

BHSQ Personal Development Qualifications Specification



This document contains information and guidance for the following qualifications:

BHSQ Entry Level 3 Personal Development

BHSQ Level 1 Personal Development

BHSQ Level 2 Personal Development



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PLEASE NOTE: This qualification specification is up to date at the time of publication. It will be regularly reviewed. However if there are any changes in legal requirements the most recent will take priority.

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1	18/07/2022	Implementation of new qualification specification

Please note: This document is uncontrolled once printed. Please check with BHSQ for the most up to date version.

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BHS Qualifications

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BHS Qualifications

BHS Qualifications (BHSQ) is an awarding organisation recognised and regulated by:

- the Office of the Qualifications and Examinations Regulator (Ofqual) in England
- SQA Accreditation in Scotland
- Qualifications Wales (QW)
- the Council for the Curriculum, Examinations and Assessment (CCEA) in Northern Ireland.

BHSQ works in partnership with a variety of organisations to develop and award qualifications for the equestrian industry. This contributes to ensuring BHSQ qualifications are fit for purpose and meet the needs of the sector.

BHSQ is responsible for ensuring learners are registered and certificated accurately and fairly. It has many systems, policies, and procedures in place to ensure it does this. These are checked closely to ensure assessment is accurate and fair by verification and monitoring of BHSQ Approved Centres.

This specification is for all those involved in planning, delivery and assessment including learners.

BHSQ qualifications are:

- nationally recognised
- quality assured
- vocationally-related
- mapped to national occupational standards (NOS) where appropriate
- designed to meet the needs of employers
- regularly reviewed by industry practitioners.

BHSQ qualifications provide valuable opportunities for learners to:

- develop new skills
- develop existing skills
- gain underpinning knowledge and understanding
- progress to further study, education and training
- progress into employment.

How BHSQ uses personal information

Personal data is protected under current data protection regulations. BHS Qualifications, as a wholly owned subsidiary of The British Horse Society (BHS), abides by the BHS privacy policy. For more details please refer to the privacy policy detailed on the website:

bhsq.co.uk/privacy-and-cookies

or email dataprotection@bhs.org.uk

FOR REFERENCE: these are Ofqual's definition of the following terms:

Total Qualification Time (TQT)

The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total qualification time is comprised of the following two elements:

- (a) the number of hours which an awarding organisation has assigned to a qualification for guided learning, and
- (b) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by, but not under the immediate guidance or supervision of, a lecturer, supervisor, tutor or other appropriate provider of education or training.

Credit

Where a credit value is assigned to a qualification, that value must be equal to one tenth of the total qualification time (TQT) assigned to that qualification, rounded to the nearest whole number.

Guided Learning Hours (GLH)

The activity of a learner in being taught or instructed by or otherwise participating in, education or training under the immediate guidance or supervision of, a lecturer, supervisor, tutor or other appropriate provider of education or training.

For these purposes the activity of 'participating in education or training' shall be treated as including the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Introduction to BHSQ Personal Development qualifications

BHSQ Personal Development qualifications aim to support the development of knowledge, skills and behaviours for life. The qualifications focus on aspects that are essential for all, such as building relationships, working with others and developing new skills. The development of these life skills should support the learner to become a valuable contributor to society.

There are three qualifications within this suite, they are:

- BHSQ Entry Level 3 Personal Development
- BHSQ Level 1 Personal Development
- BHSQ Level 2 Personal Development.

To achieve a BHSQ Personal Development qualification the learner must successfully complete all learning outcomes and assessment criteria. Learning outcomes broadly state what a learner will know about, understand or be able to do at the end of their learning. Assessment criteria state specifically what a learner must achieve. They are clear and measurable statements used by assessors to judge if a learner meets the required standard. There is also guidance for the assessor and learner offering greater clarity about the expectations of the assessment criteria.

These qualifications have been developed to be fit for purpose and in particular inclusive. It aims to help learners including those with additional educational needs to communicate and work with others with support at entry level and more independently by Level 2. BHSQ and The British Horse Society (BHS) has consulted with a broad range of providers and experts. This has identified the need for small and accessible qualifications, particularly linked to the BHS Changing Lives Through Horses (CLTH) programme. For more information on the CLTH programme please see the BHS website - www.bhs.org.uk/clth

Through these qualifications, learners will be provided with opportunities to learn new knowledge, skills, and behaviours that have value both in education and more broadly, such as;

- Communication skills
- Following instructions
- Taking turns in discussions
- Building relationships
- Collaborating and co-operating
- Treating others with respect
- Building confidence to attempt activities
- Self-reflecting to improve and adapt skills
- Taking responsibility for own actions
- Working independently
- Working safely.

Delivery, assessment and quality assurance of BHSQ qualifications

Delivery

These qualifications are delivered through The British Horse Society Changing Lives Through Horses (CLTH) programme. The programme takes place in establishments approved by The British Horse Society.

The programme is suitable for those who are either permanently excluded from or at risk of permanent exclusion from education. Or who have special education needs or disabilities (SEND) and those who are not in employment, education, or training (NEET).

The British Horse Society (BHS) is responsible for the management and delivery of these qualifications ensuring resources are in place to support learners appropriately. It must have policies and procedures in place, and these must be made available to learners. These include, but not limited to:

- Appeals
- Complaints
- Conflict of interest
- Data protection
- Equality, diversity and inclusion
- Health and safety including risk management
- Internal quality assurance/verification
- Malpractice and maladministration
- Reasonable adjustments
- Special consideration
- Recognition of prior learning
- Safeguarding
- Recruitment and selection
- Whistleblowing.

It is the responsibility of the BHS to ensure the safety of all learners, including those who are under the age of 18.

Assessment

Assessment will be carried out by an appointed assessor in an assessment centre/venue approved by the BHS. All learning outcomes and assessment criteria must be met for achievement.

Assessment decisions will be recorded as either:

- Competent (C): the learner has achieved the assessment criteria to the standard required
- Not Yet Competent (NYC): the learner has not yet met the standard required to achieve the assessment criteria.

If the assessment decision is 'Not Yet Competent', re-assessment can take place as soon as the assessor feels appropriate. A 'Not Yet Competent' decision will be recorded and evidenced within the learner's portfolio.

Learning outcomes

The content of the qualification specification includes learning outcomes. These are statements that describe significant and essential learning that learners will achieve, and can reliably demonstrate at the end of a course or program.

In other words, learning outcomes identify what the learners will know, understand and be able to do.

Assessment criteria

The content of the qualification specification includes assessment criteria. Assessment criteria identify what is expected from assessed work, whether this in practice or theory. They should clearly specify the standards that must be met and what evidence will be used to show achievement of the broader learning outcomes.

Assessment criteria are made up of 2 essential parts – the command verb and subject matter:

1. 'command' – instruction
'verb' – what is it you are to do, generally denotes the 'level' required
2. 'subject matter' – the topic.

In order to achieve the assessment criteria, learners must complete both parts. The command verbs used are:

DEMONSTRATE	Carry out an activity or skill showing awareness and understanding
DESCRIBE	Paint a picture in words. Not including reasoning
EXPLAIN	Give reasons so often starting with because
IDENTIFY	State, list, briefly.

Assessors will use a range of techniques to ensure the learner understands the demands of assessment.

Guidance

Guidance is further amplification for the assessor and learner. It offers more detailed information to give greater clarity to the expectations of the assessment criterion.

Evidence

The collection of evidence for assessment is flexible and generated by the assessor and learner working together to produce a portfolio of the learner's achievements. It is essential methods of assessment match the learner's needs to allow them to best demonstrate achievement of the assessment criteria and learning outcomes.

BHS must also ensure assessment methods are safe and meet all legal requirements, for example the use of photographs and video must protect personal data and not put anyone at risk with particular care for those under 18.

Methods of assessment can include, but not limited to:

- Verified witness testimonies
- Completed work/task sheets
- Assessor observations
- Assessor record of professional discussions/oral questioning
- Photographs of tasks undertaken
- Audio and video recordings.

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A learner may complete one task and use this to provide evidence of achievement for multiple learning outcomes and assessment criteria. A mix of assessment methods can also be used to evidence achievement. All evidence must be assessed, confirmed and validated by the assessor as authentic and generated by the learner.

Internal Quality Assurance

The accuracy of assessment is verified using BHS quality assurance procedures. The BHS appoint internal verifiers to ensure that assessments are completed sufficiently, fairly and to the required standards.

External Quality Assurance

BHSQ appoint external verifiers to check that internal verification and assessment by the BHS has been completed sufficiently, fairly and to the required standards.

BHSQ and the BHS produce a range of documents to support those involved with these qualifications, for example but not limited to:

- BHS Operational Handbook for CLTH Centres
- Guidance for the use of audio, video and photography in BHSQ qualifications
- BHSQ Essential guide to assessment of BHSQ qualifications
- BHSQ Approved Centre Manual.

These documents are distributed as required.

BHSQ Entry Level 3 Personal Development

Qualification Level – Entry level 3

Total Qualification Time (TQT) for this qualification is 30

Credits – 3

Guided Learning Hours (GLH) – 30

Qualification purpose

BHSQ Entry Level 3 Personal Development is for those learners who wish to begin to develop their personal skills. Learners may need significant support and may be supervised for much of the time.

Learners will:

- communicate with those they know
- attempt an activity they are familiar with
- work in a pair.

What could this qualification lead to?

Learners completing this qualification should be able to progress on to BHSQ Level 1 Personal Development or take equine related qualifications. They may also further engage or re-engage with education and/or employment.

Entry requirements

- This qualification is available to learners who are 11 years and above
- There are no prerequisites for this qualification
- There is no prior knowledge, skills or understanding required for entry.

Those recruiting learners should carefully select the right level of qualification to meet the specific needs of the individual. As this suite of qualifications are linked learners may transfer from one to another, depending on their performance during assessment.

Registration

Learners must be registered with BHSQ prior to assessment taking place. Training, learning and development are permitted to take place prior to registration. This will help identify if this qualification is suitable for the learner. There must be a minimum of five weeks period between registration and certification in order for internal and external quality assurance to take place.

The registration period for this qualification is two years. If the learner has not completed their qualification within this period, they are welcome to re-register.

BHSQ Entry Level 3 Personal Development – unit structure

There is one unit in this qualification and learners must successfully complete all learning outcomes and assessment criteria in order to achieve.

Learning outcome (LO)	Assessment criteria (AC)	Guidance
1. Be able to build relationships	1.1 Use basic gestures and facial expressions when communicating with others	Basic gestures such as pointing and expressions such as a brief smile.
	1.2 Answer questions with someone known to them	Likely to be repetitive and one-word answers.
2. Be able to attempt an activity	2.1 Attempt an activity with support	Shows some effort with an activity within their comfort zone. May need lots of encouragement. May be attempting an activity with those known to them.
	2.2 Follow instructions	Very basic instructions such as being told where to stand. Instructions can be written, verbal or pictures or diagrams. May be asked multiple times to do this before the instruction is followed.
	2.3 Behave with consideration and respect	Beginning to show the ability to behave appropriately in supported situations. Such as show respect and consideration for others, facilities and equipment.
3. Be able to work in a pair	3.1 Work with one other to complete a task	Likely to be their friend or a person known to them. Likely to prefer to work alone so may need support and encouragement. Likely to need reminding to contribute and not to dominate within the pair. Starting to show an understanding of consequences of their actions.

BHSQ Level 1 Personal Development

Qualification Level – Level 1

Total Qualification Time (TQT) for this qualification is 50

Credits – 5

Guided Learning Hours (GLH) – 50

Qualification purpose

BHSQ Level 1 Personal Development is for those learners who wish to further develop their existing personal skills and learn new skills. At times learners may need to be supported.

Learners will:

- communicate with others by greeting them, asking and responding to questions
- attempt an activity where they may not have been successful previously, developing resilience
- work in a small group
- start to make their own decisions.

What could this qualification lead to?

Learners completing this qualification should be able to progress on to BHSQ Level 2 Personal Development. They may also be able to progress in a range of sectors and levels, for example becoming an apprentice or take equine related qualifications. They may also further engage or re-engage with education and/or employment.

Entry requirements

- This qualification is available to learners who are 11 years and above
- There are no prerequisites for this qualification
- There is no prior knowledge, skills or understanding required for entry.

Those recruiting learners should carefully select the right level of qualification to meet the specific needs of the individual. As this suite of qualifications are linked learners may transfer from one to another, depending on their performance during assessment.

Registration

Learners must be registered with BHSQ prior to assessment taking place. Training, learning and development are permitted to take place prior to registration. This will help identify if this qualification is suitable for the learner. There must be a minimum of five weeks period between registration and certification in order for internal and external quality assurance to take place.

The registration period for this qualification is two years. If the learner has not completed their qualification within this period, they are welcome to re-register.

BHSQ Level 1 Personal Development – unit structure

There is one unit in this qualification and learners must successfully complete all learning outcomes and assessment criteria in order to achieve.

Learning outcome (LO)	Assessment criteria (AC)	Guidance
1. Be able to answer questions during conversation with others	1.1 Use gestures and facial expressions with others	Such as smiling, nodding and using hand gestures to support understanding and extend meaning.
	1.2 Listen to others	To allow others to talk.
	1.3 Answer questions using extended language	Likely to be on a chosen topic. Using extended language including more than one-word answers without repetition.
2. Be able to attempt an activity	2.1 Attempt an activity with minimal support	Likely to be an activity they have specific interest in. Likely to try something again where they may have not been successful in a previous attempt.
	2.2 Seek clarification from others where needed	To ensure understanding of the attempted activity. Likely to ask what to do more than once. Likely to be with a person known to them or someone unknown.
	2.3. Select and use appropriate equipment or resources for the activity	Likely to need support.
	2.4 Identify what to do to improve	To adapt after previous attempts. Likely to need encouragement to do this.
3. Be able to build relationships	3.1 Greet another person by name	Will greet another person known to them by name.
	3.2 Answer when greeted by someone unknown to the learner	
	3.3 Show interest in the other person	Body language such as smiling and being welcoming. Smiles at others; is interested in others.
4. Be able to work as part of a small group	4.1 Contribute ideas	In small groups of three or more. Likely to be those known to the learner.
	4.2 Listen to others	Likely to need guidance and support.
	4.3 Support the group to complete a small task under supervision	Tasks could be familiar. Start to guide others with small tasks as part of larger activity under supervision.
	4.4 Identify what to do to improve	May need encouragement to do this.

5. Be able to behave responsibly	5.1 Take responsibility for own actions	Likely to show the ability to act appropriately if this is explained clearly to them.
	5.2 Start to make own decisions	
	5.3 Maintain safety of self and others	
	5.4 Identify consequences of actions	Likely to demonstrate some understanding of the consequences of their actions.
6. Be able to demonstrate perseverance	6.1 Show willingness to participate in activities	Activities known to them although likely to be challenging.
	6.2 Improve as a result of completing similar tasks previously	Sufficient to make small improvements.

BHSQ Level 2 Personal Development

Qualification Level – Level 2

Total Qualification Time (TQT) for this qualification is 60

Credits – 6

Guided Learning Hours (GLH) – 60

Qualification purpose

BHSQ Level 2 Personal Development is for those learners who wish to further develop their existing personal skills and learn new skills. Learners will start to work independently.

Learners will:

- be able to hold a conversation purposefully with others
- try a new activity and take on new challenges
- know how they can improve
- work collaboratively with others to achieve a common goal
- make decisions and understand the consequence of actions
- demonstrate perseverance over time
- set new goals.

What could this qualification lead to?

Learners completing this qualification should be able to progress in a range of sectors and levels, for example becoming an apprentice or take equine related qualifications. They may also further engage or re-engage with education and/or employment.

Entry requirements

- This qualification is available to learners who are 11 years and above
- There are no prerequisites for this qualification
- There is no prior knowledge, skills or understanding required for entry.

Those recruiting learners should carefully select the right level of qualification to meet the specific needs of the individual. As this suite of qualifications are linked learners may transfer from one to another, depending on their performance during assessment.

Registration

Learners must be registered with BHSQ prior to assessment taking place. Training, learning and development are permitted to take place prior to registration. This will help identify if this qualification is suitable for the learner. There must be a minimum of five weeks period between registration and certification in order for internal and external quality assurance to take place.

The registration period for this qualification is two years. If the learner has not completed their qualification within this period, they are welcome to re-register.

BHSQ Level 2 Personal Development – unit structure

There is one unit in this qualification and learners must successfully complete all learning outcomes and assessment criteria in order to achieve.

Learning outcome (LO)	Assessment criteria (AC)	Guidance
1. Be able to hold a conversation with others	1.1 Start a conversation with someone unknown	Likely to need encouragement to do this.
	1.2 Use appropriate body language	Appropriate: <ul style="list-style-type: none"> • eye contact • facial reactions • body language with the speaker and others to encourage communication and elaboration.
	1.3 Ask relevant questions	Relevant to the topic.
	1.4 Extend a conversation purposefully	To develop knowledge or understanding. Sticking to the topic and moving on as appropriate.
2. Be able to attempt a new activity with guidance	2.1 Follow guidance	Listen to or read instructions. Respond appropriately.
	2.2 Attempt an activity	Shows a willingness to try a range of different activities and tasks, regardless of whether they have not been successful when trying previously. Is usually happy to take on new challenges.
	2.3 Describe how to improve future performance	Areas for development. May have support for this.
3. Be able to build relationships	3.1 Co-operate with others to achieve a common goal	May show a preference towards those they know. Will work to seek a solution together. Will encourage and help others and shows appreciation of help when received.
4. Be able to work collaboratively	4.1 Listen to others who are not well known to the learner without additional guidance or support from others	Can complete a variety of tasks working in pairs and small groups to achieve the intended outcome.
	4.2 Contribute suggestions supporting improvement	Can identify strengths and skills within the team which may lead to improvement.
	4.3 Lead at an appropriate time	Lead on a small part of the overall task.
	4.4 Provide constructive feedback on own performance and that of others	May need encouragement to do this.
5. Be able to behave responsibly	5.1 Make own decisions	Show an ability to make own decisions independently.
	5.2 Maintain safety of self and others	Without support.
	5.3 Explain consequences of actions	Without support. Shows an understanding of the consequences of their actions.

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6. Be able to demonstrate perseverance	6.1 Show willingness to learn and develop skills	New and existing skills. Shows willingness when faced with a difficult task or uncertainty.
	6.2 Continue with an activity for an extended period of time, showing sustained improvement	Will persevere at an activity if at first they do not succeed, regardless of whether adult support and supervision is offered.
	6.3 Set a goal for themselves	With support. Starting to set personal goals, showing ambition.