

# Crossfields Institute

Qualification Specification

CFI Level 5 Diploma in Animal Assisted Intervention  
(The Elysian Approach)



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## Key Facts

<b>Qualification Title</b>	CFI Level 5 Diploma in Animal Assisted Intervention (The Elysian Approach)
<b>Qualification Number (QAN)</b>	610/3780/1
<b>Qualification Type</b>	Vocationally Related Qualification
<b>Sector</b>	1.3 Health and Social Care
<b>Level</b>	Level 5
<b>Rules of Combination</b>	All units are compulsory
<b>Total Qualification Time</b>	370 Hours
<b>Guided Learning Hours</b>	102 Hours
<b>Total Credits</b>	37
<b>Minimum age of learners</b>	21
<b>Assessment Methods</b>	Portfolio of evidence
<b>Grading system</b>	Pass/Fail
<b>How long will it take to complete?</b>	1 Year
<b>Developed by</b>	The qualification has been developed by CFI with subject-specific expertise provided by Elysian Animal Assisted Interventions Ltd.

## Section 1: About this Qualification

### 1.1 Why take this qualification?

This objectives of the CFI Level 5 Diploma in Animal Assisted Intervention (The Elysian Approach) are:

- to support learners to become competent practitioners through an experiential and immersive professional and personal development experience.
- to prepare learners to practice AAI and/or to integrate AAI in a professional education, health, or social care environment to the benefit of the clients with whom they work.
- to give learners an area of expertise in their existing role, adding to their skills and competencies to the benefit of their clients/service users.

More specifically, it has been designed to enable learners to:

- safely support clients, learners and participants in a variety of settings, courses and events to benefit from Animal Assisted Interventions as part of working towards personal and professional goals.
- develop resilience, self-awareness and therapeutic skills.
- become present, receptive, genuine and committed therapeutic practitioners.
- give a clear explanation of the AAI range of uses, the benefits and approaches and apply this to a variety of settings.
- understand how to select the most appropriate Animals and Animal Assisted Interventions to meet client needs and/or a given environment.
- uphold a good standard of professional and ethical practice in AAI, including following legal frameworks and national and local guidance on the prevalent aspects of AAI, including animal welfare.

Animal Assisted Intervention (AAI) is becoming increasingly popular across the UK and worldwide as we are recognising the positive impact regular animal interaction has on our overall wellbeing and emotional resilience to navigate the challenges of our day-to-day lives. This course allows professionals to develop their skills and knowledge to integrate the benefits of AAI into their professional practice. Participants have a fully-immersed, interactive and experiential learning journey, utilising a wide variety of animals to create a rich and valuable learning experience that can be transferred to a range of working environments to the benefit of clients across needs and ages.

The Elysian approach is centred around supporting clients using an integrative therapeutic approach that adapts to the needs of the client, with a consistent Unconditional Positive Regard (UCP), using the principles of the PACE model, and the theoretical framework for Animal Assisted Intervention in creative ways to support clients to ascertain and meet their goals. The approach can be applied in a vast variety of settings, across needs and ages, as part of supporting people through semi-structured activities and exercises with a range of animals. The exercises initially focus on grounding, sensory input and responses and increasing awareness of the emotions that arise as part of the activity/sensory experience of the animal.

## 1.2 Who is it for?

This qualification is designed to support professionals to competently and professionally utilise Animal Assisted Intervention approaches in education, social care and healthcare, including mental health.

Participants may already be working in this field, or may currently be working in either Health, Social Care or Education with a view to working in AAI in the future.

## 1.3 What does the qualification cover?

This qualification consists of eight mandatory modules, all of which are at Level 5. All eight units must be successfully completed for the qualification to be awarded.

The total qualification time (TQT) is 370 hours, of which 102 hours are guided learning hours (GLH). The amount of GLH allocated to each module is specified in the module 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.

### **Module 1: Becoming an Animal Assisted Intervention Facilitator**

This module introduces learners to the general principles of Animal Assisted Interventions in practice, building on the pre-requisite introductory course. Learners partake in an experiential journey of the Elysian AAI approach and the foundation principles of integrative therapeutic practice in the use of small and large animals. It aims to build learners' knowledge of the contextual theoretical framework that underpins the intervention, and how this is created across a variety of environmental spaces, utilising a range of animals and their potential therapeutic contributions to the clients' process and development.

### **Module 2: Underpinning Research and Theory of Animal Assisted Intervention**

Learners explore the contextual historical relevance and impact that has contributed to the position of AAI today. Learners also explore the range of therapy modalities and

perspectives that informs AAI, including the theoretical landscape that informs evidence-based practice and the use of animals in a range of interventions as part of supporting, healing, and developing as individuals and groups.

### **Module 3: Building Skills with AAI and Practising Safely**

Learners explore what it means to 'practise safely' using integrative approaches, sensory integration and a range of other evidenced-based principles and approaches that can be utilised within an AAI therapist 'toolbox' to achieve the best possible support for their clients. Learners are also supported to develop sound knowledge of the legal guidance on relevant legislation such as Safeguarding and Health & Safety with animals and various risk assessment tools for AAI practice. Learners also build skills and knowledge in how to assess animals for use in AAI interventions.

### **Module 4: Selecting the Appropriate Animals, Environment and Intervention**

Learners will have the opportunity to explore and demonstrate the assessment competencies and strategies needed to professionally prepare and undertake AAI interventions, from the point of client referral through to the therapeutic journey, including making informed choices in relation to the animals, the environment, and the structure of the intervention, including managing challenges along the way.

### **Module 5: Professional Practice, Boundaries and Ethics**

Learners walk through the journey of professional practice expectations when practising with clients of different ages, needs and vulnerabilities. Learners explore the essence of knowing your own limitations, and how to assess and discuss this openly with potential clients/referrers. Learners explore therapeutic contracts, boundaries, and ethical professional practice in AAI. Learners will also access a range of sample templates as part of reviewing the appropriate paperwork that should be in place prior to commencing a new client/practitioner relationship.

### **Module 6: Working with Different Client Groups and Needs**

This module covers a range of therapeutic needs that practitioners may be working with and takes learners through a range of evidence-based practice in working towards across ages and needs. This includes working with children, young people, adults, families and groups. Learners also explore appropriate AAI for therapeutic goals such as building resilience in mental health, working with Autism, ADHD and other developmental, learning, or mental health conditions.

### **Module 7: Working with Trauma and Developing Personal and Professional Resilience in AAI**

This module focuses on practitioners' own personal development and self-awareness as part of building resilience to become competent practitioners who support individuals and groups in working towards their therapeutic goals. Learners analyse and define their own unprocessed and processed emotions, stressors, pain and difficulties that affect



present relationships, and explore ways and strategies that they will use to progress these in ongoing supervision (or therapy where relevant). Learners work on understanding and defining trauma and potential appropriate routes to access and support, including signposting where relevant.

### **Module 8: Becoming a Reflective Practitioner**

This module supports learners to evaluate and analyse the reflective practice cycle to influence and enhance own practice. It includes working with case study examples and scenarios to define what it means to be a reflective practitioner. Learners evaluate what it means to be continuously improving practice and the principles of this responsibility, utilising autonomy and furthering skills in using the four aspects of being a reflective practitioner: experience, analysis, implement, repeat. Learners also create their own CPD plan and evaluate strategies for receiving and acting on feedback.

The qualification is at level 5 as defined by Ofqual:

<https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications#level-descriptors>

<b>The learner...</b>	<b>The learner can...</b>
Has practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts.	Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems.
Can analyse, interpret and evaluate relevant information, concepts and ideas.	Use relevant research or development to inform actions.
Is aware of the nature and scope of the area of study or work.	Evaluate actions, methods and results.
Understands different perspectives, approaches or schools of thought and the reasoning behind them	

## 1.4 What are the entry requirements?

This qualification has been designed to target mature learners who are already working in a relevant sector, and have achieved a level of competence in the health, social care and/or education sector.

The requirements for entry are as follows:

- Learners have attended *Introduction to Animal Assisted Therapy and Intervention* with Elysian (either 1 or 2 day workshop) prior to applying to the Diploma.
- Where English is not the learner's native language, they should be able to demonstrate a level of spoken and written English proficiency equivalent to IELTS 6.5.
- Learners are over 21.
- Due to the physical and emotional demands of this course, learners need to demonstrate that they have an appropriate level of self-reflection and emotional resilience.
- Learners are educated to degree level in a relevant field OR have extensive experience with a relevant client group (e.g. have worked 5 years or more in direct client work)
- Learners are confident with animals and have been responsible for the care of at least one animal for a significant period and have access to animals as part of their ongoing work for the duration of the course.
- Learners have completed an application process demonstrating a level of competence in the field and a safeguarding vetting process, including references and enhanced DBS checks.

## 1.5 What are the assessment methods?

Learners complete a Reflective Learning Journal throughout the Diploma, which includes a five-hundred-word reflective journal entry on the module topic, as part of completing each module.

The Reflective Learning Journal and the Case Study work alongside other module assignments to form an overall course portfolio that learners must complete to achieve the Diploma. This is internally assessed as Pass or Refer by tutor assessors.

Overview of the Portfolio content:

- Case Study reports
- 8 x Reflective Entries (8 x 500 words)
- Module-based assignment tasks (completed templates, samples of paperwork, contracts, client worksheets etc.)
- Professional Observation record (by tutor)
- Case Study witness testimony (by Case Study participant)

Learners complete three case studies, including the use of three different clients for at least two sessions per client. This includes at least one AAI exercise that the learner has created for a case study with a person or small group.

## 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.

## 1.6 What are the progression opportunities?

This qualification has been designed to support you to progress within the workplace or in your own practice. Following successful completion of the qualification you could:

- facilitate Animal-Assisted Interventions within an appropriate environment (e.g. health, social care or education) and subsequently offer this as part of complementing a role or service.
- develop what you can offer in your professional practice.
- work as an AAI therapeutic practitioner and pursue employment opportunities in the field of AAI.

## Section 2: Units/Modules

### 2.1 Unit/Module List

<b>Module title</b>	<b>Guided Learning Hours (GLH)</b>	<b>Total Qualification Time (TQT)</b>
1. Becoming an Animal Assisted Intervention Facilitator	12	40
2. Underpinning Research and Theory of Animal Assisted Intervention	12	40
3. Building Skills with AAI and Practising Safely	18	40
4. Selecting the Appropriate Animals, Environment and Intervention	12	40
5. Professional Practice, Boundaries and Ethics	12	40
6. Working with Different Client Groups and Needs	18	60
7. Working with Trauma and Developing Personal and Professional Resilience in AAI	12	50
8. Becoming a Reflective Practitioner	6	60
<b>Qualification Total</b>	<b>102 hours</b>	<b>370 hours</b>

# Module 1: Becoming an Animal Assisted Intervention Facilitator

<b>Ofqual code</b>	T/651/0328	<b>Guided Learning Hours (GLH)</b>	12
<b>Module level</b>	5	<b>Total Qualification Time (TQT)</b>	40
<b>Module aim</b>	This module introduces learners to the general principles of Animal Assisted Interventions in practice, building on the pre-requisite introductory course. Learners partake in an experiential journey which orients them within the Elysian AAI approach and the foundation principles of integrative therapeutic practice in the use of small and large animals. It aims to build learners' knowledge of the contextual theoretical framework that underpins the intervention, and how this is created across a variety of environmental spaces, utilising a range of animals and their potential therapeutic contributions to the clients' process and development.		

## Learning outcomes

### The learner is expected to be able to:

1. Explain and analyse a range of AAI principles of practice, benefits and functions.
2. Explain and analyse the role of a therapist in AAI, including working with several types of animals.
3. Analyse ways in which animals can have power and impact in personal practice.
4. Describe ways in which AAI can bring personal benefits and potential growth to clients.

## Indicative content

This module will cover the following topics:

- Introduction to Animal Assisted Intervention (AAI) – the Elysian Approach
- Integrated Approaches in AAI

- Framework for creating a therapeutic environment outside of the therapy room

Learners will undertake a series of AAI exercises to analyse the benefits and uses of various methods, while learning about the underlying principles of practice. Learners will analyse personal benefits and potential personal growth through appropriate self-reflection tasks and analysis following participation in exercises where learners have the 'client experience' through the activities undertaken.

There will also be allocated time for group and individual reflection and discussion with the tutor. Learners will start building their reflective learning journal to consolidate both professional and personal learning.

### **Amplification**

For more detail on the range of principles which may be referred to here, see Appendix 1: The Elysian Approach.

## Module 2: Underpinning Research and Theory of Animal Assisted Intervention

<b>Ofqual code</b>	Y/651/0329	<b>Guided Learning Hours (GLH)</b>	12
<b>Module level</b>	5	<b>Total Qualification Time (TQT)</b>	40
<b>Module aim</b>	In this module, learners explore the contextual historical relevance of AAI and the impact that has contributed to its position in today's society. It aims to give learners an understanding of the range of therapy modalities and perspectives that inform AAI, including the theoretical landscape that informs evidence-based practice and the use of animals in a range of interventions as part of supporting, healing and developing as individuals and groups.		

### Learning outcomes

#### **The learner is expected to be able to:**

1. Analyse how AAI methods and approaches have benefited humans since the 16<sup>th</sup> century.
2. Evaluate key aspects of the theory that underpins AAI in practice.

### **Indicative content**

This module provides a core historical and theoretical knowledge base for learners to explore and put into the context of their practice as aspiring AAI therapeutic professionals. Learners utilise the reflective and experiential nature of the course content to apply the research and theory to the practice and analytical understanding of the core value base and principles of Integrated and Animal Assisted therapeutic intervention.

Topics covered here will include:

- The research and history – leading up to the present day – of AAI
- The theory that underpins AAI in practice

Learners will be undertaking group presentations to the wider cohort, as part of which they will demonstrate and collate learning on each of the theory elements covered in this module:

- Anthropomorphism
- Biophilia hypothesis
- Cognitive theory

- Learning & motivation theory
- Experiential vs. Verbal symbolic system



## Module 3: Building Skills with AAI and Practising Safely

<b>Ofqual code</b>	F/651/0330	<b>Guided Learning Hours (GLH)</b>	18
<b>Module level</b>	5	<b>Total Qualification Time (TQT)</b>	40
<b>Module aim</b>	<p>This module aims to give learners a solid understanding of what it means to 'practise safely' using integrative approaches, sensory integration and a range of other evidence-based principles and approaches that can be utilised within an AAI therapist 'toolbox' to achieve the best possible support for their clients. It also aims to support learners to develop sound knowledge of the legal guidance on relevant legislation such as Safeguarding, Health &amp; Safety with animals and various risk-assessment tools for AAI practice. Learners also build skills and knowledge into how to assess animals for use in AAI interventions.</p>		

### Learning outcomes

#### The learner is expected to be able to:

1. Demonstrate analytical skills in choosing and applying therapeutic approaches with clients with differing needs.
2. Meet the professional expectations and practice of AAI facilitators.
3. Understand and follow the relevant legal framework, guidance and procedures that apply to AAI facilitators.
4. Justify decisions made about assessing animals to partake in AAI.
5. Understand and apply relevant Health & Safety guidance.
6. Undertake relevant risk assessments.
7. Respond to the emerging needs of the client to achieve therapeutic goals.

### **Indicative content**

This module will cover safety of practice, from professional safety to practising with animals, including UK guidance and legal framework. Learners will demonstrate their understanding using case studies which are self- and peer-evaluated, with tutor support. They will also demonstrate their learning as they continue to work on their reflective learning journal, which is tutor-assessed.

Topic covered will include:

- Developing therapeutic skills and preparing for the therapeutic relationship
- Guidance, policy and process for practitioners
- Assessing an animal to support AAI
- Risk assessment and Health & Safety

## Module 4: Selecting the Appropriate Animals, Environment and Intervention

<b>Ofqual code</b>	H/651/0331	<b>Guided Learning Hours (GLH)</b>	12
<b>Module level</b>	5	<b>Total Qualification Time (TQT)</b>	40
<b>Module aim</b>	This module aims to give learners the opportunity to explore and demonstrate the assessment competencies and strategies needed to professionally prepare and undertake AAI interventions, from the point of client referral through to the therapeutic journey. This will include making informed choices in relation to the animals, the environment and the structure of the intervention, as well as managing challenges that may occur along the way.		

### Learning outcomes

#### The learner is expected to be able to:

1. Assess a potential client using appropriate analysis.
2. Assess a potential animal to use in therapeutic work, according to welfare practices and using appropriate analysis.
3. Choose, analyse and adjust a therapeutic environment to meet the aims of the intervention.
4. Facilitate therapeutic space, exercises and activities to meet the goals of the individual or group.

### Indicative content

This module covers the journey from client referral through to intervention and its ending, and the processes that take place throughout. In the course of this module, learners create AAI interventions in practice, using fellow learners as 'clients' where they will generate evidence to meet the learning outcomes for this module.

Presentations, classroom discussions and exercises are undertaken on the following topics:

- Experiential learning through practising a range of AAI
- Choosing, designing and facilitating AAI activities and exercises

- Assessing the client referral
- Assessing own competence in relation to client referral
- Planning and undertaking an initial assessment
- Planning the intervention, review points and follow-up
- Planning the intervention ending
- Managing potential challenges

## Module 5: Professional practice, boundaries and ethics

<b>Ofqual code</b>	J/651/0332	<b>Guided Learning Hours (GLH)</b>	12
<b>Module level</b>	5	<b>Total Qualification Time (TQT)</b>	40
<b>Module aim</b>	This module aims to give learners experience of the journey of professional practice with clients of differing ages, needs and vulnerabilities. Learners explore the essence of knowing your own limitations, and how to assess and discuss this openly with potential clients/referrers. Learners will also explore therapeutic contracts, boundaries and ethical professional practice in AAI, and will access a range of sample templates as part of reviewing the appropriate paperwork that should be in place prior to commencing a new client/practitioner relationship.		

### Learning outcomes

#### The learner is expected to be able to:

1. Analyse ethical considerations related to practising AAI.
2. Apply professional boundaries in therapeutic practice with clients and relevant professionals.
3. Draw up and define a therapeutic contract with an individual or group.
4. Analyse potential challenges in defining a therapeutic contract, and plan and implement solutions and/or preventative steps as appropriate.

### Indicative content

Learners undertake a series of interactive presentations that also involve elements of role play, learning, evaluating and analysing professional practice and ethics in the field of therapeutic practice and AAI.

The content is divided into the following topics:

- Ethical considerations and principles (fidelity, autonomy, beneficence, non-maleficence and justice)
- Professional practice

- Professional competence
- Therapeutic contract
- Professional communication

Learners undertake an evaluation of their own scope of practice and professional capability boundaries, assessing their own competencies and abilities in relation to making a sound and professional judgement with respect to client work.

## Module 6: Working with different client groups and needs

<b>Ofqual code</b>	K/651/0333	<b>Guided Learning Hours (GLH)</b>	18
<b>Module level</b>	5	<b>Total Qualification Time (TQT)</b>	60
<b>Module aim</b>	This module covers a range of therapeutic needs that practitioners may be working with, and aims to take learners through a variety of evidence-based practices in working across diverse ages and needs. This includes working with children, young people, adults, families and groups. Learners also explore appropriate AAI for therapeutic goals such as building resilience in mental health and working with Autism, ADHD and other developmental, learning or mental health conditions.		

### Learning outcomes

#### The learner is expected to be able to:

1. Explore a range of client needs and therapeutic responses to those needs.
2. Assess and define group goals appropriately.
3. Analyse and define the level and complexity of an individual client need.
4. Create a proposed treatment/therapeutic and activity plan.

### Indicative content

This module presents a range of different client profiles and cohorts that learners may come into contact with, and learners explore a range of practices and approaches that can be utilised to meet particular needs.

The presentations and exercises that make up this module cover the following topics:

- Working with children & young people
- Working with adults
- Working with diverse needs

Learners will be assessing needs-responsive therapeutic planning and incorporating this into their case work, learning portfolio and module assessment as part of diversifying

their own practice to ensure inclusion and increase scope to work with a range of needs within their client cohorts.



## Module 7: Working with trauma and developing personal and professional resilience in AAI

<b>Ofqual code</b>	L/651/0334	<b>Guided Learning Hours (GLH)</b>	12
<b>Module level</b>	5	<b>Total Qualification Time (TQT)</b>	50
<b>Module aim</b>	This module focuses on practitioners' own personal development and self-awareness, and aims to help learners build resilience and become competent practitioners who support individuals and groups in working towards their therapeutic goals. Learners analyse and define their own unprocessed and processed emotions, stressors, pain and difficulties that affect present relationships, and explore strategies they will use to progress these in ongoing supervision (or therapy where relevant). Learners will also work on understanding and defining trauma and potential appropriate routes to access support, including signposting where relevant.		

### Learning outcomes

#### The learner is expected to be able to:

1. Describe how the complexities of trauma impact the brain and subsequent emotions and behaviour.
2. Apply core principles of trauma-informed practice to AAI.
3. Analyse and evaluate risk and protective factors for self and potential clients.

### Indicative content

This module focuses on the practitioner's own self-awareness and continuing professional development. Learners undertake exercises based on analysing and reflecting on their own trauma, potential triggers, body awareness and learning/progression needs, and moving towards their self-efficacy. Exercises focus on grounding and self-awareness as learners undertake a series of individual and group interventions. They are then given space for reflection through peer and tutor support.

Learners undertake a range of grounding, breathing and body work exercises as part of analysing their own trauma and identifying exercises and therapeutic approaches that are used in trauma-informed practices. The module assessment includes a literature review focused on trauma-informed practice and an evaluation of how AAI can benefit

trauma work in therapeutic practice, and the significance of managing this within a contained and appropriate space for self and clients.

## Module 8: Becoming a reflective practitioner

<b>Ofqual code</b>	M/651/0335	<b>Guided Learning Hours (GLH)</b>	6
<b>Module level</b>	5	<b>Total Qualification Time (TQT)</b>	60
<b>Module aim</b>	<p>This module supports learners to evaluate and analyse the reflective practice cycle to influence and enhance their own practice. It includes working with case study examples and scenarios to define what it means to be a reflective practitioner. Learners evaluate what it means to be continuously improving practice and the principles of this responsibility, and also examine utilising autonomy and furthering skills in using the four aspects of being a reflective practitioner: experience, analyse, implement, repeat. Learners also create their own CPD plan and evaluate strategies for receiving and acting on feedback.</p>		

### Learning outcomes

#### The learner is expected to be able to:

1. Analyse their own emotional literacy, self-development and learning needs.
2. Critically evaluate their own practice, decisions and outcomes.
3. Design their own personal learning plan.
4. Demonstrate strategies to ensure and maintain emotional resilience.
5. Analyse feedback for the benefit of their own self-development.
6. Utilise reflective practice to undertake personal development.

### Indicative content

Learners will undertake a series of AAI exercises on reflective practice. These exercises include:

- Creating their own AAI intervention with peer learners as participants. They are given immediate feedback from tutor and peer learners on the experience and impact of the exercise. Learners then present their analysis of this feedback and

how it would influence the intervention through their module assignments which includes the Learning Journal entry.

- Giving and receiving feedback to fellow learners as part of an interactive and experiential exercise where learners 'practise' giving and receiving honest and constructive feedback. Learners summarise and analyse this as part of module assignments.
- Considering given scenarios to explore meaning and awareness of their own triggers, possible projection, transference and counter-transference, which is evaluated throughout this module.

## Section 3: Delivering this qualification

### 3.1 Delivery Requirements

***The following guidance is for delivery of all units. Where units have additional specific delivery guidance, this is included in the unit information.***

The units have been designed to support learner centred approaches, which encourage learner investigation, enquiry and reflection, alongside time for tutorials to reflect on learning and discuss the content and assessment requirements. The delivery process should be based around a facilitation method, which should create a supportive and dynamic environment, designed to inspire learner participation, enquiry and learning.

There is a significant amount of independent study within this qualification, and assessors should ensure that learners receive guidance and support on how to best make use of their study time.

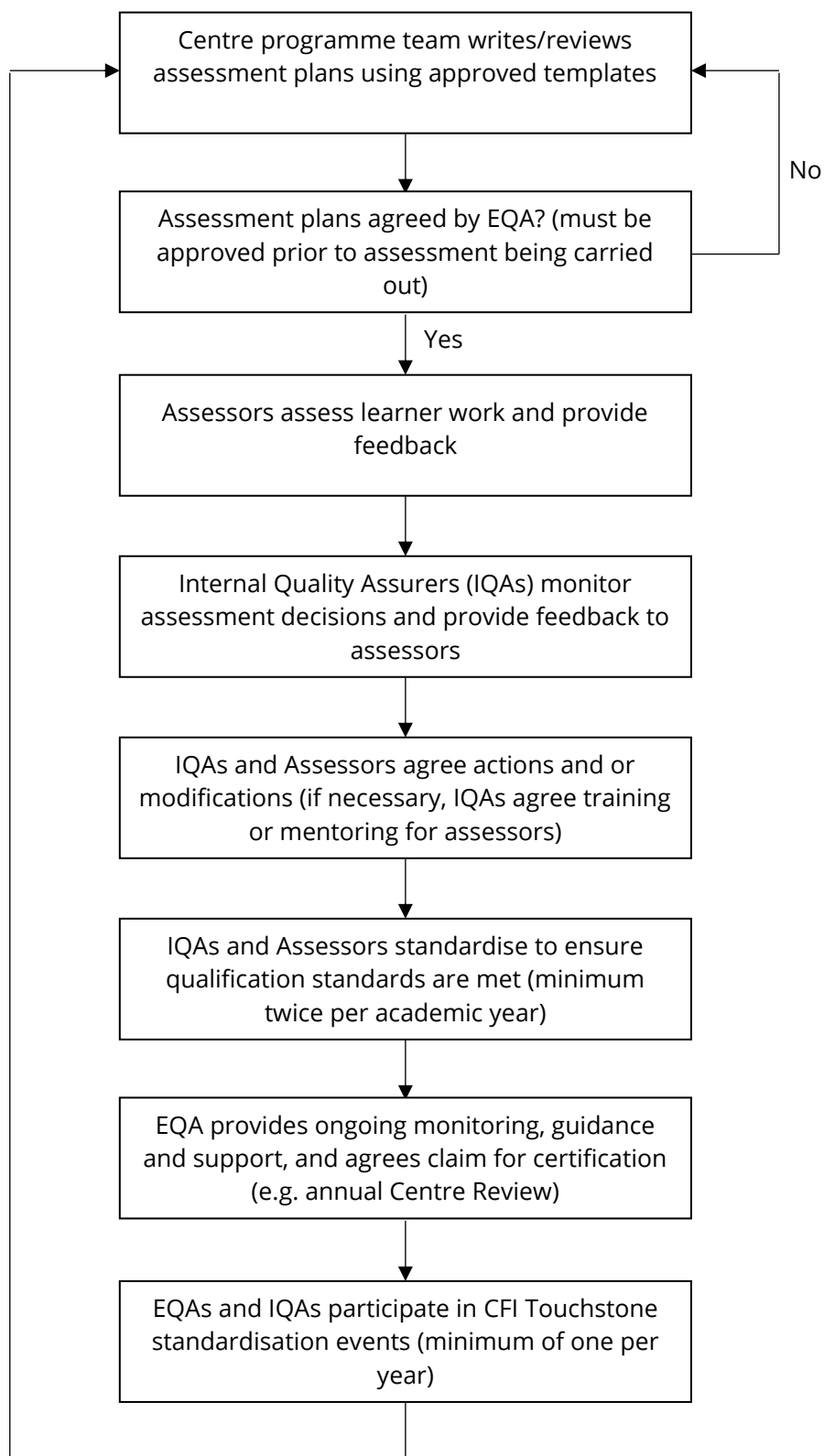
Independent study should be supported by structured home study and a variety of resources. The learner should also have access to tutorial support to engage in self-assessment throughout the units to allow them to monitor their understanding.

### 3.2 Quality Assurance

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

The primary aim of the CFI 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 CFI Quality 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 CFI Quality Assurance process:



### 3.3 Assessment Planning Guidance

Over the course of this Diploma, Learners should complete a Reflective Learning Journal, which includes a five hundred-word reflective journal entry on the module topic as part of completing each module.

The Reflective Learning Journal feeds into an overall course portfolio that learners must complete to achieve the Diploma. This is internally assessed as Pass or Refer by tutor assessors.

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

### 3.4 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. CFI 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 CFI for centres.

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

### 3.5 Policies and Procedures

Each centre is required to work in partnership with CFI 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.

CFI has policies and procedures in place to support centres and learners. All centres must also implement their own policies, which comply with CFI'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 ensures centres treat learners fairly and without any bias.

CFI Policies, and other key documents, are available on our website at [www.crossfieldsinstitute.com/resources](http://www.crossfieldsinstitute.com/resources)



## Appendix one: The Elysian Approach

At Elysian, our approach to therapeutic practice with Animal Assisted Interventions is built upon a robust foundation of principles and philosophies and harnessing the therapeutic power of animals. This guides our interactions with children, young people, families, and all those we have the privilege to work with. We embrace nature and the farm-learning environment to overcome challenges, build resilience and boost confidence. We believe in the inherent uniqueness of every individual and strive to provide tailored, client-led support that celebrates and respects this diversity.

### Our Guiding Principles

**Aspirational and Hopeful:** Our approach is inherently aspirational and hopeful. We hold a deep belief in the potential for growth, learning, and positive change within everyone.

**Individualised and Client-Led:** We understand that every person is a unique individual with specific needs, goals, and preferences. Our approach is individualised, allowing clients to actively shape their therapeutic journey. We believe in personalised learning experiences where the therapeutic power of animals plays a central role. The farm setting is a unique space and is where students can gain knowledge whilst building confidence, resilience and emotions through their interaction with animals and nature.

**Empowering Through Animal Assisted Learning:** Central to our approach is the inclusion of animals in the learning process, harnessing their transformative potential. Animals are integral to our lessons. Bonds formed between students and animals build empathy and understanding, and give the students a sense of responsibility. This can transform the lives of students that have felt disconnected or disillusioned by traditional learning. We create a safe space where students can express themselves and develop life skills.

**Nature as a Classroom:** The farm serves as an extension to the classroom, giving students the opportunity to observe, explore and learn. The array of animals lets students engage in hands-on learning experiences, enabling students to become compassionate and environmentally-conscientious individuals.

**Elysian in the Community:** Elysian's approach helps students engage with local community projects that develop social skills and help to build relationships beyond the classroom. Many of our students who suffer with social anxiety have been empowered to contribute to the community.

**Relational and PACE-Orientated:** Relationships are the cornerstone of our practice. We employ the PACE approach, emphasising Playfulness, Acceptance, Curiosity, and Empathy, to build trust, empathy, and rapport. We create nurturing and supportive environments grounded in safety and boundaries.

**Persistence and Process-Oriented:** Our approach values persistence, recognising that meaningful progress often results from sustained effort and exploration. We prioritise the process over quick fixes and celebrate even the smallest successes.

**Neurodiversity-Affirming:** We embrace and affirm neurodiversity, acknowledging that neurological differences are natural and deserve respect. Our approach is inclusive and supportive of diverse ways of thinking and experiencing the world.

**Building Self-Esteem and Meaningful Occupation:** Through engagement with animals and the farm environment, we provide opportunities for individuals to experience success and build self-esteem. Meaningful occupation and achievement are central to our practice.

**Support for the Vulnerable:** Many of our students have missed years of learning and our multi-skilled team provide a safe, non-judgemental space for them to develop the skills they need to re-engage with society and help towards preparing for life and work. The therapeutic use of animals assists in this process.

**Positive Risk-Taking:** We encourage positive risk-taking, offering opportunities for individuals to step out of their comfort zones within a supportive and controlled framework, fostering personal growth and resilience.

**Responsive and Reflective:** Our practice is inherently responsive and reflective. We continually monitor, review, and adapt our approach to meet the evolving needs of those we serve.

**Listening and Valuing Voices:** We deeply respect and value the voices of young people and clients. We actively listen to their perspectives and involve them in decision-making about their care.

**Sensory Awareness:** We are highly attuned to sensory experiences, understanding their impact on emotional well-being. Our environments and activities are thoughtfully designed to be sensory-friendly.

**Creative and Adaptive:** Our approach encourages creativity and adaptability in both clients and staff. We seek innovative solutions to challenges and encourage creativity and adaptability.

**Inclusive and Playful:** Inclusivity is fundamental to our practice. We create inclusive spaces and embrace playfulness as a means of enhancing engagement, enjoyment, and learning.

**Evidence-Based:** The therapeutic use of animals has been scientifically proven to help children, young people and families. Animal Assisted Therapy and Interventions (AAI) has demonstrated through research the effectiveness that

working with animals and nature can have. We believe in research-backed practices and seek to apply these in the most innovative ways to benefit our students.

In summary, the Elysian Approach is a dynamic and evolving framework that centres the individual in their therapeutic and personal development journey. By embracing the transformative power of animals, nature and farm-learning. Embodying these principles, including the PACE approach, we aim to create a nurturing, empowering, and growth-oriented environment for all those we support. Our commitment is to continuously refine and enrich this approach, ensuring it remains responsive to the changing needs of our clients and the evolving landscape of therapeutic practice.