



Qualification Specification

**GA Level 4 Diploma in Canine Myofascial Rehabilitation
(Galen Myotherapy)**

(610/6808/1)

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.

Section 1 - Qualifications 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 onto higher-level study.

This Qualification Specification covers the GA Level 4 Diploma in Canine Myofascial Rehabilitation (Galen Myotherapy) (610/6808/1).

The GA Level 4 Diploma in Canine Myofascial Rehabilitation (Galen Myotherapy) qualification has been developed to provide learners 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 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 functional anatomy, pathology, and biomechanics, alongside advanced palpation, assessment, and clinical reasoning skills. A distinctive feature of this qualification is the application of Positive PACT®, which stands for Positive Progressive Affective Cycle of Therapy. It is based on a cycle of choice-led treatment involving the patient (canine), their guardian and the therapist. This practice-based approach facilitates improved freedom of movement for the canine. 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. This enables treatment of areas that would otherwise be highly resistant to any form of contact.

Learners will study a range of myofascial treatment techniques to support canines of all breeds, sizes, age, capabilities and underlying conditions. Successful learners will be able to take complex inputs into consideration in order to create individual plans for each of their canine patients. This will enable them to improve the lives of the canines, and families, in their care.

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

The qualification is regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and is 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 Title, Qualification Number and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
GA Level 4 Diploma in Canine Myofascial Rehabilitation (Galen Myotherapy)	610/6808/1	22/12/2025	December 2030

1.4 Qualification Aims and Objectives

The qualification aims to train confident and compassionate canine myofascial therapists, who have specific knowledge and skills as follows:

- Ensuring the canine remains at the centre of all treatment considerations
- Working professionally with the canine's family, the veterinary team, and other paraprofessionals.
- Applying high levels of anatomical and physiological knowledge, advanced palpation, and manual therapy skills.
- Using choice-based approaches to achieve the best outcomes for each canine patient.

1.5 Qualification Structure and Overview: GLH, TQT, Credit Values and Units

The GA Level 4 Diploma in Canine Myofascial Rehabilitation (Galen Myotherapy) is listed on the Ofqual Register of Regulated Qualifications as part of the Regulated Qualifications Framework (RQF). The structure of this qualification is as follows:

GA Level 4 Diploma in Canine Myofascial Rehabilitation (Galen Myotherapy) (610/6808/1)					
Mandatory Units	Unit Reference	Level	Credits	GLH*	Study Time
1. Principles of Human and Canine Massage	M/651/8806	4	7	10	60
2. Canine Locomotion - The Skeleton	R/651/8807	4	7	9	61
3. Canine Locomotion - The Musculature	T/651/8808	4	8	15	65
4. The Canine Skin, Lymphatic and Venous Systems	Y/651/8809	4	8	15	65

5. The Canine Nervous System, Soft Tissue Injury and Common Pathologies	F/651/8810	4	7	14	56
6. Practical Application of Galen Myotherapy Techniques	H/651/8811	4	12	96	24
7. Canine Postural Analysis	J/651/8812	5	7	14	56
8. Professional Standards and Business Practice	K/651/8813	4	8	20	60
9. Case Studies in Canine Myofascial Rehabilitation	L/651/8814	5	5	14	36
			Total Credits 69	Total GLH 207	GLH + Study Time = TQT** 690

*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 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, 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 learner 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 learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of this 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 is in line with guidance published by Ofqual on the allocation and expression of Total Qualification Time and Guided Learning Hours.

Level

The qualifications within this specification are designated at 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.

1.6 Intended Audience, Age and Entry Requirements

The GA Level 4 Diploma in Canine Myofascial Rehabilitation (Galen Myotherapy) qualification is designed for learners from a variety of backgrounds who are driven by a deep passion for improving canines' lives and promoting canine welfare and who wish to develop a professional career. This qualification is suitable for those seeking a career change or those looking to enhance their existing skills as a canine professional, for example veterinary nurses, canine hydrotherapists, physiotherapists, chiropractors, behaviourists, or canine trainers.

All learners are required to demonstrate prior experience of safely handling and interacting with healthy canines. This experience may be gained through employment in a canine-related role, voluntary work with rescue or welfare organisations or canine training facilities, or through responsible ownership and handling of dogs as pets. A working knowledge of canine handling is essential to ensure safe participation in practical training.

Learners must have access to a suitable, healthy canine for practice and assessment purposes, whether their own or another individual's (with the owner's consent). Learners are not required to bring canines with them for practical training days as suitable canine models will be provided by the centre.

Learners must be aged 18 years or over at the start of the programme.

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.

1.7 Rules of Combination

The Rules of Combination for this qualification are:

- in order to achieve the GA Level 4 Diploma in Canine Myofascial Rehabilitation (Galen Myotherapy) qualification, learners must achieve all 9 mandatory units.

1.8 Recognition of Prior Learning and Transfer of Credits

Recognition of Prior Learning (RPL) is a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a GA unit or units prior to the learner 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 learner must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the learner's knowledge and skills are current, valid and sufficient the use of RPL may be acceptable for recognising achievement of a unit, units or whole qualification. The requirement for RPL in such instances will include a consideration of the currency of the knowledge gained by the learner 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 Relationship to Other Qualifications & Progression Opportunities

The GA Level 4 Diploma in Canine Myofascial Rehabilitation (Galen Myotherapy) qualification is an ideal qualification for learners who wish to progress onto further higher-level study, practical occupational training or employment or self-employment.

Learners may also wish to pursue suitable Level 5 qualifications in the animal care and veterinary science sector or related fields, such as advanced canine massage therapy, other specialised animal therapy modalities, animal behaviour and welfare, or veterinary nursing, which would provide a logical stepping stone before progressing to Level 6 study. Examples of Level 6 qualifications include:

- GA Level 6 Diploma in Animal Osteopathy
- GA Level 6 Diploma in Animal Physiotherapy

1.10 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.

1.11 Grading

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

This qualification is not graded on a scale. Learners are assessed as Pass or Fail. Learners who aren't successful can resubmit work within the registration period.

1.12 Qualification Availability

This qualification is available via the authorised GA Approved Centre, Galen Therapy Training Centre Ltd.

For further information, please contact us.

Our contact details appear on our website www.gatehouseawards.org

Section 2: Qualification Delivery, Assessment & Quality Assurance Model

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.

Learners can therefore 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 and Quality Assurance Model

For this qualification, learners' work is internally assessed and internally moderated by centre staff to clearly show where learners have achieved the learning outcomes and qualification requirements.

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

Centres are subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

2.3 Assessment Strategy

The table below indicates the methods of assessment for each of the units within the GA Level 4 Diploma in Canine Myofascial Rehabilitation (Galen Myotherapy).

Unit	Assessment Criteria	Assessment Method
1. Principles of Human and Canine Massage	ALL	Portfolio
2. Canine Locomotion - The Skeleton	ALL	Portfolio
3. Canine Locomotion – The Musculature	ALL	Portfolio

4. The Canine Skin, Lymphatic and Venous Systems	ALL	Portfolio
5. The Canine Nervous System, Soft Tissue Injury and Common Pathologies	ALL	Portfolio
6. Practical Application of Galen Myotherapy Techniques	ALL	Portfolio and face to face practical
7. Canine Postural Analysis	ALL	Portfolio
8. Professional Standards and Business Practice	ALL	Portfolio
9. Case Studies in Canine Myofascial Rehabilitation	ALL	Portfolio

2.4 Components of Assessment

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:

- essays/assignments
- short questions and answers
- professional discussions
- workbooks
- reflective accounts
- 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

2.5 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.

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.

2.6 Assessment of Learners and Order of Delivery

Learners are expected to build a portfolio of evidence, clearly demonstrating where they have met the learning outcomes and qualification requirements.

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, including their Logbook.

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.

Learners must complete Unit 1 – 3 prior to commencing Unit 6. Unit 6 requires high levels of confidence and competence in canine anatomy and physiology, alongside applied myofascial techniques. Learners must also complete Unit 6 successfully before commencing Unit 9 (Case Studies). The centre must confirm learner readiness before permitting progression to this specialist unit.

2.7 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 training provider. 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

2.8 CRAVES Requirements

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

- **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

2.9 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 incorporates 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. An overview of the IQA process is provided in Appendix 1 of this document.

2.10 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. These 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 qualifications, 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 qualifications

- 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 activity have been carried out by the centre
- confirming any claims for RPL, reasonable adjustments or special considerations

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

2.11 Registering Learners & Unique Learner Numbers

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 2 years. 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 learner is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

2.12 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.

2.13 Results

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.

2.14 Certificates

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.

2.15 Direct Claims Status (DCS)

Direct Claims Status is not available for this qualification.

2.16 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.

2.17 Record Keeping

Records of learner's 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 related to 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, centres 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.

Section 3 – Centre Requirements: Staff and Physical Resources

Course providers offering these GA qualifications must ensure that they have the following resources in place.

3.1 Staff

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.

The course provider 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:

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

The course provider must also ensure that they have the management and administrative arrangements in place which are suitable to support the registration of learners and the qualification delivery.

Requirements for Tutors and Assessors

Teaching staff ('Tutors') include those who deliver teaching and learning content for knowledge and understanding elements and those who are involved in teaching and learning of practical skills.

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.

All Tutors must:

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

All Assessors must:

- hold a or be working towards the GA Level 4 Diploma in Myofascial Rehabilitation (Galen Myotherapy) qualification.
- 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.,
 - Level 3 Award in Assessing Competence in the Work Environment / Level 3 Award in Assessing Vocationally-Related Achievement
 - Level 3 Certificate in Assessing Vocational Achievement
 - A1 Assess Candidate Performance Using a Range of Methods
 - D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence

*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.

**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 staff involved with the delivery and assessment of this qualification must also be able to demonstrate ongoing professional development relevant to the sector subject area.

All staff involved with the delivery and assessment of this qualification must also be able to demonstrate ongoing professional development relevant to the sector subject area.

Requirements for Internal Moderators (also referred to as an Internal Quality Assurers or IQAs)

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.

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

Assessors may have one or several appointed Internal Moderators.

This qualification is assessed by an Assessor and internally moderated and quality assured by an Internal Moderator to ensure standardisation, reliability, validity and sufficiency of the Assessor's assessment decisions.

To be able to perform the internal moderation and quality assurance role, an Internal Moderator must:

- hold a or be working towards the GA Level 4 Diploma in Myofascial Rehabilitation (Galen Myotherapy) qualification.
- have demonstrable subject knowledge of myofascial techniques, postural assessment, Positive PACT® and use of the Galen Comfort Scale©
- be actively working in the industry as either a practitioner or in an educational quality assurance capacity

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.

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

The Internal Moderator must have relevant occupational experience and hold relevant qualifications in the particular subject area being assessed. They must hold a regulated qualification at least at the level of the qualification they are assessing.

Note, for Tutors, Assessors and IQAs:

- relevant professional registration/licenses must remain current, where applicable
- annual CPD requirements apply

The knowledge and experience of Tutors, Assessors and Internal Moderators will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

3.2 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.

Centres 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 centres.

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.

3.3 Canine Requirements

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

3.4 Teaching and Learning Resources

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

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

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.

3.5 Ongoing Support

There are a number of documents on the GA website that centres and learners may find useful: www.gatehouseawards.org

The website is updated regularly with news, information about all 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 learners are correct and up to date.

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

At the time of approval, centres are 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 GA Level 4 Diploma in Canine Myofascial Rehabilitation (Galen Myotherapy) (610/6808/1)

Mandatory Unit		GLH	Credits	Level	Unit Reference
1	The Principles of Human & Canine Massage	10	7	4	M/651/8806
<p>This unit introduces foundational principles and practical knowledge for safe and effective massage.</p> <p>The learner will begin by exploring key Swedish massage techniques, their application to both humans and canines, and their physiological and psychological effects including the effects on homeostasis and why that is important for therapists applying myofascial techniques. Research into the history and benefits of human massage further build on the learner’s understanding of the potential impacts of the techniques, both positive and negative. The basic legal implications are introduced as they apply to the practice of Galen Myotherapy.</p> <p>On completing this unit, learners will have a foundational understanding of the principles of human and canine massage and understand the impacts and considerations from physiological, psychological and legal perspectives.</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 principles of human Swedish massage.	1.1 Explain the key techniques commonly applied in human Swedish massage.
	1.2 Differentiate the application of Swedish techniques on both humans and canines.
	1.3 Explain the physiological effects of Swedish massage techniques on the human and canine body.

	1.4 Explain the psychological effects of Swedish massage techniques on the human and canine body.
2. Understand the principles of homeostasis.	2.1 Explain the meaning of homeostasis.
	2.2 Describe symptoms that may indicate disruption to homeostasis.
	2.3 Explain the ways in which homeostasis is demonstrated in each body system.
	2.4 Discuss why it is important for a therapist to understand the effects of homeostasis when applying myofascial techniques.
3. Understand the history of human massage.	3.1 Summarise the historical development of massage as a therapeutic practice.
	3.2 Explain why knowledge of massage history is important for canine myofascial practitioners.
4. Understand contra-indications of human massage and canine myofascial techniques.	4.1 Define what is meant by a contra-indication in the context of massage and myofascial techniques.
	4.2 Identify common contra-indications for canine myofascial techniques and explain why they are contraindicated.
	4.3 Identify common contra-indications for human massage and explain why they are contraindicated.
	4.4 Explain the reasons why massage or myofascial techniques may be inappropriate or harmful in certain conditions.
5. Understand legislation relevant to canine myofascial techniques.	5.1 Describe the key legislation relevant to canine myotherapy practice.
	5.2 Explain how legislation protects the canine, handler and veterinary professionals.
	5.3 Describe the legal boundaries regarding diagnosis and the requirement for veterinary consent.

Mandatory Unit		GLH	Credits	Level	Unit Reference
2	Canine Skeletal Anatomy	9	7	4	R/651/8807
<p>This unit focuses on understanding the canine skeletal system.</p> <p>Learners will study the canine skeleton including the positioning, anatomical features and functions of the canine skeleton. They will study the positioning of bones, describing the main anatomical features of major bones, analysing the role and function of different forms and shapes of major canine bones, and explaining how their anatomy is important to different muscle functions.</p> <p>Learners will also explore how understanding the canine skeletal system will develop and improve their overall understanding of this system, and why knowledge in this field is essential for a canine myotherapist.</p> <p>Upon completing this unit, learners will achieve a comprehensive understanding of the canine skeletal system, including its structures, functions, and clinical relevance for canine myofascial techniques</p>					
Assessment Instructions, Guidance & Indicative Content					
<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 canine long bone structures.	1.1 Identify the anatomical parts of a typical long bone and explain their functions.
	1.2 Explain the physiological functions of long bones in canines.
	1.3 Outline the process of long bone growth and development in canines.
2. Understand the positioning, main	2.1 Identify the major sections of the canine skeleton and describe their positioning within the body.

<p>anatomical features and the functions of the canine skeleton.</p>	<p>2.2 Describe the main anatomical features of the major bones.</p>
	<p>2.3 Analyse the role and function of the different forms and shapes of major canine bones.</p>
	<p>2.4 Explain how the major canine bones and their anatomy are important to different muscle functions.</p>
	<p>2.5 Explain why understanding and knowledge of the canine skeletal system is essential for a canine myotherapist.</p>
<p>3. Understand the main superficial bone structures of a canine.</p>	<p>3.1 Identify the main bony structures of the canine skeleton that can be felt during palpation.</p>
	<p>3.2 Explain why knowledge of superficial bone structures is essential in therapeutic practice for a canine myotherapist.</p>
<p>4. Understand the joints involved in the thoracic and pelvic limbs.</p>	<p>4.1 Describe the anatomy of the bones that comprise the pelvic and thoracic limbs.</p>
	<p>4.2 Identify the different types of joints in the thoracic and pelvic limbs.</p>
	<p>4.3 Describe the anatomical features involved in the formation of each of the joints in the thoracic limb and pelvic limb.</p>
	<p>4.4 Explain the function and action of each joint of the canine pelvic limb and thoracic limb.</p>

Mandatory Unit		GLH	Credits	Level	Unit Reference
3	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>					
Assessment Instructions, Guidance & Indicative Content					
<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.

Mandatory Unit		GLH	Credits	Level	Unit Reference
4	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					
<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 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.
	3.1 Explain how massage techniques interact with the skin and underlying tissues.
3. Understand the impact of massage through the skin.	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.
	4.1 Describe the structure and components of the lymphatic system in canines.
4. Understand the lymphatic system.	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.

5. 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.

Mandatory Unit		GLH	Credits	Level	Unit Reference
5	The Canine Nervous System, Soft Tissue Injury and Common Pathologies	14	7	4	F/651/8810
<p>This unit will enable learners to understand canine body systems, common pathologies and healing processes.</p> <p>Learners will study how myofascial techniques influence both the peripheral and central nervous systems, as well as the autonomic nervous system. They will gain knowledge of common musculoskeletal, neurological, and systemic conditions affecting canines, including their signs, symptoms, causes, and impact on mobility. They will also learn about contraindications and indications for Galen Myotherapy.</p> <p>Upon completing this unit, the learner will have a comprehensive understanding of canine physiological systems, how they are interdependent, their impact on health and healing and how myofascial techniques work with them.</p>					
Assessment Instructions, Guidance & Indicative Content					
<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 peripheral nervous system.	1.1 Describe the structure and organisation of the peripheral nervous system (PNS).
	1.2 Differentiate between the central and peripheral nervous systems.
	1.3 Explain the function of sensory (afferent) and motor (efferent) nerves within the PNS.
2. Understand the sympathetic and para-sympathetic nervous systems.	2.1 Describe the structure and function of the autonomic nervous system (ANS).
	2.2 Explain the role of the sympathetic nervous system in the 'fight or flight' response.

	2.3 Explain the role of the parasympathetic nervous system in the 'rest and digest' response.
	2.4 Compare the physiological effects of sympathetic and parasympathetic stimulation on key body systems.
3. Understand the influence of massage techniques on the nervous system.	3.1 Explain how different massage techniques have direct influence on the peripheral and central nervous systems.
	3.2 Explain how different massage techniques stimulate nerve endings and mechanoreceptors to modulate pain and muscle tone.
	3.3 Explain the effects of massage on the autonomic nervous system, including the sympathetic and parasympathetic branches.
4. Understand common pathologies and conditions of a canine.	4.1 Identify common musculoskeletal, neurological, and systemic conditions affecting canines.
	4.2 Describe the typical signs, symptoms associated with common canine pathologies.
	4.3 Explain the potential causes and contributing factors of common canine conditions.
	4.4 Discuss how common pathologies may impact a canine's mobility, quality of life, and suitability for physical therapies.
	4.5 Identify common conditions that would be contraindicated for myofascial techniques and explain why they are contraindicated.
	4.6 Explain which common pathologies/conditions of the canine can be positively influenced by myofascial techniques.
5. Understand the effects of muscular injury and immediate post injury care.	5.1 Explain the four stages of injury in muscles.
	5.2 Describe how the stages of injury affect the canine both physiologically and psychologically.
	5.3 Explain the importance of ice and how it affects the healing process.
6. Understand the interdependency of	6.1 Analyse the differences between body systems

different body systems.

6.2 Explain how each body system relies on the other for balance and good function.

Mandatory Unit		GLH	Credits	Level	Unit Reference
6	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					
<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. 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.
	8.1 Apply a pre-event massage using the appropriate techniques.

8. Apply appropriate pre-and-post event massage techniques on a canine.	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-event 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.

Mandatory Unit		GLH	Credits	Level	Unit Reference
7	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. They will use that knowledge to apply myofascial techniques to address any issues identified and confidently analyse areas of success and for improvement.</p>					
Assessment Instructions, Guidance & Indicative Content					
<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.

Mandatory Unit		GLH	Credits	Level	Unit Reference
8	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. 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	2.1 Explain the scope of practice and professional boundaries in Galen Myotherapy, including limitations and when to refer to other canine paraprofessionals.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
standards and responsibilities.	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.

Mandatory Unit		GLH	Credits	Level	Unit Reference
9	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 <p>Documentation required per case:</p> <ol style="list-style-type: none"> 1. Pre treatment advice sheet 2. Guardian consent for treatment 3. Initial consultation record 4. Veterinary consent documentation 5. Initial assessment findings with photographs (if appropriate) 					

6. Treatment plan with justification
7. Galen comfort scale – pre and post treatment
8. x1 video of each treatment for each case study canine
9. Session notes for each treatment (minimum 3 sessions)
10. Progress notes
11. Veterinary report
12. Aftercare recommendations
13. 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.
	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.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
	<p>2.4 Deliver the principles and benefits of Positive PACT® principles clearly and accurately to guardians.</p> <p>2.5 Guide guardians on recognising and responding to canine behavioural signals.</p>
<p>3. Be able to evaluate case outcomes and reflect critically on professional practice.</p>	<p>3.1 Conduct a pre- and post-treatment assessment using the Galen comfort scale, comparing findings against treatment effectiveness.</p> <p>3.2 Conduct a postural analysis before the first and after treatment in each case, comparing finding against treatment effectiveness.</p> <p>3.3 Evaluate the effectiveness of chosen treatment approaches and justify decisions made throughout the case.</p> <p>3.4 Critically reflect on own professional practice throughout the case, identifying strengths, areas for development, and lessons learned.</p>

Appendix 1: Internal Moderation and Quality Assurance Regulations and Guidance

1.1 Introduction to Internal Moderation

Internal Moderation is a centre's internal system that ensures learner evidence is complete and genuinely meets all the required criteria by which the learner is judged to have met in order to be awarded a qualification. The process involves regularly sampling and evaluating the centre's assessment practices and decisions, and it is the Internal Moderator's responsibility to act on their findings to ensure consistency and fairness.

Ensuring quality standards are maintained and are consistent within and across a centre's provision is the responsibility of the head of centre, who must ensure that suitable staff are in place to act as Internal Moderator(s) and provide full support and standards scrutiny of the centre's Assessment decisions.

1.2 Internal Moderation Processes

Internal Moderation involves three key processes: co-ordination of the assessment process, standardisation of assessment practice, and sampling of assessed work.

These processes are conducted by one Internal Moderator or, if there is more than one, a team of Internal Moderators who are under the direction of a Lead Internal Moderator.

Information about the experience and qualification requirements for Internal Moderators is provided in the *Qualification Specification*.

1.3. Co-ordination of the Assessment Process

Prior to delivery commencing, it is the Internal Moderator who will confirm that assessment tasks are appropriate. This may involve checking that proposed assessment activities, plans for practical assessments, or the briefs of any assignments or reports are fit for purpose. It may also include checking that internal tests or examination materials are fit for purpose.

In order to ensure that the planned assessment activities and materials are fit for purpose, the Internal Moderator will consider and judge whether the activities and materials provide inclusive opportunities for all learners to meet the assessment objectives and generate evidence which is current, reliable, authentic, valid, able to be evaluated and sufficient to meet the requirements of the qualification.

During delivery of assessment, Internal Moderators will work with the Assessment team, ensuring that assessment practices are being carried out correctly. This may involve observing assessment taking place.

1.4 Standardisation of Assessment

The standardisation process helps to ensure that all centre staff involved in the delivery, assessment and quality assurance are consistent and fair to all learners and interpret and follow the requirements of the qualification in the same way.

Internal Moderators are expected to ensure high levels of consistency across Assessors and centre delivery sites through sharing good practice and providing feedback and support, doing so accurately and in good time. The internal Moderator may highlight areas for further CPD or additional training as necessary.

1.5. Sampling Process

When planning and carrying out internal moderation activities, it is important that the Internal Moderator works to a sound sampling strategy to ensure that standardisation of assessment decisions can take place.

A centre's sampling strategy involves reviewing the quality of Assessor's judgements, which will include reviewing learner work.

The learner work may be sampled before the learner has completed the full qualification, for example by sampling one or two assignments, topic areas or units, as the learner completes them.

The Internal Moderator should check that planning and reviewing has taken place and feedback is given to learners by the Assessor. The Internal Moderator will also check and confirm the accuracy of the application of any mark schemes, guidance and overall assessment decisions.

The Internal Moderator will therefore be able to evaluate the quality and consistency of the Assessor's assessment decisions and be able to identify any problems at an early stage. It will highlight individual Assessor training and development needs, which in turn can inform the programme of CPD for the assessment team as a whole.

The Internal Moderator must plan their sampling activities as outlined below.

1.6 Establishing a Sampling Strategy

Sampling should enable the Internal Moderator to evaluate how Assessors have reached their decisions. They must be able to follow documentation which clearly shows that Assessors have checked that the evidence presented meets the rules of evidence.

Evidence must be confirmed by Assessors as **'CRAVES'**

- **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 resulting in improvements in knowledge or competency leading to the award
- **Sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

1.7 Planning Sampling Activities

The Internal Moderator should consider the following when considering the volume of work that they should sample:

- the learners' ethnic origin, age and gender to ensure a representative range of learners are sampled
- the Assessors' experience and qualifications, workload and their occupational competence. For example, if Assessors are qualified and experienced it may not be necessary to look at everything in a learner's portfolio. If Assessors have less than 12 months' experience, are new to the centre or a particular qualification, or perhaps have not assessed for a length of time, the Internal Moderator will need to sample substantially more of their decisions for the first 6 - 12 months
- the full range of assessment methods used for any one qualification, for example observation, witness testimony, professional discussion, reflective accounts, questioning, assignments, products, RPL, simulation, etc and ensure a good, representative range of assessment evidence is sampled
- previous feedback to Assessors regarding good practice and/or involved highlighting development needs, for example If the Internal Moderator has a particular concern regarding the assessment decisions of a particular Assessor they should focus on increasing the volume of work from that Assessor to continue increased monitoring and evaluation of risk
- whether any changes have been implemented relating to the assessment of the qualification or its units, for example if there have been amendments to the qualification specification, or instances where industry practice or legislation has changed
- the range of locations where assessments have taken place
- the sampling process must not be determined by any rule of thumb such as '10%.'

1.8 Producing a Sampling Plan

The Internal Moderator must develop a sampling plan at the beginning of the learner's (or cohort's) programme and record, on the plan, which topic areas/assessment methods they plan to sample, and when.

Copies of sampling plans should be made available to other Internal Moderators and the assessment team, and sampling carried out according to the plan.

Where variations are made, these should be recorded on the plan.

1.9 Completing a Sample Record

The Internal Moderator should record the quality assurance sampling activities on a Sample Record. As a minimum, this record must indicate the Assessor's decision, the content of the sample, the Internal Moderator's decision and relevant feedback to the Assessor.

Where the Internal Moderator agrees with the assessment decisions, certification claims can go ahead.

Where the Internal Moderator does not agree with the assessment decisions, full feedback must be given to the Assessor, with action points agreed which relate to the Assessor's areas for improvement and instructions for how the learner can be supported to produce the required evidence of knowledge and skills.

Sampling must take place before any certification claims are made by the centre and all records, including those of standardisation meetings, feedback to Assessors and CPD activity should be made available to the GA-appointed External Moderator (also referred to as the EQA) upon request.

Document Specification:					
Purpose:	To detail the specification of the GA Level 4 Diploma in Canine Myofascial Rehabilitation (Galen Myotherapy) (610/6808/1) qualification.				
Accountability:	GA Governance Committee	Responsibility :	GA Senior Product Development Manager		
Version:	1	Effective From:	Dec 2025	Indicative Review Date:	Dec 2030
Links to Ofqual GCR	E3; G6; G7; H2	Other relevant documents:	GA Centre Handbook GA Candidate Access Policy GA Malpractice & Maladministration Policy GA CASS & General Moderation Policy Relevant Indicative Content, Assessment Instructions and Guidance documents specific to this qualification.		