



## Qualification Specification

### GA Level 4 Diploma in the Principles of Canine Myofascial Rehabilitation (Galen Myotherapy)

(610/7016/6)

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.

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## Section 1: Qualification Overview

### 1.1 Introduction: About this Qualification

Gatehouse Awards (GA) qualifications are designed to give candidates 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 Principles of Canine Myofascial Rehabilitation (Galen Myotherapy) (610/7016/6).

This document provides centre staff, candidates 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 Principles of Canine Myofascial Rehabilitation (Galen Myotherapy)	610/7016/6	06/02/2026	Feb 2031

### 1.3 Qualification Aims and Objectives

The GA Level 4 Diploma in the Principles of Canine Myofascial Rehabilitation (Galen Myotherapy) qualification has been developed to provide learners with the theoretical knowledge of how to assess, plan, and evaluate effective myofascial treatments for the canine.

Learners will acquire a thorough understanding of functional anatomy, pathology, and biomechanics, alongside assessment and clinical reasoning skills. A distinctive feature of this qualification is the study 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 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.

Learners will study the principles of a range of myofascial treatment techniques to support canines of all breeds, sizes, age, capabilities and underlying conditions.

This qualification enhances the theoretical knowledge of the learner but, in isolation, does not enable them to practice as a Galen Myotherapist.

## 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 Principles of Canine Myofascial Rehabilitation (Galen Myotherapy) (610/7016/6)					
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. Canine Postural Analysis	J/651/8812	5	7	14	56
7. Professional Standards and Business Practice	K/651/8813	4	8	20	60
			Total Credits 52	Total GLH* 97	TQT** (GLH + ST) 520

### \*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 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.

## 1.5 Rules of Combination

In order to meet the rules of combination for the GA Level 4 Diploma in the Principles of Canine Myofascial Rehabilitation (Galen Myotherapy) qualification, learners must achieve all 7 mandatory units and achieve 52 credits.

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 Principles of 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 looking to enhance their existing knowledge as a canine professional, for example veterinary nurses, canine hydrotherapists, physiotherapists, chiropractors, behaviourists, or canine trainers.

This qualification is ideal for learners who are considering a career as a Galen Myotherapist and wish to develop their knowledge of canine myofascial rehabilitation principles before undertaking the practical skills required for professional practice.

## 1.7 Age and Entry Requirements

This qualification is intended for learners aged 18 and above.

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 Principles of 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 4 qualifications in the animal care and veterinary science sector or related fields, such as 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 5 or 6 study. Examples of related qualifications include:

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

### 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](http://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.

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 & 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

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.

## 2.4 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

## 2.5 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.

## 2.6 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.

## 2.7 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.

## 2.8 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.

## 2.9 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.

## 2.10 Registering Candidates and Unique Learner Numbers (ULNs)

Candidates 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 two 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 learners is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

## 2.11 ID Requirements

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

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

## 2.12 Record Keeping

Records of learner details, their work and any records of Reasonable Adjustments, Special Considerations and records containing candidates' 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.

### 2.13 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.

### 2.14 Direct Claims Status (DCS)

Direct Claim Status is not available for this qualification.



## 2.17 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 a or be working towards the GA Level 4 Diploma in Myofascial Rehabilitation (Galen Myotherapy) qualification or the GA Level 4 Diploma in the Principles of Canine 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\*

\*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 a or be working towards the GA Level 4 Diploma in Myofascial Rehabilitation (Galen Myotherapy) qualification or the GA Level 4 Diploma in the Principles of Canine 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.,

- 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 the GA Level 4 Diploma in the Principles of Canine 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\*\*\*, 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 is 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 candidates.

### 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 equipment includes:

- access to library resources, academic journals, and relevant subject-specific literature
- IT facilities and systems to support research, presentations, and access to online learning materials
- case study materials or scenario-based resources relevant to the subject area
- a suitable environment for assessment activities, including facilities for presentations, examinations, or viva voce assessments (where applicable)
- a virtual learning environment (VLE) or online platforms to support blended or distance learning delivery models

### 3.7 Ongoing Support

There are a number of documents on the GA website that centres and candidates may find useful: [www.gatehouseawards.org](http://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.

Candidates 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](http://www.gatehouseawards.org).



## Section 4: Unit Specifications

### 4.1 Unit 1: The Principles of Human & Canine Massage

Mandatory Unit		GLH	Credits	Level	Unit Reference
<b>1</b>	<b>The Principles of Human &amp; Canine Massage</b>	<b>10</b>	<b>7</b>	<b>4</b>	<b>M/651/8806</b>
<p>This unit introduces foundational principles and 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>					
<b>Assessment Instructions, Guidance &amp; Indicative Content</b>					
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 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.
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## 4.2 Unit 2: Canine Skeletal Anatomy

Mandatory Unit		GLH	Credits	Level	Unit Reference
<b>2</b>	<b>Canine Skeletal Anatomy</b>	<b>9</b>	<b>7</b>	<b>4</b>	<b>R/651/8807</b>
<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>					
<b>Assessment Instructions, Guidance &amp; Indicative Content</b>					
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 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 anatomical features and the functions of the canine skeleton.	2.1 Identify the major sections of the canine skeleton and describe their positioning within the body.
	2.2 Describe the main anatomical features of the major bones.
	2.3 Analyse the role and function of the different forms and shapes of major canine bones.
	2.4 Explain how the major canine bones and their anatomy are important to different muscle functions.
	2.5 Explain why understanding and knowledge of the canine skeletal system is essential for a canine myotherapist.
3. Understand the main superficial bone structures of a canine.	3.1 Identify the main bony structures of the canine skeleton that can be felt during palpation.
	3.2 Explain why knowledge of superficial bone structures is essential in therapeutic practice for a canine myotherapist.
4. Understand the joints involved in the thoracic and pelvic limbs.	4.1 Describe the anatomy of the bones that comprise the pelvic and thoracic limbs.
	4.2 Identify the different types of joints in the thoracic and pelvic limbs.
	4.3 Describe the anatomical features involved in the formation of each of the joints in the thoracic limb and pelvic limb.
	4.4 Explain the function and action of each joint of the canine pelvic limb and thoracic limb.

### 4.3 Unit 3: Canine Locomotion – The Musculature

Mandatory Unit		GLH	Credits	Level	Unit Reference
3	<b>Canine Locomotion – The Musculature</b>	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>					
<b>Assessment Instructions, Guidance &amp; Indicative Content</b>					
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 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.
	2.1 Differentiate between ‘muscle origin’ and ‘muscle insertion’.

2. Understand the action of the main muscles in a canine.	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.

#### 4.4 Unit 4: The Canine Skin, Lymphatic and Venous Systems

Mandatory Unit		GLH	Credits	Level	Unit Reference
4	<b>The Canine Skin, Lymphatic and Venous Systems</b>	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>					
<b>Assessment Instructions, Guidance &amp; Indicative Content</b>					
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.
3. 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.
4. 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.
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.

## 4.5 Unit 5: The Canine Nervous System, Soft Tissue Injury and Common Pathologies

Mandatory Unit		GLH	Credits	Level	Unit Reference
5	<b>The Canine Nervous System, Soft Tissue Injury and Common Pathologies</b>	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>					
<b>Assessment Instructions, Guidance &amp; Indicative Content</b>					
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 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	5.1 Explain the four stages of injury in muscles.

injury and immediate post injury care.	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 different body systems.	6.1 Analyse the differences between body systems
	6.2 Explain how each body system relies on the other for balance and good function.

## 4.6 Unit 6: Canine Postural Analysis

Mandatory Unit		GLH	Credits	Level	Unit Reference
<b>6</b>	<b>Canine Postural Analysis</b>	<b>14</b>	<b>7</b>	<b>5</b>	<b>J/651/8812</b>
<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>					
<b>Assessment Instructions, Guidance &amp; Indicative Content</b>					
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 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.

#### 4.7 Unit 7: Professional Standards and Business Practice

Mandatory Unit		GLH	Credits	Level	Unit Reference
7	<b>Professional Standards and Business Practice</b>	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>					
<b>Assessment Instructions, Guidance &amp; Indicative Content</b>					
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 Principles of Canine Myofascial Rehabilitation (Galen Myotherapy) qualification.				
Accountability:	GA Governance Committee		Responsibility:	GA Compliance Manager	
Version:	1	Effective From:	06/02/2026	Indicative Review Date:	Feb 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		