



Qualification Specification

GA Level 4 Diploma in the Practice of Canine Myofascial Rehabilitation (Galen Myotherapy (610/7297/7))

This qualification is subject to the GA Centre Assessment and Standards Scrutiny and General Moderation policy.

This qualification is exclusively delivered by Galen Therapy Training Centre Ltd.

Contents

Section 1: Qualification Overview	4
1.1 Introduction: About this Qualification	4
1.2 Qualification Titles, Qualification Numbers and Important Dates.....	4
1.3 Qualification Aims and Objectives	4
1.4 Qualification Structure and Overview: Units, GLH, TQT and Credit Value.....	5
1.5 Rules of Combination	7
1.6 Intended Audience	7
1.7 Age and Entry Requirements.....	8
1.8 Recognition of Prior Learning and Transfer of Credits	8
1.9 Reasonable Adjustments and Special Considerations	9
1.10 Relationship to Other Qualifications and Progression Opportunities.....	9
1.11 Language of Assessment.....	10
1.12 Qualification Availability	10
Section 2: Qualification Delivery: Assessment, Quality Assurance Model and Administration.....	11
2.1 Teaching and Learning Requirements	11
2.2 Assessment & Quality Assurance Model.....	11
2.3 Assessment of Learners and Portfolio Requirements	11
2.4 Practical Canine Requirements.....	14
2.5 Order of Delivery.....	15
2.6 Practical Hours	15
2.7 CRAVES Requirements	16
2.8 Resubmissions	16
2.9 Internal Moderation and Quality Assurance Arrangements	17
2.10 Grading and Recording Achievement	18
2.11 Unit and Portfolio Sign Off.....	18
2.12 External Moderation and Quality Assurance Arrangements.....	18
2.13 Registering Learners and Unique Learner Numbers (ULNs)	19
2.14 ID Requirements.....	19
2.15 Record Keeping	20
2.16 Results and Certification	20

2.17 Direct Claims Status (DCS)	21
2.18 Appeals and Enquiries.....	21
Section 3: Staff and Resource Requirements for Centres.....	22
3.1 General Staff Requirements.....	22
3.2 Requirements for Teachers and Assessors	22
3.3 Requirements for IQA (Internal Quality Assurers, also referred to as Internal Moderators).....	24
3.4 CPD Requirements.....	26
3.5 Teaching, Learning and Assessment Resources.....	26
3.6 Venue and Equipment Requirements.....	27
3.7 Canine Requirements	28
3.8 Ongoing Support	28
Section 4: Unit Specifications	30
4.1 Unit 1: Canine Locomotion – The Musculature.....	30
4.2 Unit 2: The Canine Skin, Lymphatic and Venous Systems.....	33
4.3 Unit 3: Practical Application of Galen Myotherapy Techniques.....	36
4.4 Unit 4: Canine Postural Analysis.....	40
4.5 Unit 5: Case Studies in Canine Myofascial Rehabilitation.....	42
4.6 Unit 6: Professional Standards and Business Practice	45

Section 1: Qualification Overview

1.1 Introduction: About this Qualification

Gatehouse Awards (GA) qualifications are designed to give learners the skills to be active in the modern labour market and progress in their career and/or into higher level study.

This Qualification Specification covers the GA Level 4 Diploma in the Practice of Canine Myofascial Rehabilitation (Galen Myotherapy) (610/7297/7).

This document provides centre staff, learners and employers with an overview of the qualification content as well as the assessment and quality assurance requirements for this qualification.

This qualification is regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and are part of the Regulated Qualifications Framework (RQF).

All versions of this qualification are listed on the Register of Regulated Qualifications which is operated by Ofqual at <http://register.ofqual.gov.uk>.

This qualification is not designed to replace any existing qualifications.

1.2 Qualification Titles, Qualification Numbers and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
GA Level 4 Diploma in the Practice of Canine Myofascial Rehabilitation (Galen Myotherapy)	610/7297/7	01/04/2026	April 2031

1.3 Qualification Aims and Objectives

The GA Level 4 Diploma in the Practice of Canine Myofascial Rehabilitation (Galen Myotherapy) qualification has been developed to provide learners already practising in the field of canine rehabilitation services with the knowledge, skills, and professional competence required to confidently assess, plan, deliver, and evaluate effective myofascial treatments for the canine. The qualification enables practitioners to enhance their work with canines and their circle of supporters, to prevent, manage and treat movement and allied disorders in canines.

Learners will acquire a thorough understanding of canine musculature, locomotion, and the skin, lymphatic and venous systems, alongside the pathology and biomechanics that underpin effective myofascial rehabilitation. Building on this anatomical foundation, learners will develop advanced palpation, postural analysis, assessment, and clinical reasoning skills, enabling them to take complex inputs into consideration and create individual treatment plans for each of their canine patients.

A distinctive feature of this qualification is the application of Positive PACT®, which stands for Positive Progressive Affective Cycle of Therapy. This practice-based approach is based on a cycle of choice-led treatment involving the canine patient, their guardian, and the therapist. By giving the dog autonomy over their own body, they can control the intensity and pace of treatment for painful chronic muscular issues or dysfunction, facilitating improved freedom of movement and enabling treatment of areas that could otherwise be resistant to contact.

Learners will study a range of Galen Myotherapy techniques to support canines of all breeds, sizes, ages, capabilities, and underlying conditions, applying their learning through case studies in canine myofascial rehabilitation.

An optional unit in Professional Standards and Business Practice is also available for those looking to establish or develop their professional practice.

This qualification enhances the knowledge and applied skills of the Allied Veterinary Professional, enabling them to register as a Galen Myotherapist and to improve the lives of the canines, and families, in their care.

1.4 Qualification Structure and Overview: Units, GLH, TQT and Credit Value

The structure of this qualification is as follows:

GA Level 4 Diploma in the Practice of Canine Myofascial Rehabilitation (Galen Myotherapy) (610/7297/7)					
Mandatory Units	Unit Reference	Level	Credits	GLH*	Study Time
1. Canine Locomotion – The Musculature	T/651/8808	4	8	15	65
2. The Canine Skin, Lymphatic and Venous Systems	Y/651/8809	4	8	15	65

3. Practical Application of Galen Myotherapy Techniques	H/651/8811	4	12	96	24
4. Canine Postural Analysis	J/651/8812	5	7	14	56
5. Case Studies in Canine Myofascial Rehabilitation	L/651/8814	5	5	14	36
Optional Units <i>Learners may choose to study the additional optional unit if they wish.</i>					
6. Professional Standards and Business Practice	K/651/8813	4	8	20	60
			Total Credits 40	Total GLH* 154	TQT** (GLH + Study Time) 400

*Guided Learning Hours (GLH): Definition

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.

**Total Qualification Time (TQT): Definition

The number of Guided Learning Hours assigned, plus an estimate of the number of study hours a candidate 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, unlike Guided Learning, not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

The number of study hours a candidate is expected to undertake in order to complete each unit is expressed in the ‘Study Time’ above. This, including the GLH, provides the Total Qualification Time, or TQT, and represents an estimate of the total amount of time that could reasonably be expected to be required in order for a candidate to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

The estimates for Guided Learning Hours and Total Qualification Time above have been produced with due regard to information gathered from those with experience in education

and training and are in line with guidance published by Ofqual on the allocation and expression of Total Qualification Time and Guided Learning Hours.

Level

The qualification within this specification is designated Level 4 on the Regulated Qualification Framework (RQF) according to the Level Descriptors for knowledge and understanding, which build on those used within the Qualifications and Credit Framework (QCF) and the European Qualifications Framework (EQF). This means that this qualification is considered by GA to lead to the outcome as follows:

Achievement at Level 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within fairly broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.

1.5 Rules of Combination

In order to meet the rules of combination for the GA Level 4 Diploma in the Practice of Canine Myofascial Rehabilitation (Galen Myotherapy) qualification, learners must achieve all 5 mandatory units. Learners may study the optional unit if they wish to do so.

Learners must successfully demonstrate their achievement of all the learning outcomes and meet all qualification requirements in order to achieve the qualification.

There are no further rules of combination.

1.6 Intended Audience

The GA Level 4 Diploma in the Practice of Canine Myofascial Rehabilitation (Galen Myotherapy) is designed for Allied Veterinary Professionals who are driven by a deep passion for improving canine lives and promoting canine welfare, and who wish to further develop their professional career in this specialist field.

This qualification is suitable for those looking to build on their existing knowledge and skills as a canine professional, including veterinary nurses, canine hydrotherapists, animal physiotherapists, and animal chiropractic and animal osteopathic practitioners.

Whether learners are looking to extend their current practice or to establish a new career as a Galen Myotherapist, this qualification provides the clinical foundation to do so.

1.7 Age and Entry Requirements

This qualification is intended for learners aged 18 and above.

This qualification is available to practising Allied Veterinary Professionals who have already achieved a qualification at Level 3 or above (or equivalent) in a related discipline, such as canine hydrotherapy, massage, or veterinary nursing. Both regulated and industry-recognised non-regulated qualifications will be considered, provided they demonstrate equivalent learning outcomes and scope of practice. Non-regulated qualifications must be recognisable as an industry standard of practice.

Centres must verify that learners possess the necessary underpinning knowledge and practical skills in musculoskeletal assessment and treatment prior to enrolment.

There are no other formal entry requirements for this qualification; however, due to the nature of the qualification content, those undertaking the qualification must have a proficient level of spoken and written English (e.g. GCSE Grade C / Grade 4 or above or equivalent).

If English is not the learner's first language, an English language level of International English C1 (CEFR) is required.

It is recommended that prior to commencing a programme of study leading to this qualification, learners receive detailed advice and guidance from the training provider in order to ensure the programme and qualification will meet their needs.

Centre recruitment and enrolment processes must be carried out by suitably qualified and experienced centre staff.

1.8 Recognition of Prior Learning and Transfer of Credits

Recognition of Prior Learning (RPL) is a method of assessing whether a candidate's previous experience and achievements meet the standard requirements of a GA qualification, prior to the candidate taking the assessment for the qualification, or part of the qualification, they are registered for.

Any prior learning must be relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and GA will subsequently amend the requirements which

a candidate must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the candidate's knowledge and skills are current, valid and sufficient, the use of RPL may be acceptable for recognising achievement of assessment criteria, learning outcome or unit(s), as applicable. The requirement for RPL in such instances must also include a consideration of the currency of the knowledge gained by the candidate at the time they undertook the prior learning.

RPL cannot be guaranteed in instances where industry practice or legislation has significantly changed in the time since the prior learning was undertaken / a previous award was issued.

All RPL decisions and processes are subject to External Quality Assurance (EQA) scrutiny and must be documented in line with GA's quality assurance requirements.

No transfer of credits is permitted.

1.9 Reasonable Adjustments and Special Considerations

Assessment for this qualification is designed to be accessible and inclusive. The assessment methodology is appropriate and rigorous for individuals or groups of learners.

Please refer to the GA Candidate Access Policy, available on the GA website, which contains information about Reasonable Adjustments and Special Considerations. This policy document provides centre staff with clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the qualification.

1.10 Relationship to Other Qualifications and Progression Opportunities

The GA Level 4 Diploma in the Practice of Canine Myofascial Rehabilitation (Galen Myotherapy) provides Allied Veterinary Professionals with a specialist qualification that complements their existing practice. It enables learners either to integrate myofascial rehabilitation techniques into their current professional role or to establish a new career as a specialist Galen Myotherapist.

Upon successful completion, learners are eligible to register as a Galen Myotherapist.

This qualification may also be counted towards Continuing Professional Development (CPD) requirements.

Learners wishing to progress further may wish to pursue qualifications at Level 5 or Level 6 in the animal care and veterinary science sector or related fields, such as advanced canine massage therapy, specialised animal therapy modalities, animal behaviour and welfare, or veterinary nursing, as well as animal osteopathy or animal physiotherapy.

1.11 Language of Assessment

This qualification is offered in English.

Further information concerning the provision of qualification and assessment materials in other languages may be obtained from GA.

1.12 Qualification Availability

This qualification is available in the UK and internationally. If you would like further information on offering this qualification, please contact us. Our contact details appear on our website, www.gatehouseawards.org

Section 2: Qualification Delivery: Assessment, Quality Assurance Model and Administration

2.1 Teaching and Learning Requirements

Courses leading to this qualification may consist of e-learning courses or classroom-based courses, or a blended option. Practical assessment requirements must be delivered face-to-face.

Learners may undertake learning and assessment on a flexible basis.

Learners must have suitable access to teaching and assessment staff as well as technical support. It is essential that the centre provides specialist staff, high quality learning materials and access to assessment opportunities.

Further details and guidance on the content of teaching and learning for each unit can be accessed by the approved GA centre.

2.2 Assessment & Quality Assurance Model

This qualification is a centre-assessed qualification. This means that it is internally assessed and internally moderated by centre staff who must clearly show where learners have achieved the learning outcomes, assessment criteria and qualification requirements.

Detailed Assessment Instructions for each component unit of this qualification is provided in Section 4 *Unit Specifications* below.

Assessment, internal moderation and quality assurance activities are subject to external moderation and quality assurance conducted by GA.

This qualification is subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

2.3 Assessment of Learners and Portfolio Requirements

The centre may determine their own delivery schedules and timelines for completing the required hours. All practical hours must be completed within the learner's registration period.

Learners are expected to build a portfolio of evidence, clearly demonstrating where they have met the learning outcomes and qualification requirements, typically via the successful completion of the centre-devised assessment materials.

To meet the assessment requirements, learners must:

- follow a suitable programme of learning.
- maintain and submit a portfolio of all coursework incorporating all materials related to assessment.

All evidence must be mapped against the learning outcomes and assessment criteria, reflecting the type of evidence supplied and indicating its location. Using portfolio reference numbers will enable the learner, assessor, IQA and EQA to quickly locate the evidence submitted.

Suitable sources of evidence may include the following:

- essays/assignments
- short questions and answers
- professional discussions
- workbooks
- reflective accounts
- records of questioning
- case studies

The centre must ensure that the learner's work is authentic.

Assurances that learner work is authentic can be gained via:

1. oral questioning to confirm knowledge and understanding.
2. written questions answered under controlled supervised conditions to compare the learner's writing style against their other work.

All knowledge and understanding evidence must be marked and assessed by centre Assessors in line with the GA CRAVES requirement, clearly indicating where the learner has achieved the requisite knowledge and understanding. Assessors are responsible for providing feedback and instructions for re-submission, where applicable.

All assessment decisions and internal moderation are externally quality assured by GA.

The Portfolio of assessed work will consist of the following components:

- **Component 1 – Portfolio:** A portfolio of work covering all knowledge and practical skills of the qualification.
- **Component 2 – Practical Hours Logbook:** A log of a minimum of 80 hours of taught and supervised 'hands-on' practical hours.

Component 1 – Portfolio

This component comprises all theory and practical content across all units in the qualification.

Evidence can be presented in various formats, allowing flexibility while ensuring thorough knowledge and understanding.

Various types of evidence may be used, for example:

1. essays/assignments
2. short questions and answers
3. professional discussions
4. workbooks
5. reflective accounts
6. records of questioning

Component 2 – Practical Hours Logbook

This component requires learners to complete a minimum of 80 hours of hands-on practical training with canines in a therapeutic setting, allowing learners to apply their knowledge in a real-world, practical environment.

These hours must be evidenced in a Logbook. The centre will determine the content and presentation of the Logbook.

All hours must be directly supervised, and the centre is responsible for ensuring suitable supervisor-to-learner ratios appropriate to their facility.

Practical hours must focus on hands-on canine myofascial practice with on-going assessment of competency and skills development, with all activities mapped to the Learning Outcomes and Assessment Criteria specified within the individual units.

The facility where practical training takes place must meet the minimum equipment standards outlined below and maintain appropriate insurance for its activities.

Practical hours will be based on real case scenarios or client sessions, with learners applying techniques detailed in the Unit Specifications.

Practical hours sessions will therefore incorporate:

- Indoor practical sessions and supervised visiting client clinic days
- Posture and movement analysis sessions indoors and outdoors
- Therapeutic exercise sessions
- Consolidation of assessments and treatment planning skills
- Application of suitable myofascial techniques
- Development of advanced communication skills
- Observing, identifying and adjusting approaches according to canine behaviour signals
- Understanding and application of Positive PACT®
- A range and variety of canines across breeds, temperaments and underlying musculoskeletal conditions to simulate real-world professional practice conditions

2.4 Practical Canine Requirements

Learners will be required to gain hands-on experience with:

- a minimum of 7 individual canines throughout their in-person practical training. These canines will all be previously unknown to the learners. Suitable canine models will be provided by the centre during in-person practical days

and

- a minimum of 3 additional canines after the in-person practical days prior to final sign-off by the training provider. These cases are to be sourced by the learner, previously unknown to them, be a range of breed, sizes, ages and underlying issues (a healthy, sporting canine can be included) and documented and submitted as case studies.

The centre must provide access to a diverse range of breeds, sizes, ages, underlying musculoskeletal conditions and temperaments to ensure breadth and depth of exposure. All canines selected must be in good health, appropriately assessed for suitability, have the necessary veterinary consent in place and treated.

The principles of Positive PACT® must be adhered to at all times.

Practical training and assessment must be structured to reflect the requirements of professional practice.

2.5 Order of Delivery

Learners must complete Unit 1 – 2 prior to commencing Unit 3.

Learners must also complete Unit 4 before commencing Unit 5.

The centre must confirm learner readiness before permitting progression to these specialist practical units.

Unit 6 is optional and may be completed at any time within the course currency period.

2.6 Practical Hours

This qualification requires a **minimum of 80 hours** of face-to-face practical training. This training must take place in a suitable therapeutic centre under the direct supervision of qualified tutors, with the centre determining appropriate supervisor-to-learner ratios appropriate for within their facility.

Practical hours must be documented in a Logbook devised by the centre. This must map to the qualification's learning outcomes and assessment criteria.

Evidence of practical hours should include images, videos, photos, and relevant documentation.

The centre's qualified Assessor(s) must sign off all completed hours.

The therapeutic centre must meet the minimum equipment requirements specified below and must maintain appropriate insurance cover for their facility.

Supervised practice will include:

- Human and canine postural assessment
- Functional anatomy and biomechanics
- Assessing superficial anatomy of the canine
- Assessing biomechanics in relation to loading and posture
- Functional movement patterns and identification of compensatory issues
- Impacts of the environment on the musculoskeletal system

- In depth learning about the relationship between pain and behaviour
- Theory and application of the Galen Comfort Scale©
- Positive PACT® treatment protocol
- Massage technique application and palpation skills
- Practical anatomy from a functional and applied perspective

2.7 CRAVES Requirements

Assessors must ensure that all evidence within the learner's portfolio and logbook are judged to meet GA's 'CRAVES' requirements:

- **current:** the work is relevant at the time of the assessment
- **reliable:** the work is consistent with that produced by other learners
- **authentic:** the work is the learner's own work
- **valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner
- **sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy

2.8 Resubmissions

GA recommends that the centre operates a policy of allowing learners to resubmit assessed work a maximum of two times. However, the acceptance and management of resubmissions of assessed work is at the discretion of the centre.

The decision regarding whether to permit a learner to resubmit work and/or attempt an assessment again will be based on an evaluation of how closely their previous attempts met the passing criteria. This evaluation will consider the extent to which the learner's work demonstrated progress towards meeting the required standards.

Resubmitted work will be assessed with the same rigour and adherence to standards as the initial submission.

If a learner does not pass after three attempts at submitting assessed work, the centre must consider the following course of action:

- Additional support – consider whether the learner could benefit from additional support, remedial guidance, or additional resources to help them understand the

material better. This could involve providing extra teaching sessions, study materials, or one-on-one tutoring to address specific areas of difficulty. Sometimes, extending deadlines or providing additional time can alleviate pressure and allow for better comprehension and performance.

- Review and feedback - consider whether sufficient detailed feedback, which highlights areas that need improvement and provides specific guidance on how the learner can enhance their work, has been provided after each attempt.
- Alternative assessment methods - consider whether an alternative assessment method, such as the use of professional discussion, may provide opportunities for the learner to demonstrate their understanding. The centre should refer to the GA Candidate Access Policy for further information.
- Reconsideration of participation - assess whether the learner might need to take a break from the programme or whether, despite supportive measures and multiple attempts, the learner's progress is not indicative that they will meet the qualification requirements. They may be issued with a final 'Fail' grade or withdraw from the programme.

The centre must ensure that their policies and procedures regarding learner dismissal or failure are communicated clearly to learners to maintain fairness and transparency.

2.9 Internal Moderation and Quality Assurance Arrangements

Internal Moderators (also known as Internal Quality Assurers or IQAs) ensure that Assessors are assessing to the same standards, i.e., consistently and reliably, and that assessment decisions are correct. IQA activities will include:

- ensuring assessors are suitably experienced and qualified in line with the qualification requirements
- sampling assessments and assessment decisions
- ensuring that assessment decisions meet the GA 'CRAVES' requirements (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- conducting standardisation and moderation of assessment decisions
- providing assessors with clear and constructive feedback
- supporting assessors and providing training and development where appropriate
- ensuring any stimulus or materials used for the purposes of assessment are fit for purpose.

Sampling of assessment will be planned and carried out in line with a clear IQA and moderation strategy, which takes into account the number of learners, number of assessors, and the experience and competency of assessors.

Centre IQAs may wish to refer to the guidance documents provided by GA to approved centres in order to formulate an appropriate Sampling Strategy.

2.10 Grading and Recording Achievement

All learning outcomes and assessment requirements must be met before a learner can be considered as having achieved the qualification.

This qualification is not graded on a scale. Learners are assessed as Pass or Fail.

The centre must ensure that regulations relating to the resubmission of work are adhered to.

2.11 Unit and Portfolio Sign Off

Upon completion, each unit must be signed off by the assessor and IQA to confirm the learner's achievement.

The content of the portfolio that contains all units the learners has achieved is subject to final portfolio sign off by the assessor and IQA to confirm that the specific qualification requirements and rules of combination have been met.

The learner is also required to sign an authenticity declaration, stating that the work contained in their portfolio is their own.

2.12 External Moderation and Quality Assurance Arrangements

Assessment and internal moderation and quality assurance activities are subject to external moderation and wider scrutiny and centre controls as per GA's quality assurance arrangements for centre-assessed qualifications.

All GA Approved Centres are entitled to two EQA visits per year. Additional visits can be requested, for which there may be an additional charge.

EQA activities will focus on the centre's continuing adherence to and maintenance of the GA *Centre Approval Criteria* and the criteria and requirements for the specific qualifications for which it holds approval. This will include:

- checking that the management of the centre and the management arrangements relating to the qualification are sufficient

- checking that resources to support the delivery of the qualification, including physical resources and staffing, are in place and sufficient
- ensuring that the centre has appropriate policies and procedures in place relevant to the organisation and to the delivery and quality assurance of the qualification
- the use of assessment materials and the arrangements in place to ensure that evidence for assessment is 'CRAVES' (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- sampling assessment decisions against the qualification requirements across the range of levels, number of assessors and assessment sites, according to the number of learners
- the internal moderation and quality assurance arrangements
- sampling internal moderation records against the qualification requirements across the range of levels, number of assessors and assessment sites, according to the number of learners
- administrative arrangements
- ensuring that any actions from moderation and wider quality assurance activities have been carried out by the centre
- confirming any claims for RPL, reasonable adjustments or special considerations

Through discussions with centre staff, examining candidate's work, moderation of assessment, talking to candidates and reviewing documentation and systems, the GA EQA will provide the centre with full support, advice and guidance as necessary.

2.13 Registering Learners and Unique Learner Numbers (ULNs)

Learners must be registered through the Ark, the GA online Learner Management System.

Owing to the Total Qualification Time of this qualification, the validity period of registrations made will be 18 months. Should a learner not have achieved in the timescale, a new registration is required.

Each approved GA centre is provided with a user account to allow approved staff access to the online system.

Where the Unique Learner Number (ULN) of a learners is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

2.14 ID Requirements

It is the responsibility of the centre to have systems in place to confirm each learner's identity.

Learners are required to declare that all work submitted for assessment is their own work.

2.15 Record Keeping

Records of learner details, their work and any records of Reasonable Adjustments, Special Considerations and records containing learners' personal details must be kept by the centre in line with the Data Protection Act 2018 (including GDPR and all relevant privacy regulations) for a minimum of 2 years.

The centre must operate a safe and effective system of care and comply with clinical and information governance requirements, with appropriate policies and procedures in place to maintain confidentiality, both related to patients and clients, staff and learners.

All records must be easily retrievable and made available to GA or the Regulator upon request.

Portfolios must be retained until the following External Quality Assurance visit to allow them to be sampled. Following external moderation and the award of a qualification by GA, the centre may return portfolios to learners.

Records of all internal quality assurance and moderation activity undertaken must be kept and made available to GA upon request.

2.16 Results and Certification

Centres may make claims for certification via the Ark when learners complete and the Assessor and Internal Moderator have confirmed achievement. Such claims for certification are subject to successful external moderation (EQA).

Following the External Moderator's confirmation of a learner's achievement, GA will authorise claims for the certification of learners, details of which will be visible to the centre in the centre's Ark account. Certificates are usually issued within 10 working days of the award of the qualification.

The qualification certificate will indicate both the title and the level at which the qualification is achieved.

Certificates will only be issued to learners who have achieved sufficient credits and met the rules of combination for the qualification they are registered for. If a learner has not achieved sufficient credits or failed to meet the rules of combination, the qualification certificate will not be issued.

Replacement certificates are available upon request.

Amendments to certificates are available upon request but may require the centre to provide evidence of the need for any amendment (e.g., learner proof of identification) and will involve the return of the original certificate. Replacements and amendments may incur an additional charge.

2.17 Direct Claims Status (DCS)

Direct Claim Status is not available for this qualification.

2.18 Appeals and Enquiries

GA has an appeals procedure in accordance with the arrangements for regulated qualifications.

General enquiries can be made at any time and should be directed to a GA Centre Administrator.

Section 3: Staff and Resource Requirements for Centres

In order to deliver this qualification, the centre must ensure that they meet the following requirements for staff and physical resources.

3.1 General Staff Requirements

It is the centre's responsibility to ensure that all staff involved in the delivery, assessment and internal quality assurance of this qualification are suitably qualified in line with the stipulations for Teachers, Assessors and Internal Quality Assurers detailed below.

The centre must ensure that they hold up-to-date and detailed information about the staff involved with the delivery and quality assurance of this qualification and must make records available to GA upon request. The information GA expects the course provider to hold for each member of staff includes, as a minimum:

- a current up to date CV
- copies of relevant qualification certificates
- relevant and up to date CPD (Continuous Professional Development) records

Centre staff must be familiar with the qualification requirements prior to offering the qualification or unit and planning the centre's assessment and moderation strategy.

The centre must also ensure that they have the management and administrative staffing arrangements in place which are suitable to support the registration of candidates and the receipt of results and certificates.

The knowledge and experience of all staff involved in the teaching, assessment and internal quality assurance of this qualification will be considered during the approval and re-approval process and at External Quality Assurance Visits.

3.2 Requirements for Teachers and Assessors

Teaching staff include those who deliver teaching and learning content for knowledge and understanding elements and those who are involved in practical teaching and learning in a work environment.

The primary responsibility of an assessor is to assess a learner's performance and ensure that the evidence submitted by the learner meets the requirements of the qualification.

It is the centre's responsibility to select and appoint suitably qualified and experienced teachers and assessors.

All teachers must:

- hold or be working towards the GA Level 4 Diploma in Myofascial Rehabilitation (Galen Myotherapy) qualification

OR

- hold a minimum Level 3 qualification in an allied animal rehabilitation and treatment subject area alongside holding the GA Level 4 Diploma in the Principles of Canine Myofascial Rehabilitation (Galen Myotherapy) qualification

AND

- have demonstrable subject knowledge of myofascial techniques, postural assessment, Positive PACT® and use of the Galen Comfort Scale©
- be actively working in the industry.

AND

- hold, or be working towards, a recognised teaching or training qualification, e.g. Level 3 Award in Education and Training or recognised equivalent*

*In the absence of a regulated teaching qualification, the Tutor must ensure that they are able to demonstrate that they have delivered a minimum of 30 hours of teaching or assessing. They are then required to agree to update their training to an Ofqual-regulated teaching qualification within 18 months of commencing their role in order to continue to deliver the qualification.

All assessors must:

- hold or be working towards the GA Level 4 Diploma in Myofascial Rehabilitation (Galen Myotherapy) qualification

OR

- hold a minimum Level 3 qualification in an allied animal rehabilitation and treatment subject area alongside holding the GA Level 4 Diploma in the Principles of Canine Myofascial Rehabilitation (Galen Myotherapy) qualification

AND

- have demonstrable subject knowledge of myofascial techniques, postural assessment, Positive PACT® and use of the Galen Comfort Scale©
- be actively working in the industry.

AND

- hold, or be working towards, a recognised assessor qualification or their recognised equivalent** e.g.,
 - o Level 3 Award in Assessing Competence in the Work Environment / Level 3 Award in Assessing Vocationally Related Achievement
 - o Level 3 Certificate in Assessing Vocational Achievement
 - o A1 Assess Candidate Performance Using a Range of Methods
 - o D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence

**Assessors may be working towards a relevant equivalent qualification in assessing under the guidance of a suitably qualified and experienced Assessor and their IQA. Trainee Assessors' decisions MUST be counter-signed by a suitably qualified, experienced Assessor.

All teachers and assessors must also:

- be able to evidence relevant and up to date teaching/assessing experience.
- understand the qualification structure, unit learning outcomes and criteria related to the teaching and learning being delivered.
- have access to appropriate guidance and support.
- participate in continuing professional development in the specific subject they are teaching and/or assessing.

3.3 Requirements for IQA (Internal Quality Assurers, also referred to as Internal Moderators).

IQAs are responsible for internal moderation and quality assurance of the qualification to ensure standardisation, reliability, validity and sufficiency of the assessor's assessment decisions.

It is the centre's responsibility to select and appoint IQAs.

All IQAs must:

- hold a or be working towards the GA Level 4 Diploma in Myofascial Rehabilitation (Galen Myotherapy) qualification

OR

- hold a minimum Level 3 qualification in an allied animal rehabilitation and treatment subject area alongside holding the GA Level 4 Diploma in the Principles of Canine Myofascial Rehabilitation (Galen Myotherapy) qualification

AND

- have demonstrable subject knowledge of myofascial techniques, postural assessment, Positive PACT® and use of the Galen Comfort Scale©
- be actively working in the industry.

AND

- hold, or be working towards***, one of the following internal quality assurance qualifications or their recognised equivalent:
 - Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
 - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
 - V1 Conduct internal quality assurance of the assessment process
 - D34 Internally verify the assessment process

***Internal Moderators may be working towards a relevant equivalent quality assurance qualification under the guidance of a suitably qualified and experienced Internal Moderator. Trainee Internal Moderator's decisions MUST be counter-signed by a suitably qualified, experienced Internal Moderator.

IQAs must also have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally quality assuring.

Each assessor may have one or several appointed IQAs.

Staff may undertake more than one role within the centre, e.g., Teacher, Assessor and IQA. However, members of staff must NOT IQA their own assessment decisions.

3.4 CPD Requirements

All staff must ensure their role and subject-specific knowledge, understanding and competence is current and therefore must keep up to date with sector changes and developments.

Participation in continuing professional development in order to evidence contemporaneous proficiency must take place regularly. Centre staff in teaching, assessment or IQA roles must ensure that they complete and document their CPD hours. There are no set minimum number of hours of CPD required; however, the CPD activities must reflect contemporary standards and developments in canine myofascial rehabilitation and be directly relevant to maintaining competence in their specific role.

Records of CPD activities (both planned and those that have taken place) must be made available to GA at EQA visits or upon request.

3.5 Teaching, Learning and Assessment Resources

GA does not prescribe the use of set course books, workbooks or other materials but expects that centres providing courses leading to this qualification use relevant and up-to-date, high-quality teaching and learning materials which allow learners to adequately prepare for assessment.

Teaching, learning and assessment resources must be relevant, up-to-date and of industry standard, in order to allow learners to adequately prepare for assessment. This will be considered at approval and during the on-going monitoring of the centre.

Please note, any references to books, journals, websites or other third-party materials and publications are made in good faith only and GA does not accept responsibility for the content of such materials or any opinions expressed within them.

When devising teaching, learning and assessment materials for this qualification, the centre must:

- ensure teaching and learning materials directly address the learning outcomes and sufficiently prepare learners for assessment.
- structure all materials to be accessible and engaging.
- use clear, unambiguous language appropriate for the level.
- align materials to the specific topics and content.
- pitch the level and depth of materials accurately based on the content to be delivered/assessed.
- ensure materials can be clearly attributed back to the centre.
- offer opportunities and resources for additional research and study, where appropriate.
- offer opportunity for learners to relate teaching and learning content to their own experience.
- ensure materials provide any relevant guidance to staff on consistent delivery.

Course programmes must be designed using the assessment requirements and unit specifications content below.

All delivery and assessment resources should be inclusive of the principles of equality and diversity and the safeguarding of learners.

3.6 Venue and Equipment Requirements

When training premises are used in the delivery of teaching and assessment of this qualification, centres should, wherever possible, provide suitable access in line with Disability Discrimination, Diversity & Equality law and regulations and any other regulations which apply.

The centre must ensure that all products and equipment used in the delivery and assessment of this qualification are confirmed as fit for purpose and compliant with current Health and Safety legislation and any other relevant regulations. This will be considered at approval and during the on-going monitoring of the centre.

Where specific products and equipment are required for the delivery and assessment of a GA qualification, the suitability of the products and equipment at the centre will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

For this qualification, suitable venue and equipment should include the learner having access to canine training areas providing sufficient space, as follows:

- Indoor therapeutic treatment area minimum of 5m x 5m with accessible, safe entry/exit routes learner, canine, tutors and visitors
- Outdoor area minimum of 20 metres x 10 metres to ensure sufficient and safe space for canines to move freely for movement and postural analysis
- Suitable massage mats to define the treatment area
- Privacy boards
- Equipment storage

In addition to the above, the centre must also ensure the venue has suitable:

- Documentation equipment: WiFi/4G connectivity and suitable video/audio recording equipment for assessment purposes.
- Safety provisions: appropriate fire extinguishers where applicable, fire exits, and designated emergency gathering area.
- Learner facilities: kitchen and toilet facilities, seating and tables for clients and learners to complete written assessments and study notes.

All areas must have non-slip flooring, adequate ventilation, and appropriate lighting.

The training setting must maintain documented risk assessments and must maintain appropriate insurance cover for the facility.

3.7 Canine Requirements

The centre must be able to provide a range of canines across varying breeds, sizes, ages, temperaments and underlying musculoskeletal conditions.

3.8 Ongoing Support

There are a number of documents on the GA website that centres and candidates may find useful: www.gatehouseawards.org. The website is updated regularly with news, information about GA qualifications, sample materials, updates on regulations and other important notices.

Within the centre, a named Examinations Officer is responsible for ensuring that all information and documents provided to centre staff and candidates are correct and up to date.

GA must be kept up to date with contact details of all changes of personnel so the centre can be provided with the best level of support and guidance.

At the time of approval, the centre is assigned a designated Centre Administrator who is their primary point of contact for all aspects of service or support.

Learners should always speak to a member of staff at the centre for information relating to GA and our qualifications prior to approaching GA directly.

Contact details for GA can be found on the GA website www.gatehouseawards.org.

Section 4: Unit Specifications

4.1 Unit 1: Canine Locomotion – The Musculature

Mandatory Unit		GLH	Credits	Level	Unit Reference
1	Canine Locomotion – The Musculature	15	8	4	T/651/8808
<p>This unit provides learners with a comprehensive understanding of canine musculature and its role in locomotion.</p> <p>Learning is focused on canine musculature and its role in locomotion. Learners will study the location, anatomical orientation, origin, insertion, and action of canine muscles, including major muscle groups, thoracic limb muscles, and hip flexors. The curriculum also covers muscle fibre anatomy, types, and characteristics, muscle cell structure, the sliding filament theory, and how muscle structure influences movement. Additionally, the unit explores connective fascia, its types, functions, role in proprioception, and factors affecting its integrity.</p> <p>Upon completing the unit, learners will understand how to locate and identify the action of the main muscles in a canine. They will have confidence in the anatomy of a muscle, including its fibres and cells, and understand the function of the connective fascia.</p>					
<p>Assessment Instructions, Guidance & Indicative Content</p>					
<p>Additional Assessment Instructions, Guidance and Indicative Content is available to GA approved centres.</p>					

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand how to locate the main muscles in a canine.	1.1 Identify the location of the major superficial and deep muscles of the canine body.
	1.2 Describe the anatomical location and orientation of the main muscles in relation to bony landmarks.

2. Understand the action of the main muscles in a canine.	2.1 Differentiate between 'muscle origin' and 'muscle insertion'.
	2.2 Identify the main muscle groups involved in canine locomotion and posture.
	2.3 Describe the origin, insertion, and action of major muscles of the canine.
	2.4 Explain the function and sequence of action of the main muscles of the thoracic limbs in relation to canine movement.
	2.5 Analyse the role, position and action of the canine hip flexors.
	2.6 Analyse the action and function of the muscles in the canine using correct anatomical and directional terms.
3. Understand the anatomy of muscles, fibres and cells.	3.1 Explain the anatomical parts of a muscle fibre from the cellular form to a muscle bundle.
	3.2 Describe the different types of muscle fibres and their functional characteristics.
	3.3 Explain the role and structure of muscle cells (myocytes), including key organelles involved in muscle contraction.
	3.4 Outline the sliding filament theory of muscle contraction and relaxation.
	3.5 Discuss how muscle structure and fibre type influence canine movement and performance.
4. Understand the function of the connective fascia.	4.1 Differentiate between superficial and deep fascia of a canine in terms of their structure and function.
	4.2 Explain the primary functions of connective fascia in the musculoskeletal system of a canine.
	4.3 Discuss the role of fascia in canines in relation to proprioception and neuromuscular communication.

	4.4 Identify factors that can affect fascial function and integrity in canines.
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4.2 Unit 2: The Canine Skin, Lymphatic and Venous Systems

Mandatory Unit		GLH	Credits	Level	Unit Reference
2	The Canine Skin, Lymphatic and Venous Systems	15	8	4	Y/651/8809
<p>This unit provides learners with a comprehensive understanding of the canine skin, lymphatic, and venous systems.</p> <p>Learners will study the physiological functions and key anatomical features of these systems. They will explore how myofascial techniques impact these key systems, including the physiological responses of the skin to massage, the effects of Galen Myotherapy and the interrelationship of the venous system with massage. The unit also covers the role of skin in overall health, its barrier and sensory functions, temperature regulation, and immune system contributions, as well as factors affecting venous return.</p> <p>Upon completing this unit, the learner will gain a comprehensive understanding of the canine skin, lymphatic, and venous systems. This includes their anatomy, physiological functions, and how they are affected by massage and myofascial techniques. The learner will also be able to identify key anatomical features and understand the impact of these systems on overall canine health and wellbeing.</p>					
Assessment Instructions, Guidance & Indicative Content					
Additional Assessment Instructions, Guidance and Indicative Content is available to GA approved centres.					

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the anatomy of canine skin.	1.1 Describe the structure and layers of canine skin.
	1.2 Identify key anatomical features associated with canine skin.

	1.3 Discuss the role of skin in maintaining overall health and homeostasis in canines.
2. Understand the skin functions.	2.1 Describe the primary functions of skin in canines.
	2.2 Explain how the skin acts as a barrier to environmental threats.
	2.3 Describe the role of the skin in temperature regulation.
	2.4 Explain the skin's sensory function and its contribution to nervous system feedback.
	2.5 Discuss how the skin contributes to immune system function.
	2.6 Explain the impact of impaired skin function on canine health and wellbeing.
1. Understand the impact of massage through the skin.	3.1 Explain how massage techniques interact with the skin and underlying tissues.
	3.2 Describe the physiological responses of the skin to massage.
	3.3 Discuss the role of skin receptors in transmitting sensory information during massage.
	3.4 Discuss how massage can influence the circulatory and nervous systems.
	3.5 Explain how a range of different massage techniques can affect the body through the skin.
2. Understand the lymphatic system.	4.1 Describe the structure and components of the lymphatic system in canines.
	4.2 Describe the location and function of key lymph nodes in the canine body.

	4.3 Explain ways in which these structures operate together to form the lymphatic system.
	4.4 Explain the function of the lymphatic system.
	4.5 Explain the effects of myofascial techniques on the lymphatic system.
3. Understand the venous system.	5.1 Describe the function of the venous system in canines, including differences between veins and arteries.
	5.2 Identify the major veins and venous pathways of the thoracic and pelvic limbs of the canine.
	5.3 Explain how the venous system contributes to overall circulation and the return of deoxygenated blood to the heart.
	5.4 Discuss factors that affect venous return in canines.
	5.5 Describe the structural differences between a vein and an artery.
	5.6 Explain why it is important for a Myotherapist to understand the interrelationship of the venous system with massage.

4.3 Unit 3: Practical Application of Galen Myotherapy Techniques

Mandatory Unit		GLH	Credits	Level	Unit Reference
3	Practical Application of Galen Myotherapy Techniques	96	12	4	H/651/8811
<p>This unit will enable learners to assess a canine before treatment, apply appropriate Galen Myotherapy techniques to live cases, and reflect on the effectiveness of their treatments.</p> <p>Learners will study how to apply Galen Myotherapy techniques on live canines after developing their assessment and palpation skills. They will build on their theory foundations and translate that knowledge to live canines, including identifying and palpating soft tissues and bony landmarks on a range of breeds and canines of various ages and with different underlying conditions.</p> <p>Upon completing this unit, the learner will have confidence to use appropriate assessment techniques to devise a treatment session for a canine. They will use that knowledge to apply Galen Myotherapy techniques to address any issues identified and confidently analyse areas of success and for improvement.</p>					
Assessment Instructions, Guidance & Indicative Content					
Additional Assessment Instructions, Guidance and Indicative Content is available to GA approved centres.					

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Apply Swedish massage techniques on humans.	1.1 Demonstrate a range of Swedish massage techniques on a human,
	1.2 Demonstrate application of Swedish massage techniques at an appropriate stage in the massage treatment.

	1.3 Demonstrate application of Swedish massage techniques on an appropriate area of the body.
2. Apply appropriate palpation skills to humans.	2.1 Use palpation techniques to identify and differentiate between soft tissue and hard tissue.
	2.2 Use palpation techniques to differentiate between healthy and unhealthy muscle.
3. Demonstrate the location of the main muscles on an anatomical model.	3.1 Identify the location of muscles on a relevant anatomical model.
	3.2 Demonstrate the correct position of the insertions and origins of specific muscles.
4. Locate the location and function of the main muscles of a canine.	4.1 Demonstrate where the main muscles and muscle groups are on a canine.
	4.2 Demonstrate the function of the main individual muscles.
5. Identify and palpate the main bones and bony landmarks of the canine skeleton.	5.1 Identify the location of the main bones on a canine skeleton.
	5.2 identify and palpate the main 'bony landmarks' used as anatomical reference points.
6. Understand a range of canine behaviour signals.	6.1 Critically analyse situations where a canine may be nervous and/or aggressive within the context of a treatment, demonstrating how a therapist can safely manage such a situation.
	6.2 Evaluate signals that a canine may be receptive within the context of a treatment.
	6.3 Interpret and assess signals of comfort, discomfort, or disengagement to ensure welfare-led, adaptive treatment delivery.
	6.4 Adapt treatment approaches in response to observed signals to ensure welfare, safety, and autonomy, and reduce fear and stress during treatment.

7. Select and use appropriate myofascial techniques on a canine.	7.1 Apply a range of Galen Myofascial techniques on a canine.
	7.2 Demonstrate application of Galen Myofascial techniques at an appropriate stage in the massage treatment.
	7.3 Demonstrate application of Galen Myofascial techniques in an appropriate area of the body.
	7.4 Apply passive movement appropriately to both the thoracic and pelvic limbs.
8. Apply appropriate pre-and-post event massage techniques on a canine.	8.1 Apply a pre-event massage using the appropriate techniques.
	8.2 Apply a post event massage using the appropriate techniques.
9. Understand the rationale and impact of applying passive movement and pre/post event massage.	9.1 Evaluate the rationale for using passive movement.
	9.2 Explain the difference between a passive movement and a stretch.
	9.3 Analyse the differences between pre- and post-even massage techniques and the reasons for using both.
	9.4 Explain how pre and post event massage techniques affect the canine, both physiologically and psychologically.
10. Apply appropriate palpation skills on a canine.	10.1 Demonstrate palpation skills and assess muscle condition and tension.
	10.2 Demonstrate ability to palpate and differentiate between individual muscles and muscle groups.
	10.3 Demonstrate palpation skills to differentiate between soft tissue and hard tissue.
	10.4 Demonstrate palpation skills to differentiate between healthy muscle and unhealthy muscle.

11. Be able to assess a canine before treatment.	11.1 Conduct a visual evaluation of a canine before the live treatment.
	11.2 Conduct a tactile evaluation of a canine before the live treatment.

4.4 Unit 4: Canine Postural Analysis

Mandatory Unit		GLH	Credits	Level	Unit Reference
4	Canine Postural Analysis	14	7	5	J/651/8812
<p>This unit will enable learners to visually assess the posture of a canine before treatment, plan effective treatments incorporating those findings and reflect on their effectiveness.</p> <p>Learners will study how to visually assess the posture of canines. They will build on their theory foundations and apply that knowledge to visually identify healthy and unhealthy postural presentations, then plan how to address those through Galen Myotherapy treatments, functional movement and environmental adaptations.</p> <p>Upon completing this unit, the learner will have confidence to use visual postural assessment techniques to inform a treatment session for a canine.</p>					
<p>Assessment Instructions, Guidance & Indicative Content</p>					
<p>Additional Assessment Instructions, Guidance and Indicative Content is available to GA approved centres.</p>					

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the posture of a canine and demonstrate a comprehensive knowledge of postural characteristics.	1.1 Describe variations in head carriage in relation to ideal alignment and analyse how variations affect weight distribution and postural balance.
	1.2 Explain the relationship between tail carriage, angulation, and the alignment of the lumbosacral junction and pelvis, and critically discuss how variations in tail carriage influence overall body alignment and balance.
	1.3 Examine paw alignment under load, and critically evaluate how paw placement influences stance stability, weight transfer, and overall postural symmetry.
	1.4 Interpret the effects of topline deviation on load distribution and balance between thoracic and pelvic limbs.

	1.5 Analyse physical asymmetries from the dorsal view, justifying how they indicate compensatory postural adaptations.
	1.6 Analyse deviations from ideal tail position.
	1.7 Analyse deviations such as toe splay, inward/outward rotation, or uneven stance, and evaluate possible structural influences.
	1.8 Analyse deviations from ideal spinal alignment.
2. Understand how to visually assess and evaluate muscular symmetry and balance across the canine body.	2.1 Identify and interpret patterns of muscular asymmetry.
	2.2 Explain how muscular imbalance and asymmetry contribute to compensatory patterns and posture.
3. Understand how to integrate and synthesise postural observations to form a comprehensive evaluation of canine posture.	3.1 Combine visual observations from all regions of the body, to construct a detailed assessment of structural alignment, symmetry, and balance.
	3.2 Produce a justified, evidence-based written report describing overall postural integrity and musculoskeletal balance.
	3.3 Apply principles of critical thinking to interpret findings and substantiate conclusions with relevant theory relevant to Galen Myotherapy resources.
4. Understand how to use postural evaluation to inform and improve treatment planning.	4.1 Design an effective Galen Myotherapy treatment plan informed by the outcomes of postural analysis.
	4.2 Reflect on treatment outcomes to justify how findings can enhance future postural assessment and treatment approaches.

4.5 Unit 5: Case Studies in Canine Myofascial Rehabilitation

Mandatory Unit		GLH	Credits	Level	Unit Reference
5	Case Studies in Canine Myofascial Rehabilitation	14	5	5	L/651/8814
<p>In this unit, learners will consolidate their theoretical and practical learning by completing a range of case studies.</p> <p>The unit promotes autonomy in practice, whilst supporting the learning with 1-1 tutor guidance. The learner will identify their case study canines which will be a range of breeds, ages, sizes and have a range of conditions and may include healthy, sporting canine. They will consult with guardians, veterinary professionals and paraprofessionals, analyse posture and movement, conduct palpations, plan and deliver treatments and identify results. They will also critically reflect on their practice, identifying areas for improvement.</p> <p>After completing this unit, learners will be confidently designing and implementing Galen Myotherapy treatments working alongside a multi-disciplinary team, the guardians and, most importantly, with the canine at the heart of the interventions.</p>					
Assessment Instructions, Guidance & Indicative Content					
<p>In this unit, the learner independently manages a minimum of 3 complete cases from start to finish, demonstrating integration of all prior learning.</p> <p>Assessment guidance:</p> <p>Number of cases: minimum 3 case studies Types of cases: Must include variety of:</p> <ul style="list-style-type: none"> ● Different sizes ● Different ages ● Different conditions <p>Sessions per case: Minimum 3 treatment sessions per case:</p> <ul style="list-style-type: none"> ● Session 1: Initial assessment and first treatment 					

- Session 2 and 3: Subsequent treatments with progress monitoring

Documentation required per case:

- Pre treatment advice sheet
- Guardian consent for treatment
- Initial consultation record
- Veterinary consent documentation
- Initial assessment findings with photographs (if appropriate)
- Treatment plan with justification
- Galen comfort scale – pre and post treatment
- x1 video of each treatment for each case study canine
- Session notes for each treatment (minimum 3 sessions)
- Progress notes
- Veterinary report
- Aftercare recommendations
- Critical reflection of minimum 500 words (per treatment)

Additional Assessment Instructions, Guidance and Indicative Content is available to GA approved centres.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand professional communication and client management.	1.1 Critically evaluate the principles of effective communication.
	1.2 Demonstrate the negotiation of veterinary consent before treatment, and the rationale for a particular choice of treatment.
	1.3 Apply advanced communication skills to deliver clear, relevant, and empathetic feedback to guardians while managing expectations.
	1.4 Conduct comprehensive live consultations with handlers and canines, demonstrating professional communication, assessment, and record keeping.
	1.5 Develop and justify a structured treatment plan based on consultation findings and canine assessments.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
	1.6 Respond appropriately to client feedback regarding treatment and care, adapting practice as needed.
2. Understand the vital importance of the canine’s choice during treatment and how to implement Positive PACT®.	2.1 Critically analyse the core principles of Positive PACT® and their relevance to canine chronic pain management and welfare.
	2.2 Critically examine the components of the trinity relationship (canine, client and therapist) and their impact on supporting a choice-led, autonomy-based treatment approach.
	2.3 Critically plan, establish, and manage a therapeutic environment that promotes autonomy, choice, and safety for the canine, enabling self-regulation of engagement, movement, and treatment intensity.
	2.4 Deliver the principles and benefits of Positive PACT® principles clearly and accurately to guardians.
	2.5 Guide guardians on recognising and responding to canine behavioural signals.
3. Be able to evaluate case outcomes and reflect critically on professional practice.	3.1 Conduct a pre- and post-treatment assessment using the Galen comfort scale, comparing findings against treatment effectiveness.
	3.2 Conduct a postural analysis before the first and after treatment in each case, comparing finding against treatment effectiveness.
	3.3 Evaluate the effectiveness of chosen treatment approaches and justify decisions made throughout the case.
	3.4 Critically reflect on own professional practice throughout the case, identifying strengths, areas for development, and lessons learned.

4.6 Unit 6: Professional Standards and Business Practice

Optional Unit		GLH	Credits	Level	Unit Reference
6	Professional Standards and Business Practice	20	8	4	K/651/8813
<p>In this unit, learners will develop a comprehensive understanding of their professional obligations, responsibilities, and accountability as practitioners in Galen Myotherapy.</p> <p>Learners will explore and reflect on potential moral and ethical conflicts that may arise in clinical practice, highlighting the importance of working within their scope of practice, recognising their limitations, and adhering to the Code of Practice set by their Professional Association.</p> <p>The unit fosters professionalism by developing interpersonal and effective communication skills essential for working collaboratively as part of a multidisciplinary team (MDT).</p> <p>Learners will learn to communicate effectively, manage conflicts professionally, and understand their responsibility to seek appropriate guidance and support.</p>					
Assessment Instructions, Guidance & Indicative Content					
Additional Assessment Instructions, Guidance and Indicative Content is available to GA approved centres.					

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the professional legal and ethical framework of Galen Myotherapy practice.	1.1 Evaluate processes for working with the Multidisciplinary Team (MDT).
	1.2 Explain the therapist's responsibilities and potential conflicts under duty of care.
	1.3 Evaluate potential ethical challenges within a treatment setting.

	1.4 Evaluate insurance requirements for canine myofascial practice.
2. Understand professional standards and responsibilities.	2.1 Explain the scope of practice and professional boundaries in Galen Myotherapy, including limitations and when to refer to other canine paraprofessionals.
	2.2 Describe the role and purpose of professional associations.
	2.3 Review the codes of conduct and guidelines of professional associations for canine therapists.
	2.4 Explain procedures for handling complaints and concerns within professional associations.
	2.5 Evaluate the importance of professional networking and continuing professional development (CPD) for maintaining competence.
3. Understand and implement effective documentation and record keeping.	3.1 Explain legal and professional requirements for clinical documentation including data protection requirements.
	3.2 Evaluate systems for maintaining and storing clinical records in compliance with data protection legislation, including security and retention requirements.
	3.3 Demonstrate appropriate clinical note-taking and record keeping.
4. Understand business management in Galen Myotherapy practice.	4.1 Explain the business structures available and their implications for setting up and running a canine myofascial therapy business.
	4.2 Describe the business and professional insurance cover required in order to protect the therapist and their clients.
	4.3 Explain the marketing opportunities and limitations for a canine myofascial therapy business, referring to professional guidelines.
	4.4 Explain the financial management requirements for professional practice, including record keeping and tax liabilities.

Document Specification:					
Purpose:	To detail the specification of the GA Level 4 Diploma in the Practice of Canine Myofascial Rehabilitation (Galen Myotherapy) (610/7297/7) qualification.				
Accountability:	GA Governance Committee	Responsibility:	GA Compliance Manager		
Version:	1	Effective From:	01/04/2026	Indicative Review Date:	April 2031
Links to Ofqual GCR:	E3; G6; G7; H2	Other relevant documents:	GA Centre Handbook GA Candidate Access Policy GA Malpractice & Maladministration Policy GA Syllabus, Assessment & Internal Moderation Handbook for the unit(s) within the qualification GA Continuing Professional Development (CPD) and Revalidation for Centre Staff (Aesthetic Pathway). GA CASS Strategy and General Moderation Policy		