in LEAP Method approach to trauma informed practice.

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1. Know the risk factors for clients engaging with body-based awareness and connection exercises	1.1 Explain the risk factors for clients engaging with body-based awareness and connection exercises *Includes the importance of trauma informed practice for EFL and working in sphere of expertise*
2. Understand the role of Body-based Awareness and Connection in EFL	2.1 Explain the principles of body-based awareness and connection

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
	2.2 Analyse the use of Body-based Awareness and Connection Practice in EFL
3. Be able to apply Body-based Awareness and Connection techniques in EFL	3.1 Demonstrate Body-based Awareness and Connection techniques in EFL *Including body scan, breathing, arousal levels, anchors and grounding*
	3.2 Give examples of their own experience of using Body-based Awareness and Connection techniques in EFL

Additional Requirements for Delivery and Assessment

This Module is taught by tutor-recorded webinars and online tutor-led sessions. Learners must demonstrate a potential for self-reflection, self-directed learning, emotional resilience, including an understanding of how to hold and process the emotional content of others. Assessment will involve written assignments and reflective accounts, as well as the development of a learning journal.

Module 5: Working with Young People in EFL

Ofqual module code	K/617/9910	**Guided Learning Hours (GLH)**	12
Module level	4	**Total Qualification Time (TQT)**	50

Module aim This module addresses the application of the LEAP method of EFL 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 EFL can be used in addressing a range of issues presenting in young people, such as: trust and relationship issues, self-esteem, confidence and communication. This module helps the learner understand how to address the needs of young people using an EFL approach.

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1. Be able to work with self-awareness as an EFL Practitioner working with young people	1.1 Reflect on own childhood experiences and how they might enhance or limit own work with young people
	1.2 Evaluate the impact of power and authority in the EFL relationship with a young person
2. Be able to adjust the use of the LEAP Method for working with young people	2.1 Demonstrate knowledge of child development and attachment theories to inform EFL work with young people

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
	2.2 Explain how to conduct an age appropriate assessment designed for each young person to establish focus on the EFL work together
	2.3 Explain how to negotiate a working agreement for EFL work with the young person involvement and consent
	2.4 Reflect on and evaluate how an EFL programme can meet the needs of a young person's changing needs
	2.5 Describe the use of the LEAP Care Cards and specific LEAP Method exercises when working with children and young people
3. Work safely, legally and ethically with children and young people	3.1 Discuss the issues of confidentiality and data protection
	3.2 Explain the need for initial, emerging and ongoing risk assessments for safeguarding and child protection issues
	3.3 Evaluate how to establish and sustain professional and personal boundaries with consideration to the developmental stage of the client

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
	3.4 Evaluate the appropriateness of working in partnership with family members, carers and the client
4. Understand the use of a Relational horsemanship with young people	4.1. Describe the use of relational horsemanship and rituals with young people
	4.2 Give positive and negative points of using the relational horsemanship and rituals with young people
5. Understand the responsibilities of an EFL Practitioner regarding child protection	5.1. Explain legal responsibilities of an EFL Practitioner in protecting a young person at risk from abuse
	5.2. Evaluate and outline situations in which a young person is at risk of abuse *Includes adverse childhood experiences assessment*
	5.3 Produce a risk assessment plan to manage child protection issues when working with young people
	5.4 Explain how to manage a disclosure from a young person of abuse

Additional Requirements for Delivery and Assessment

This Module is taught by tutor-recorded webinars, online tutor-led sessions and experiential learning with equines. Assessment will involve written and creative assignments as well as the completion of tasks for their portfolio.

Module 6: Working with Groups, Organisations and Leadership Programmes

Ofqual module code	M/617/9911	**Guided Learning Hours (GLH)**	12
Module level	4	**Total Qualification Time (TQT)**	40

Module aim This module addresses the application of the LEAP method of EFL to working with groups, organisations and leadership programmes. It includes working with individuals, groups, corporate/commercial clients and understanding the herd dynamics role in leadership. The LEAP approach to leadership and risk factors of working with groups will be included.

Module rationale EFL can be used to support groups and individuals in an organisational setting, from senior leaders to office juniors. Learners will gain skills in understanding group dynamics and leadership in the context of EFL. The LEAP method can be adapted to suit an individual client or a group/team.

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1. Know how to demonstrate own leadership skills	1.1 Analyse the main features of leadership
	1.2 Reflect on own skills and qualities in relationship to the features of leadership
	1.3 Describe how leadership skills contribute to an EFL group activity

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
2. Be able to adapt the use of the LEAP method to working in an organisational setting	2.1 Create a plan to deliver an EFL leadership programme for a professional individual or organisation or group to meet a specific need.
	2.2 Facilitate an EFL group exercise that could be used in team development
	2.3 Give and receive appropriate feedback for members of the group
3. Know the principles of authentic leadership and the LEAP Method	3.1 Explain how authentic leadership relates to EFL and the LEAP Method
4. Understand how to effectively work with groups	4.1 Describe the risks associated with working with groups
	4.2 Demonstrate how to engage effectively with a group or organisation
	4.3 Evaluate approaches to responding to challenges in delivering group or organisation EFL Programme
5. Be able to support a client in developing leadership skills with horses	5.1 Select LEAP Method techniques to support the progress of a client
	5.2 Outline a range of techniques that recognise herd dynamics and support a client in developing authentic leadership with horses

Additional Requirements for Delivery and Assessment

This Module is taught by tutor-recorded webinars, online tutor-led sessions and experiential learning with equines. Assessment will involve written assignments, professional discussions, presentations, creative assignments and, tutor observation of the learners facilitating group exercises as well as the completion of tasks for their portfolio including peer feedback.

Module 7: Coaching & Facilitation Skills for EFL Practice

Ofqual module code	Y/651/1418	**Guided Learning Hours (GLH)**	12
Module level	4	**Total Qualification Time (TQT)**	40

Module aim This module develops the learners' abilities to facilitate LEAP techniques and exercises with clients. Learners will demonstrate a range of skills illustrating their development as EFL practitioners. This is done by teaching LEAP Method techniques and flow charts to support learners. Understanding EFL is a managed activity, with emphasis being given to how to ethically manage a series of sessions or client programmes.

Module rationale In order to use EFL sessions with clients, learners need to develop their coaching and facilitation skills to understand how to enable change within clients.

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1. Understand the process of a series of EFL sessions	1.1 Identify techniques within the LEAP Method and stages of EFL sessions
	1.2 Evaluate the importance of an appropriate opening and ending of a client's EFL programme
	1.3 Explain the purpose and importance of reviewing progress with a client
	1.4 Explain the purpose of a working agreement for a series of EFL sessions with a client

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
2. Be able to conduct an EFL session with a client in an ethical, safe and professional way	2.1 Open an EFL session with a client, explaining what is being offered, limitations, time boundaries and ethical boundaries
	2.2 Take a client through LEAP Method techniques using the coaching skills and interventions appropriate to the EFL session
	2.3 End an EFL session appropriately, within agreed time boundaries, showing sensitivity to client needs and feelings, summarising themes and exploring how this relates outside of the EFL session
3. Be able to reflect on an EFL session	3.1 Engage with the supervision process to evaluate the effectiveness of an EFL session
	3.2 Justify the use, and non-use, of skills and techniques during client sessions
4. Reflect on their own personal development	4.1 Analyse how the LEAP Method techniques have impacted on the way they form, develop, maintain and end client relationships
	4.2 Evaluate insight gained from feedback received through the course
	4.3 Analyse changes to the self as a result of feedback and experiences

Additional Requirements for Delivery and Assessment

This Module is taught by tutor-recorded webinars, online tutor-led sessions and experiential learning with equines. Assessment will involve client case studies, written assignments, observation of the learners and the completion of tasks for their portfolio.

Amplification

2.2 – this may include attentiveness, active listening, managing silence, empathetic listening, paraphrasing, summarising, focusing, challenging, reflecting on the EFL process and immediacy, working at an appropriate pace and checking understanding of the client.

Module 8: Working Relationally in EFL

Ofqual module code	T/617/9909	**Guided Learning Hours (GLH)**	12
Module level	4	**Total Qualification Time (TQT)**	30

Module aim This module develops the learners' abilities to facilitate clients using Leap Method techniques. This requires forming a relationship with equines based on compassion, understanding, relational horsemanship, gentle leadership, and facilitating clients to do the same. In this module learners will develop an understanding of the role of relational approach to EFL.

Module rationale This module builds on the self-awareness skills and places the focus on relationship with another. Learners will gain essential experience of working with practise clients.

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1. Be able to support a client in developing their relationship with horses	1.1 Demonstrate how to utilise the LEAP Method flowchart for client assessment.
	1.2 Demonstrate techniques from the LEAP Method to support the progress of a client in an EFL session
	1.3. Facilitate a range of techniques to support a client in their communicating with a horse
2. Be able to use relationship-building concepts in EFL	2.1 Facilitate a range of exercises to support a client through an EFL programme

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
	2.2 Describe how a client may transfer relationship skills learned in EFL to other relationships
3. Understand own role and responsibilities in relationship building in EFL	3.1. Analyse how own values, behaviours, attitudes and emotional awareness can impact on client relationships
	3.2 Reflect on the key components of working relationally with clients
	3.3 Analyse challenges of working relationally with equines and clients

Additional Requirements for Delivery and Assessment

This Module is taught by tutor-recorded webinars, online tutor-led sessions and one-to-one supervision with a tutor. Assessment will involve client case studies, reflective accounts, written assignments and completion of tasks for their portfolio.

Module 9: Evaluating Interactions to Design Therapeutic Programmes

Ofqual module code	K/617/9907	**Guided Learning Hours (GLH)**	12
Module level	4	**Total Qualification Time (TQT)**	50

Module aim

This module aims to develop the learners' observation, assessment and evaluation skills in order to allow them to assess a client's needs, strengths, emotional state, how to develop EFL sessions to meet the clients' goals. This is done by teaching the use of key LEAP techniques such as: Meet the Herd, Choose the Horse, responding to Body Scans and Equine Reflection. This module also aims to enhance the learner's understanding of the theory behind the LEAP method, including the parameters of EFL programmes and when to refer on to a mental health professional. The aim of the module is to give learners the tools to create suitable bespoke EFL programmes for their clients.

Module rationale

In order to use equine facilitated learning in an individual context, learners need to practice their observation skills to understand what is arising in the client when choosing and interacting with a horse. They also need a thorough grounding in the theory behind the LEAP method.

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
1. Understand human and horse behaviour from observation	1.1 Evaluate client behaviour when interacting with horses *Includes client's emotional state and presenting issues*
	1.2 Evaluate horse behaviour when interacting with a client *Includes horse's body language*

Learning outcomes **The learner will:**	Assessment criteria **The learner can:**
2. Know EFL theory and the LEAP method	2.1 Explain the principles of the LEAP method
	2.2 Compare the LEAP Method to another theory of EFL
3. Be able to design an EFL programme for clients	3.1 Create an EFL programme for an adult client *Includes objectives for the programme, session plans and possible outcome measures*
4. Reflect on own development as a LEAP method EFL practitioner	4.1 Review a client EFL session in order to plan future sessions *Includes assessing own responses and self-reflection*
	4.2 Use self-reflection in supervisory sessions to plan for future development as a practitioner

Additional Requirements for Delivery and Assessment

This Module is taught by tutor-recorded webinars, online tutor-led sessions and one-to-one supervision with a tutor. Assessment will involve written assignments, creative assignments, client case studies and the completion of tasks for their portfolio.

Section 3: Delivering these qualifications

3.1 Requirements for Centres

Centres must be approved by Crossfields Institute. In order to be approved to offer these qualifications, centres must have:

- Staff who are appropriately qualified and experienced in the LEAP method.
- A learning environment that is conducive to group work within a workshop format.
- Access to an equine herd
- A virtual learning environment that supports a password protected discussion forum.

For more information about the process of becoming a centre, please contact us.

3.2 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 equines 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 one of the tutors.

A substantial part of the qualifications is action-based independent study outside the classroom. This requires structure, mentor support throughout the course, as well as time in the 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 equines, the Centre will provide more information on this in teaching the modules. Learners are required to use their own life experiences as material for the experiential learning of EFL 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.

3.3 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
- creative assignments
- sample plans and programmes
- presentations
- case studies
- the production of artefacts
- reflective journaling
- professional discussion
- peer feedback in the form of witness testimony

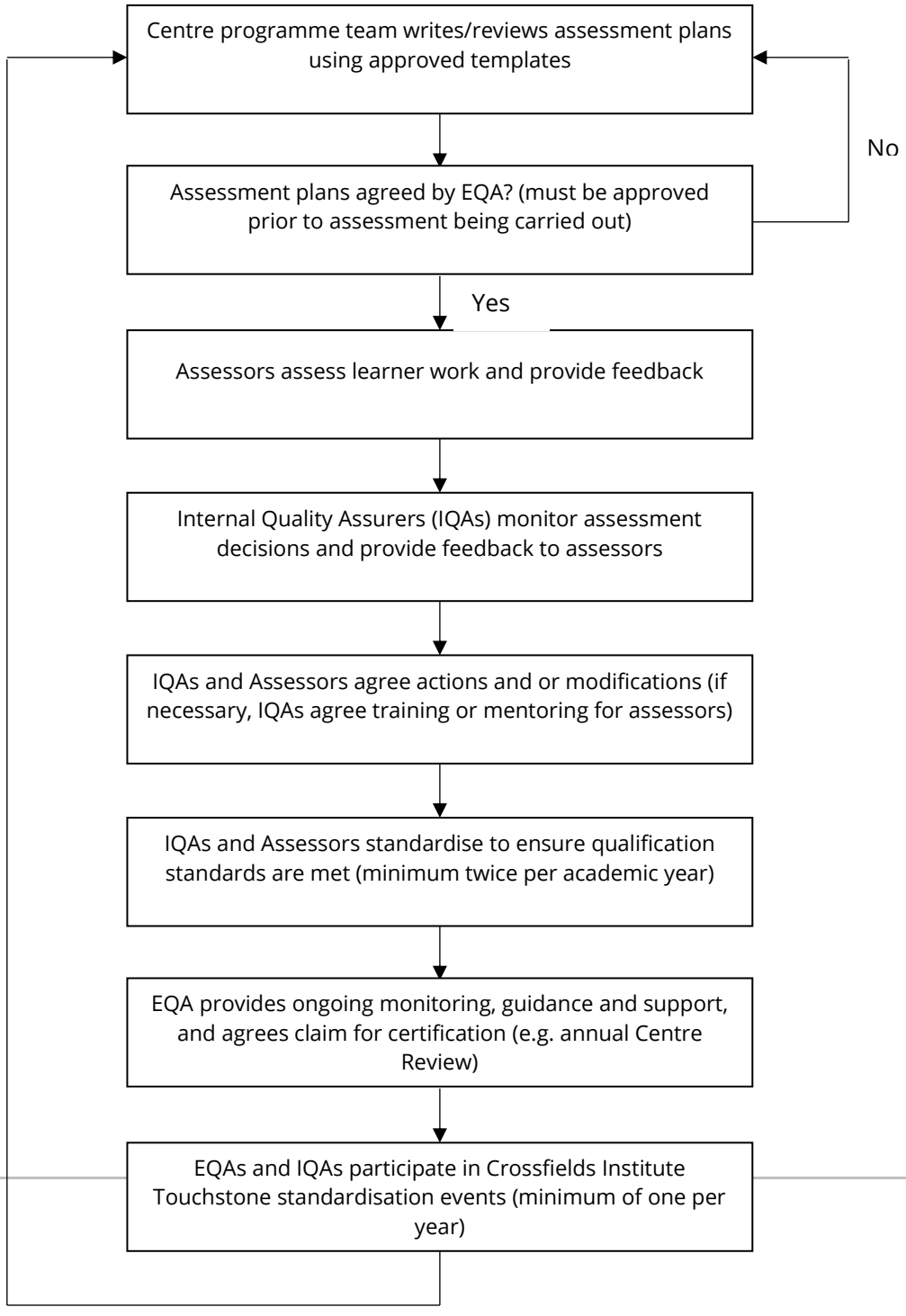
Exemplars of assessment tasks are available on request from the Crossfields Institute Quality Team.

3.4 Quality Assurance

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

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 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:



3.5 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

3.6 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 this qualification 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.

3.7 Policies and Procedures

Each centre is required to work in partnership with Crossfields Institute to ensure that all learners have the best possible experience whilst taking these qualifications and are treated fairly. Our commitment to this is supported by our Centre Handbook, which all centres should become familiar with

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 qualifications 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/

Appendix 1: Resource and book list

Name	**Title**	Publisher/ISBN
Equine Behaviour:		
Ainslie, T., & Ledbetter, B.,	The Body Language of Horses	William Morrow and Company, 1980
Budiansky, S.	The Nature of Horses	The Free Press, 1997
Hill, C.	How to Think Like a Horse	Story Publishing, 2006
Irwin, C.	Horses Don't Lie	Marlowe and Company, 1998
McGreevy, P.	Horse Behaviour	Elsevier Saunders, 2004
Rashid, M.	Horses Never Lie: The Heart of passive leadership	Newtons Abbot, 2004
Rees, L.	The Horses Mind	Stanley Paul, 1984
Roberts, M.	Horse sense for people	Harper Collins, 2000
Scanlon, L.	Wild about horses	Perennial, 2001
Sheldrake, R.	Dogs That Know When Their Owners Are Coming Home: And Other Unexplained Powers of Animals.	Three Rivers Press, 1999
Equine Facilitated Learning:		
Mark Rashid	Horses Never Lie	978-0715318416
Broersma, P., & Houston, J.	Riding into Your Mythic Life: Transformational Adventures with the Horse	New World Library, 2008
DEFRA 2018	Code of Practice for Welfare of horses, ponies, donkeys and their hybrids.	www.gov.uk/code-of-practice-for-the-welfare-of-horses-ponies-donkeys

Dunning, A.	The Horse leads the way: Honouring the true role of the horse in Equine Facilitated Practice	978-1971117-548-3
Fenton, J.	Unbridled Success	978-1908746-51-1
Hallberg, L.	Walking the Way of the Horse: Exploring the power of the horse-human relationship	Universe, 2008 ISBN: 978059547905
Jennison, J.	Leadership beyond measure	ISBN: 978-1511971560
Kohonov, L.	The Tao of Equus	New World Library, 2001
Kohonov, L.	Riding Between the Worlds	New World Library, 2003
McCormick, A.	Horse Sense and the Human Heart	Health Communications, 1997) ISBN: 978155874523
Rector, B.	Adventures in Awareness: Learning with the help of horses	Bloomington: Authorhouse, 2005
Strozzi, A.	Horse Sense for the Leader within	ISBN: 1-4184-2425-0
Strozzi-Mazzuchi, A	Equine Guided Education	ISBN: 978-1502377210
Whitehouse, S.	The Business of coaching with horses.	
Witter, R.F.	Living with HorsePower	Trafalgar Square Publishing, 1998
Experiential Learning or Education		
Beard, C., & Wilson, J.P.	Experiential Learning: A Handbook of Best Practices for Educators and Trainers	Kogan Page Ltd., 2006
Coaching & Clean Language		
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 Practise		

Michalowicz, M.	Profit First	
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	Routledge, 2018
Hallberg, L.	The Equine-Assisted Therapy Workbook	Routledge, 2018

Recommended Websites

JK Associates	www.jkassociatestherapy.com
Glint	www.glint.org.uk
Life on Dreams	www.lifeondreams.com
Success Unbridled	www.successunbridled.co.uk
Pony Partnerships	www.ponypartnerships.co.uk
Ivan Broad	www.ivanbroadcounselling.co.uk
Total Horsemanship	www.totalhorsemanship.co.uk
Mickey Gavin	www.truehorsemanship.co.uk