

Crossfields Institute

Qualification Specification

Level 5 Diploma in the IFEEL Method of Equine Facilitated Human Development



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Introduction

This Crossfields Institute Level 5 Diploma in the IFEEL Method of Equine Facilitated Human Development is an Ofqual regulated qualification.

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 partnership 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 qualification, and also signposts where further advice and support may be found.

Key Facts

Qualification Title	Crossfields Institute Level 5 Diploma in the IFEEL Method of Equine Facilitated Human Development
Qualification Number	603/4223/7
Rules of Combination	All 7 units are mandatory
Total Qualification Time	400
Guided Learning Hours	Min: 150 Max: 150
Minimum age of learners	It is recommended that learners are at least 21 years of age.
Assessment Methods	Portfolio of evidence
Grading system	Pass / fail
How long will it take to complete?	The recommended time for completing this qualification is 10-12 months (part time), however this qualification can be delivered in a range of models at the discretion of the centre.
Developed by	The qualification has been developed by Crossfields Institute with subject specific expertise provided by the IFEEL Equine Facilitated Human Development faculty. It has been developed with sector and user support.

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Section 1: About this Qualification

1.1 Qualification Objective and Rationale

The objectives of the Crossfields Institute Level 5 Diploma in the IFEEL Method of Equine Facilitated Human Development are to:

- prepare learners to progress to studies in the area of Equine Facilitation at a higher level
- prepare learners to find employment as Equine Facilitated Human Development Practitioners
- support learners in their existing role in the workplace by adding additional services, skills and competencies to their existing practice and skill base

This qualification prepares learners to:

- safely and competently facilitate clients through activities with equines, on an individual 1:1 basis with a Personal Development focus
- use the IFEEL Equine Facilitated Human Development methodology in order to interpret and understand client sessions
- act as equine advocate in client sessions

1.2 Overview of the Qualification

1.2.1 Overview of knowledge, understanding and skills

This qualification is designed for those wishing to professionally master the art of employing equines in the field of human development. This qualification has the following 7 units:

1. Human Development and Psychological Frameworks:

The neuroscience and psychological principles behind human development.

2. Facilitation Skills:

- Understanding and applying the IFEEL EFHD Methodology using a systematic, evidenced based process for the analysis of all EFHD interventions.
- Facilitation skills and human change processes.
- Assessing a client's progress against measurable quantitative and qualitative outcomes.

3. Equine Psychology, Behaviour, Ethology and Welfare:

Theoretical knowledge to inform EFHD practice and to improve equine ethical standards.

4. IFEEL Relational Horse-Human Model:

Practical skills and techniques required for working safely with equines and clients emphasising the importance of the relationship between the horse and the human.

5. Equine Facilitated Human Development activities:

The tools, techniques and applications of working with equines to facilitate human development and change.

6. Personal and Professional Development:

Support learners in understanding and using frameworks and tools to develop self-awareness and awareness of professional good ethical practice.

7. Mind-Body Awareness:

Increasing self-awareness for both learners and their clients.

These together form the **IFEEL EFHD Method**: the tools, techniques and applications to safely and professionally facilitate human growth and change.

1.2.2 Rules of Combination

All units are at level 5. All seven units must be successfully completed in order for this qualification to be awarded.

The Total Qualification Time is 400 hours, some of which is guided learning hours i.e. face to face delivery time. The amount of GLH allocated to each unit is specified in the unit descriptors. Nevertheless, learners should bear in mind that these hours are given for guidance only and the amount of time required by individual learners will vary.

1.2.3 Requirements for real work environments

Learners are required to complete 2 case studies with individual clients, each of 3 sessions.

1.2.4 Delivery requirements

A full explanation of the delivery requirements for this qualification are included in section three. This explains the delivery requirements for all units, but where a unit has specific delivery instructions these are included in the unit.

Centres can offer the qualification using whatever modes of delivery meet their learners' needs. This could include full time, part time or a combination of these in blended delivery. Whatever delivery methods are used, centres

must ensure that learners have sufficient access to the resources identified in the specification and to the subject specialists delivering the units.

1.2.5 Assessment overview

Learners are required to submit a portfolio of evidence for this qualification. This portfolio is internally assessed against each unit's learning outcomes on a pass or refer basis by tutor assessors. Full information about the assessment process is included in section four.

1.3 Expectations of Learners

This qualification has been designed to provide access to anyone capable of achieving the required standards, without any unnecessary barriers to entry, access and progression.

Entry requirements for learners:

- Written and spoken English is a crucial aspect of this qualification and prospective learners for whom English is an additional language will need to demonstrate a level of competence equivalent to IELTS score of 6 in order to be able to access the qualification's content
- Applicants are required to complete a programme of personal development work with IFEEL within 6 months of starting this qualification. This is usually the equivalent of three workshop days or can be fulfilled through private sessions. How learners approach this personal development work should be approved by IFEEL faculty. This gives learners experience to draw on in their training, a chance for the faculty to meet and assess the learner's suitability for the qualification and to act as a personal development opportunity for the learner
- Learners must either own their own equine(s) or have routine access to a specific equine in order to practice with this equine throughout the qualification
- Applicants are required to have at least three years or 2,000 hours of equine experience. This experience can include owning horses, riding lessons, instructing and/or training etc. Applications from individuals who are fully committed to the qualification but who need additional support in their horsemanship will be considered
- Applicants need to have an active interest in working towards change, growth and development in others and themselves
- Learners will be required to carry out a Disclosure and Barring Service (DBS) check if planning to work with children or vulnerable adults
- Due to the physical and psychological demands of this qualification, learners will require a good level of physical ability, emotional stability and be prepared to approach their learning with personal maturity

Centres must follow their access and recruitment policy, in accordance with Crossfields Institute's requirements, to ensure equality and diversity in recruitment for this qualification.

1.4 Requirements for Centres

To offer this qualification, centres must be approved by Crossfields Institute. Existing Crossfields Institute centres can apply for approval to deliver this qualification alongside their existing qualifications. For more information about these processes, please contact us via email on qualityassurance@crossfieldsinstitute.com or call the Quality Assurance Team on 01453 760295

In order to be approved to offer this qualification, centres must have:

- Adequate resources to meet the delivery and assessment requirements for this qualification. Please contact Crossfields Institute for further information regarding this.
- Tutors and assessors who have current and relevant understanding of the subject matter. Assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions.
- Mentors who have the ability to hold and facilitate a learner's personal development.
- Internal Quality Assurers who are both occupationally knowledgeable and qualified to make quality assurance decisions.
- Skills and infrastructure to use IT systems in support of their delivery. This will include use of Crossfields Institute's centre management software.
- Sufficient horses (a 1 horse to 2 students ratio is suggested) living in a herd environment and trained using IFEEL Relational Horse-Human Models.
- Appropriate enclosed spaces for EFHD sessions such as a school or arena and pens.

1.5 Role of the Centre and Crossfields Institute

Each centre is required to work in partnership with Crossfields Institute to ensure that all learners have the best possible experience whilst taking this qualification and are treated fairly. Our commitment to this is supported by our Centre Handbook, which all centres should become familiar with. The handbook also includes a range of mandatory policies which are explained in section five.

If you have any queries or concerns about this qualification, or if you would like to suggest improvements to this specification or the qualification itself, please contact us by emailing info@crossfieldsinstitute.com or phone 01453 808118.

Section 2: Units

2.1 Unit List

(All units are mandatory)	Ofqual Unit Reference number	Total Qualification Time (TQT)
Human Development and Psychological Frameworks	M/617/4949	70
Facilitation Skills	H/617/4950	75
Equine Psychology, Behaviour, Ethology and Welfare	K/617/4951	40
IFEEEL Relational Horse-Human Model	M/617/4952	40
Equine Facilitated Human Development Activities	T/617/4953	70
Personal and Professional Development	A/617/4954	75
Mind-Body Awareness	F/617/4955	30

2.2 Guide to the Units

The qualification is split into units, which specify what knowledge and skills the learner must demonstrate in their assessments. Each unit covers one area of the qualification and includes:

Unit Code	a unique code assigned by the regulator
Unit Level	gives the level of demand placed upon learners in line with level descriptors published by the regulator
Unit Aim and rationale	explains what is covered in the unit and how it contributes to the learners' learning journey
Total Qualification Time (TQT)	total hours required to complete the unit – including independent study and assessment
Guided Learning Hours (GLH)	total hours of face to face time, which can include classroom work, lectures, seminars, mentoring, and tutor facilitated webinars
Learning Outcomes	tell learners what they will know, understand and be able to do upon completion of the unit

There may also be specific instructions about requirements for delivery and assessment. This is only where guidance is needed in addition to the more general guidance provided in assessment and delivery sections.

In learning outcomes it is important to take note of the language used. In particular, the verbs give a clear idea of what is expected of the learners. For example, being asked to 'explain' a concept is very different from being asked to 'evaluate' an approach. An explanation of the verbs used and their meanings in this context is available from Crossfields Institute.

EFHD-L5-Unit 1

Human Development and Psychological Frameworks

Unit code M/617/4949 **Guided Learning Hours (GLH)** 30

Unit level 5 **Total Qualification Time (TQT)** 70

Unit aim and rationale This unit supports learners' theoretical and conceptual knowledge of human development and psychological frameworks which is required as a foundation for work in the Equine Facilitated Human Development context. This knowledge will enable students to develop a better understanding of their clients and use the frameworks as part of the facilitation process, which includes teaching them to support in their self-development. Finally learners will also use these for their own Personal and Professional Development in unit 6.

Learning Outcomes

1. Analyse a range of human development and psychological frameworks relevant to EFHD
2. Analyse how a range of human development and psychological frameworks can be used to facilitate EFHD
3. Use a range of human development and psychological frameworks to facilitate client EFHD sessions

Indicative Content

In order to analyse a range of human development and psychological frameworks relevant to EFHD and how these can be used to facilitate EFHD, learners will learn about the following frameworks:

- Emotional literacy
- Human development
- Psychological behaviour change
- Human psychology
- Neuroscience and the nervous system

When using a range of human development and psychological frameworks to facilitate client EFHD sessions, the student will draw on the above named models and theories which may form part of the facilitation session with the equine or as a teaching process.

Additional Requirements for Delivery and Assessment

Classroom delivery should include plenty of opportunity for group discussion to help establish understanding and ability to apply and analyse these frameworks.

To achieve learning outcomes 2 & 3 learners will be required to present evidence from case studies of their client practice.

EFHD-L5-Unit 2 Facilitation Skills

Unit code H/617/4950 **Guided Learning Hours (GLH)** 20

Unit level 5 **Total Qualification Time (TQT)** 75

Unit aim and rationale This unit aims to support learners in gaining the theoretical and conceptual knowledge of facilitation skills so that they can use them to work in the context of EFHD. This includes the understanding of the IFEEL Method and how this compares to other approaches used in this sector. This unit looks to support the learner in developing their facilitation skills. These skills will enable them to carry out EFHD activities in unit 5. Learners will also be looking at how to assess a client's progress. Finally, learners learn what the IFEEL Methodology is and how this can be applied to evaluate client sessions.

Learning outcomes

1 Compare and contrast the IFEEL EFHD method with other approaches used in this sector

2. Demonstrate a range of facilitation skills in the context of EFHD

3. Be able to assess a client's progress against measurable outcomes

4. Apply the IFEEL Methodology to evaluate client sessions

Indicative Content

In order to compare and contrast the IFEEL EFHD Method with other approaches used in this sector, the learner will need to firstly understand the IFEEL Method and then research at least three other approaches to Equine Facilitated work originating in the United Kingdom or other parts of the world and compare and contrast these.

Within demonstrating a range of facilitation skills, the learner will be using skills and abilities including:

- Body language
- Active listening
- Use of appropriate questioning skills
- Rogers core conditions
- CBT based principles relating to the 3 domains of human behaviour change theory
- Use of a range of techniques to set a client at ease during EFHD sessions
- Facilitation to identify client growth focus to be worked on in the session
- Use of a debrief following a client session which includes a key outcome statement for the client

In order to assess a client's progress against measurable outcomes, learners are taught to use a validated self-report measure.

Applying the IFEEL Methodology to evaluate client sessions includes the following steps:

- Deconstructing a session using objective and subjective data
- Putting this data through the filters of human development and psychology and equine psychology, behaviour and ethology* theories
- Constructing client narratives
- Recommending a range of next steps for clients, based on the client narrative
- Formulating a facilitator personal and professional development statement

It is important for learners to note that the IFEEL Method is the whole approach to EFHD and the IFEEL Methodology is the process with which the IFEEL Method evaluates specific client sessions.

Additional Requirements for Delivery and Assessment

The learner should be given opportunities during group training sessions to practice facilitation skills, and to receive feedback, from peers and tutors. Case studies are required for learning outcome 3 and 4.

***Ethology:** the study of animal behaviour under natural conditions, with a focus on how this behaviour has evolved to be adaptive.

EFHD-L5-Unit 3

Equine Psychology, Behaviour, Ethology* and Welfare

Unit code K/617/4951 **Guided Learning Hours (GLH)** 15

Unit level 5 **Total Qualification Time (TQT)** 40

Unit aim and rationale This unit aims to support learners in understanding equine psychology, behaviour, ethology* and welfare so that learners can use the conceptual and theoretical understanding in their work in EFHD. This knowledge is used in the everyday care and training of their equines and within the planning and application of EFHD sessions. This unit contains a range of theoretical and conceptual knowledge and understanding that learners will need to acquire prior to facilitating EFHD sessions with individual clients, in order that learners can explain equine behaviour and body language to a client. Analysis of the ethical and welfare issues surrounding working alongside horses will also be covered within this unit. This unit gives the learner the theory they need in order to put this into practice in unit 4 with the IFEEL Relational Horse-Human Model section.

Learning Outcomes

1. Critically analyse theories of equine psychology, behaviour and ethology*
2. Discuss how relationship based horsemanship approaches have informed EFHD theory and practice
3. Use equine psychology, behaviour and *ethology* theories to explain equine behaviour and body language to a client
4. Analyse ethical and welfare issues when working alongside equines

Indicative Content

Theories of equine psychology, behaviour and ethology* will include covering the below topics:

- Evolution
- Natural horse behaviour in the wild and in a domestic setting
- Communication to include body language
- Herd dynamics
- Innate needs
- Equine training theory to include how the equine learns and how to apply this in practice
- Management
- Emotions and dimensional theories of affective experiences

Discuss how relationship based horsemanship approaches have informed EFHD theory and practice different horsemanship encourages the learner to examine how various approaches to horsemanship are related or have informed EFHD practice. This may be with EFHD exercises or how the equines are perceived and managed or any other aspect. This includes learning one relational horsemanship based approach.

In order to use equine psychology, behaviour and ethology theories to explain equine behaviour and body language to a client, learners are supported to understand relevant theories. This includes behaviours and body language learners may see in client sessions and how to explain these to a client.

Working alongside equines and analysing ethical and welfare issues is of paramount importance; this includes supporting the learner to understand:

- Equine thresholds and window of tolerance.
- Recognising pain and stress
- The 5 freedoms and other models of equine welfare
- Enrichment
- How choice is implemented for the equines
- Ethics around how an equine engages in activities with clients

Additional Requirements for Delivery and Assessment

This unit requires classroom lectures which should include opportunity for group activities and discussions to help establish understanding and ability to apply this information. This is then supported by real time observation of equines.

***Ethology**: the study of animal behaviour under natural conditions, with a focus on how this behaviour has evolved to be adaptive.

EFHD-L5-Unit 4

IFEEL Relational Horse-Human Model

Unit code M/617/4952 **Guided Learning Hours (GLH)** 15

Unit level 5 **Total Qualification Time (TQT)** 40

Unit aim and rationale This unit aims to support learners in developing the practical skills and techniques required for working safely with equines and clients. This unit is called IFEEL Relational Horse-Human Model as the model used here emphasises the importance of the relationship between the horse and the human within interactions. Learners are taught to work with an equine on a lead line and at liberty (where no tack is used) and to give clients clear and appropriate direction to working at liberty with equines. This unit aims to support learners in understanding whether an equine is suitable to engage in EFHD and to assess the equine's wellbeing needs and emotional state before and during client sessions. This unit draws on the theory in unit 3 and gives the learners the equine skills ready to use in facilitating client activities in unit 5.

Learning outcomes

1. Assess the suitability of equines for engaging in EFHD
2. Assess the wellbeing needs and emotional state of equines in preparation for client sessions
3. Use a range of relational horse-human skills to work with an equine on a lead line
4. Use a range of relational horse-human skills to work with an equine at liberty
5. Give clear and appropriate direction to clients in working with equines at liberty during a session

Indicative Content

In assessing the suitability of equines for engaging in EFHD work and assessing the wellbeing needs and emotional state of equines in preparation for client sessions, learners need an understanding of equine psychology, behaviour, ethology and welfare from unit 3 and to apply this knowledge in assessing an equine's readiness for sessions, both in general and in preparation for each individual session.

Within using a range of relational horse-human skills to move work with an equine at liberty and on a lead line, learners are taught how to do various movements with an equine in order to ensure they can move an equine from a field to a pen for an EFHD session safely and so they can aid clients in moving equines at liberty for use with EFHD activities.

Additional Requirements for Delivery and Assessment

This unit will require direct observation of the learner's IFEEL relational horse-human skills which can be supported by professional discussion.

EFHD-L5-Unit5

Equine Facilitated Human Development Activities

Unit code T/617/4953 **Guided Learning Hours (GLH)** 35

Unit level 5 **Total Qualification Time (TQT)** 70

Unit aim and rationale This unit aims to support learners in developing the ability to analyse EFHD activities in order to plan appropriate activities for client sessions and then to be able to facilitate these sessions. EFHD activities typically involve the client working with an equine/s within an enclosed area. These activities will be supported by the facilitation skills developed from unit 2.

Learning outcomes

1. Analyse the purpose of a range of EFHD activities
2. Plan appropriate activities for clients in EFHD sessions
3. Facilitate appropriate EFHD activities in client sessions

Indicative Content

The learner will be studying a range of EFHD activities, including:

- Meet the herd
- Boundaries
- Reflective sessions
- Active sessions

Learners will be taught how to plan and facilitate these sessions as appropriate to each client's process.

Additional Requirements for Delivery and Assessment

Classroom sessions should include opportunity for group discussion to help establish understanding and ability to apply and EFHD activities. Case studies will be required as evidence for learning outcome 2. Observation of a facilitated session will be required for assessing learning outcome 3

EFHD-L5-Unit6

Personal and Professional Development

Unit code	A//617/4954	Guided Learning Hours (GLH)	25
Unit level	5	Total Qualification Time (TQT)	75
Unit aim and rationale	This unit aims to support learners with their own personal and professional development through analysing their own self-development requirements as a facilitator of EFHD sessions, analysing scenarios where they may need the support of supervision, through demonstrating their emotional resilience, both as a learner and as a facilitator, through using reflective practice and through understanding ethical conduct issues within EFHD work. This includes using the frameworks in unit 1 to apply to their own personal and professional development.		

Learning outcomes

1. Analyse own self-development requirements in relation to the facilitation of EFHD client sessions
2. Analyse scenarios in which supervision may be required in own EFHD practice
3. Discuss ethical conduct issues in EFHD client work
4. Use reflective practice to support personal-development
5. Demonstrate emotional resilience as a student and as a facilitator

Indicative Content

Learners are encouraged to analyse scenarios in which supervision may be required in their own equine facilitation practice through learning about the functions of supervision and considering what might require supervision specifically for them as a facilitator. Learners also receive supervision within their case studies and are supported to consider what aspects are important to bring to their supervision meetings.

In order to demonstrate emotional resilience as a student and as a facilitator, learners will need to:

- Manage their own triggers
- Stay within their window of tolerance
- Have an awareness of projection, transference and counter transference

In order for learners to analyse their own self-development requirements in relation to the facilitation of equine facilitated client sessions and to use reflective practice to support self-development, learners are encouraged to use models and theories from unit 1 for use in their

own development. Use of the Kolb learning cycle is also encouraged to reflect on all aspects of their personal and professional development and practice.

Within ethical conduct issues, the learners are supported to consider their scope of practice, how to run an ethical practice and the ethical principles of fidelity, autonomy, beneficence, non-maleficence, justice and self-respect.

Additional Requirements for Delivery and Assessment

This unit is taught through in class lectures and supported by the reading, assignments and journals. LO5 requires observation of the learner.

EFHD-L5-Unit 7

Mind-Body Awareness

Unit code F/617/4955 **Guided Learning Hours (GLH)** 10

Unit level 5 **Total Qualification Time (TQT)** 30

Unit aim and rationale This unit aims to support learners in understanding, evaluating and using practices to develop mind-body awareness, both for their own wellbeing and when supporting individual clients. Mind-body awareness practices are useful in developing proprioception (experience of body position) and interoception (experiences of body sensations) which enables the mind and the body to work and a cohesive whole.

Learning outcomes

1. Evaluate mind-body awareness practices which can be used to facilitate own self development

2. Use mind-body awareness practices in own self development

3. Use mind-body awareness practices with clients

Indicative Content

Learners are supported to learn, evaluate and use various mind-body awareness practices on the course for their own use and client use, this includes activities such as:

- Body scan
- Breathing techniques
- Mindfulness
- Physical movement

In order to use mind-body awareness practices with clients, learners need to select and justify appropriate mind-body awareness practices and support clients to use mind-body awareness practices with their self-regulation and mind-body awareness.

Additional Requirements for Delivery and Assessment

This unit requires use of case studies and the delivery by learners of observed mind-body awareness activities to their peers with feedback from peers and assessor

Section 3: Delivery Requirements

The following guidance is for delivery of all units.

This qualification is vocational in nature, so it is vital that the learning experience allows for 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 tutors and assessors.

The units 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 model, which should create a supportive and dynamic environment, designed to inspire learner participation, enquiry and learning.

It is important that the approach to delivery acknowledges multiple learning styles e.g. reading/writing, auditory, auditory visual, visual and kinaesthetic. These should all be equally recognised, and course material and class activities should be designed to appeal to all learning styles.

Independent study should be supported by a variety of resources and group and individual mentoring. The learner should also have access to tutorial support and engage in self-assessment throughout the units to allow them to monitor their understanding.

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 person. 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 this qualification's requirements for assessment and how the assessment processes will be monitored.

4.2 Assessment Requirements

This qualification is assessed through a portfolio of evidence. The learner must meet all learning outcomes in the unit before they can be awarded that unit.

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

Types of assessment method for this qualification may include:

- case studies
- written assignments
- presentations
- tutor observation
- products
- reflective accounts
- professional discussion
- witness testimony

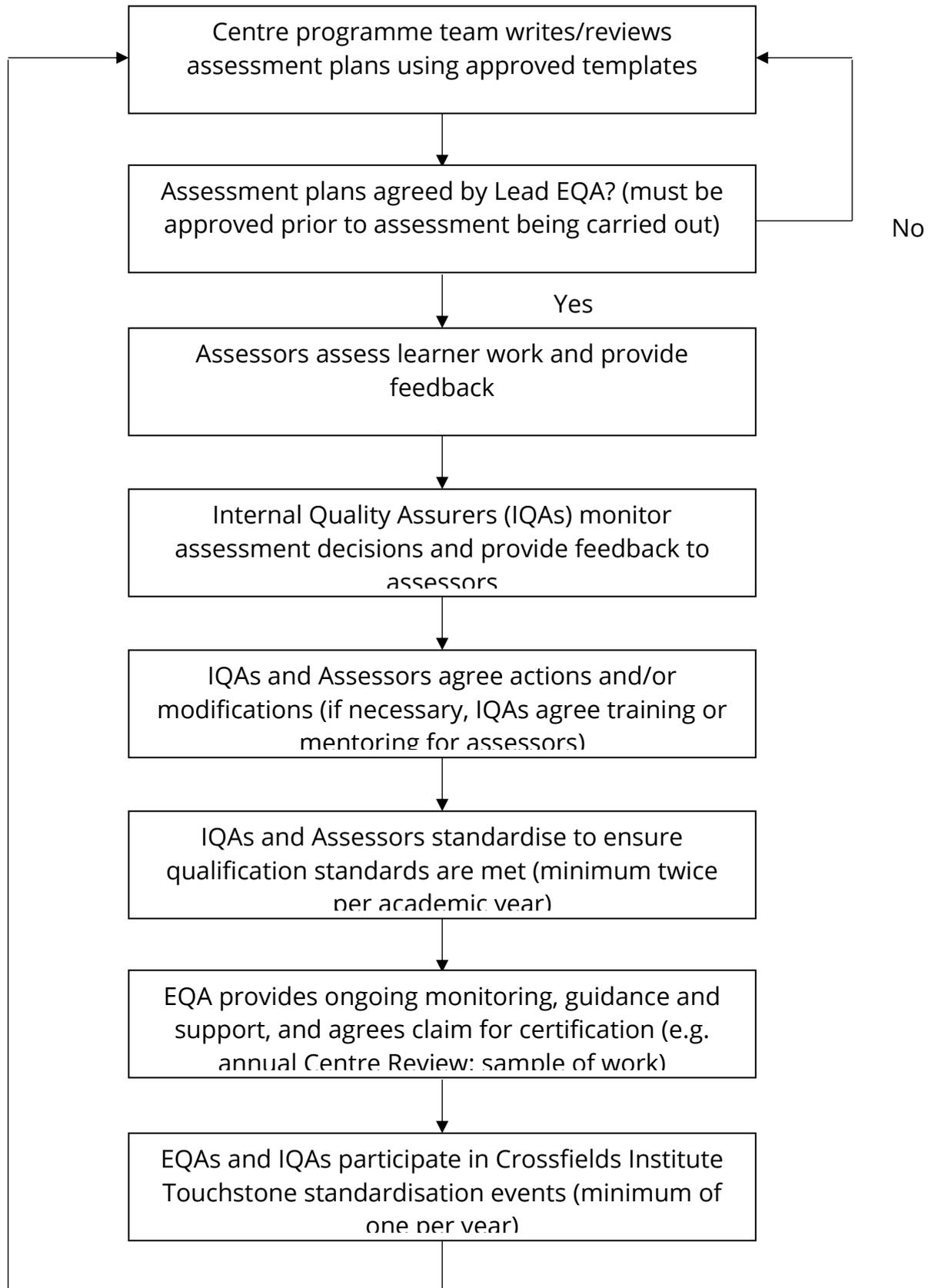
An Exemplar Assessment Plan is included in Appendix 2

4.3 Quality Assurance Process

The primary aim of the Crossfields Institute Quality Assurance 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 Assurance Team. The Lead EQA for this curriculum area will also be involved in reviewing assessment plans.

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



4.4 Assessment Planning Guidance

This qualification uses 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 learning outcomes
- 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 this qualification:

- All centre assessors and quality assurance staff for this qualification 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 for this qualification and their role.
- Handbooks, exemplars and templates are available from the Crossfields Institute Quality Assurance 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 learners 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 ensure centres treat learners fairly and without any bias.

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

Appendix 1: Recommended Reading

NB: The recommended reading list will be amended and added to periodically throughout the delivery of the qualification.

Amini et al (2001)	<i>A General Theory of Love</i>	Vintage Books, New York
Kohanov, L (2007)	<i>The Tao of Equus</i>	New World Library, Novato
Kohanov, L (2007)	<i>Riding Between the Worlds</i>	New World Library, Novato
Siegel, D (2011)	<i>Mindsight</i>	Oneworld Publications, London
Johnson, R, A (1994)	<i>Owning Your Own Shadow: Understanding the Dark Side of the Psyche</i>	HarperSanFrancisco

Delivery of individual units will include additional reference lists of essential and recommended reading. This may include web-based material and research papers.

Appendix 2: Exemplar Assessment Plan

The following table gives examples of tasks which could be used to meet each of the learning outcomes.

Unit	Learning Outcomes <i>On successful completion, the learner will be able to:</i>	Example Assessment Tasks <i>Whether the learner has met the Learning Outcome may be assessed using:</i>	Date due for Completion
Unit 1	1. Analyse a range of human development and psychological frameworks relevant to EFHD	<p>Written assignments:</p> <ul style="list-style-type: none"> -Projection and Transference questions 1500-2000 words -Mindsight Questions 1500- 2500 words -Integrating Frameworks N/A -Owning Your Own Shadow questions 1500- 2500 words -General Theory of Love questions 1500- 2500 words -Equine Assignment 3000 words <p>Case studies:</p> <p>2 case studies, 3 sessions with each client.</p> <p>Journals:</p> <p>4 journals in total, one after each week. All 1000 words with guided questions.</p> <p>Observations: All week observations (specifically in the models and theories lectures, discussions and activities) and individual and group calls</p>	
	2. Analyse how a range of human development and psychological frameworks can be used to facilitate EFHD	<p>Written assignments: as 1.1 Case studies: as 1.1 Journals: as 1.1</p> <p>Observations: All week observations (specifically in the models and theories lectures, discussions and activities where they're analysing how the different human development and psychological frameworks</p>	

Unit	Learning Outcomes <i>On successful completion, the learner will be able to:</i>	Example Assessment Tasks <i>Whether the learner has met the Learning Outcome may be assessed using:</i>	Date due for Completion
		<p>can be used to facilitate EFHD) and individual and group calls</p>	
	<p>3. Use a range of human development and psychological frameworks to facilitate client EFHD sessions</p>	<p>Written assignments:</p> <ul style="list-style-type: none"> -Projection and Transference questions 1500-2000 words -Mindsight Questions 1500- 2500 words -Integrating Frameworks N/A -Owning Your Own Shadow questions 1500- 2500 words -General Theory of Love questions 1500- 2500 words <p>Case studies: as in 1.1</p> <p>Observations: All week observations (specifically in practice facilitation sessions and supervised client session where they use a range of human development models and theories to facilitate client EFHD sessions) and individual and group calls</p>	
Unit 2	<p>1 Compare and contrast the IFEEL EFHD method with other approaches used in this sector</p>	<p>Written assignment: -Compare and Contrast the IFEEL approach assignment 1500 - 2000 words "Compare and contrast the IFEEL Equine Facilitated Human Development method with other approaches used in this sector."</p>	
	<p>2. Demonstrate a range of facilitation skills in the context of EFHD</p>	<p>Observations: All week observations records made during various skills practice sessions, both with and without horses</p>	

Unit	Learning Outcomes	Example Assessment Tasks	Date due for Completion
	<p><i>On successful completion, the learner will be able to:</i></p>	<p><i>Whether the learner has met the Learning Outcome may be assessed using:</i></p>	
	<p>3. Be able to assess a client's progress against measurable outcomes</p>	<p>Supporting evidence – reflective journal and case studies</p> <p>Case studies: as in 1.1</p> <p>Supporting evidence: Observations of supervised client session</p>	
	<p>4. Apply the IFEEL methodology to evaluate client sessions</p>	<p>Written assignment: Integrating Frameworks</p> <p>Case studies: as in 1.1 and specifically the questions about which frameworks were most useful in providing insight in to the client's experience, developing a narrative, communicating with the client and planning for the next session</p> <p>Supporting evidence Observations: All week observations. Specifically in discussions post facilitation sessions</p>	
Unit 3	<p>1. Critically analyse theories of equine psychology, behaviour and <i>ethology</i></p>	<p>Written assignments:</p> <p>Equine Assignment 3000 words which includes choosing a relationship based horsemanship approach to study and then critically analysing their chosen approach to relational horsemanship.</p> <p>Observations: All week observations. Specifically a group activity where learners pair up to critically analyse 2 theories and then share with group.</p>	

Unit	Learning Outcomes <i>On successful completion, the learner will be able to:</i>	Example Assessment Tasks <i>Whether the learner has met the Learning Outcome may be assessed using:</i>	Date due for Completion
	2. Discuss how relationship based horsemanship approaches have informed EFHD theory and practice	Written assignments: Equine Assignment 3000 words which includes questions on how their chosen approach (see 3.1) has informed EFHD theory and practice.	
	3. Use equine psychology, behaviour and <i>ethology</i> theories to explain equine behaviour and body language to a client	Observations: All week observations. Specifically in within practice facilitation sessions and when in supervised client session. Case studies: as in 1.1. Supporting evidence: observation and notes from herd observation sessions	
	4. Analyse ethical and welfare issues when working alongside equines	Written assignment: Equine Assignment 3000 words including a section on ethical and welfare issues when working alongside horses. Case studies: as in 1.1 and questions around ethical and welfare issues within their case studies.	
Unit 4	1. Assess the suitability of equines for engaging in EFHD	Written assignment: Equine Assignment 3000 words, including a question on what equines are and are not suitable for EFHD. Case studies: Questions- on choice of equine for a session	
	2. Assess the wellbeing needs and emotional state of equines in preparation for client sessions	Case studies: Particularly questions on choice of equine for a session	

Unit	Learning Outcomes <i>On successful completion, the learner will be able to:</i>	Example Assessment Tasks <i>Whether the learner has met the Learning Outcome may be assessed using:</i>	Date due for Completion
		Observations: All week observations. Specifically in discussions post facilitation sessions, in herd observation sessions and in the Horsemanship Assessment	
	3. Use a range of relational horse-human skills to work with an equine on a lead line	Observations: All week observations. Specifically in horsemanship practice sessions and in the Horsemanship Assessment	
	4. Use a range of relational horse-human skills to work with an equine at liberty	Observations: All week observations. Specifically in horsemanship practice sessions and in the Horsemanship Assessment	
	5. Give clear and appropriate direction to clients in working with equines at liberty during a session	Observations: All week observations. Specifically in horsemanship practice sessions, supervised client session and in the Horsemanship Assessment	
Unit 5	1. Analyse the purpose of a range of EFHD activities	Written assignments: -Mindsight Questions 1500- 2500 words -Owning Your Own Shadow questions 1500- 2500 words -General Theory of Love questions 1500- 2500 words Case studies: Questions about the general purpose of the activity	
	2. Plan appropriate activities for clients in EFHD sessions	Case studies: questions about choice of activities for a particular client session	

Unit	Learning Outcomes <i>On successful completion, the learner will be able to:</i>	Example Assessment Tasks <i>Whether the learner has met the Learning Outcome may be assessed using:</i>	Date due for Completion
		Observations: All week observations. Specifically in supervised client session	
	3. Facilitate appropriate EFHD activities in client sessions	Observations: All week observations. Specifically in practice facilitation sessions and supervised client session Supporting evidence: Case studies	
Unit 6	1. Analyse own self-development requirements in relation to the facilitation of EFHD client sessions	Written assignments: -Projection and Transference questions 1500-2000 words -Mindsight Questions 1500- 2500 words -Integrating Frameworks N/A -Owning Your Own Shadow questions 1500- 2500 words -General Theory of Love questions 1500- 2500 words -Equine Assignment 3000 words Journals: as 1.1 Case studies: as 1.1 Observations: Class discussions and individual and group calls	
	2. Analyse scenarios in which supervision may be required in own EFHD practice	Case studies: Question: around ethical conduct issues in a session Observations: All week observations, specifically the ethics session and related group activity	
	3. Discuss ethical conduct issues in EFHD client work	Written assignments: integrating frameworks;	

Unit	Learning Outcomes <i>On successful completion, the learner will be able to:</i>	Example Assessment Tasks <i>Whether the learner has met the Learning Outcome may be assessed using:</i>	Date due for Completion
		<p>Case studies: questions around ethical conduct issues in a session</p> <p>Observations: All week observations specifically the ethics session and related group activity and individual and group calls.</p>	
	<p>4. Use reflective practice to support personal-development</p>	<p>Written assignments: -Projection and Transference questions 1500-2000 words -Mindsight Questions 1500- 2500 words -Integrating Frameworks N/A -Owning Your Own Shadow questions 1500- 2500 words -General Theory of Love questions 1500- 2500 words -Equine Assignment 3000 words</p> <p>Case studies: as 1.1</p> <p>Journals: as 1.1</p> <p>Observations: Individual and group calls</p>	
	<p>5. Demonstrate emotional resilience as a student and as a facilitator</p>	<p>Observations: All week observations and individual and group calls</p> <p>Supporting evidence: Reflective Journal</p>	
Unit 7	<p>1. Evaluate mind-body awareness practices which can be used to facilitate own self development</p>	<p>Journals: questions about choice of mind-body activity</p> <p>Case studies: specifically about preparing for a session</p> <p>Observations: All week observations specifically in the Mind-body morning practice</p>	

Unit	Learning Outcomes <i>On successful completion, the learner will be able to:</i>	Example Assessment Tasks <i>Whether the learner has met the Learning Outcome may be assessed using:</i>	Date due for Completion
		sessions and individual and group calls.	
	2. Use mind-body awareness practices in own self development	Observations: All week observations specifically in the Mind-body morning practice sessions and individual and group calls. Journals: questions about choice of mind-body activity Case studies: Question: about preparing for a session	
	3. Use mind-body awareness practices with clients	Case studies in the description table of the session. Observations: All week observations, specifically in the facilitation practice sessions and supervised client session.	