



## Qualification Specification

# GA Level 6 Diploma in Equine Osteopathic Pain Management (Johnston Farina Method®)

(610/7561/9)

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

This qualification is delivered under a GA exclusivity agreement.

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## Section 1: Qualification Overview

### 1.1 Introduction: About this Qualification

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

This Qualification Specification covers the GA Level 6 Diploma in Equine Osteopathic Pain Management (Johnston Farina Method®) (610/7561/9) qualification.

The GA Level 6 Diploma in Equine Osteopathic Pain Management (Johnston Farina Method®) qualification has been developed to provide learners with the requisite propositional knowledge, adaptive reasoning and skills to deliver advanced-level manual therapy and rehabilitative strategies to the horse. This is grounded in a framework of safe and ethical professional competence which combines conventional understandings of equine behaviour, pain assessment and manual therapy within a model of care which focusses on optimising neurolymphatic, neurovascular and neurodynamic concepts in equine wellbeing.

The Johnston Farina Method® incorporates a range of skillsets within a package of care which represents a modern and novel approach to equine neuromusculoskeletal pain management. Drawing on pre-established osteopathic and manual methods of assessments and adapting these within a protocol of newly developed equine techniques focussed on optimising neurolymphatic and neurodynamic function, the method represents evidence informed and advanced approach to equine manual therapy. This programme allows learners who are already animal therapists to augment their equine clinical skills.

Additionally, learners will develop a sophisticated understanding of the pathophysiology of neuromusculoskeletal dysfunction and pain in the equine via a conceptual framework which transposes contemporary neurophysiological models of pain into the equine clinical context. The Johnston Farina Method® uniquely explores the dynamic interplay between equine behaviour, biomechanical dysfunction, neural regulation, circulatory and lymphatic processes, and their influence on tissue health, performance and equine wellbeing.

The qualification further examines equine behavioural constructs associated with pain perception, stress physiology, and wellbeing, enabling practitioners to recognise subtle behavioural indicators of discomfort and adapt therapeutic strategies accordingly. Through advanced assessment methodologies and adaptive reasoning, practitioners will be prepared to support the management of common equine musculoskeletal conditions, chronic pain states, compensatory movement patterns, and soft tissue injuries.

Holders of this qualification will be able to practice safely, ethically, and collaboratively within professional boundaries, either working autonomously or within collaborative care networks which are cognisant and compliant with relevant standards of veterinary referral and welfare legislation within equine rehabilitation and performance care.

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 6 Diploma in Equine Osteopathic Pain Management (Johnston Farina Method®)	610/7561/9	05/06/2026	June 2031

## 1.3 Qualification Aims and Objectives

This qualification aims to develop critically evaluative, competent, safe and evidence-informed equine therapists who can work autonomously or within collaborative equine care networks comprising of other professionals such as vets, equine hydrotherapists, and those involved with equine rehabilitation.

Achievement of this qualification will allow learners to:

- take a comprehensive case history of the equine for neuromusculoskeletal problems which is cognisant of systemic disease, veterinary referral pathways and equine welfare legislation.
- assess the equine neuromusculoskeletal system within a framework which aligns to modern manual therapy and conventional understandings of rehabilitation and equine wellbeing.
- assess the equine neuromusculoskeletal system within a comprehensive biomechanical, behavioural and physiological framework which is underpinned by protocols and concepts within the Johnston Farina Method®

- plan, deliver and adapt effective equine pain management strategies based on case history and physical examination findings.
- apply a wide range of myofascial, arthrodiol, neural and lymphatic techniques underpinned by protocols within the Johnston Farina Method®
- establish and maintain professional evidence-informed care which is compliant with veterinary referral pathways and equine welfare legislation.

This qualification also prepares learners to:

- develop nuanced understandings of animal behaviour and how this relates to establishing effective therapeutic settings which work with animal cooperation and consent.
- develop competence in a comprehensive range of techniques aimed at safe and effective treatment of the equine musculoskeletal system.
- develop specialist skills in the assessment and treatment of the neurological and neuro-lymphatic systems within equine pain management.
- develop adaptive reasoning, reflective skills and competence in the management of neuromusculoskeletal pain relevant to optimising equine wellbeing.

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

The structure of this qualification is as follows:

GA Level 6 Diploma in Equine Osteopathic Pain Management (Johnston Farina Method®) (610/7561/9)					
Mandatory Units	Unit Reference	Level	Credits	GLH*	Study Time
1. Foundational Concepts of Equine Therapy	J/652/2005	4	6	13	47
2. Principles of Equine Behaviour and Psychology	K/652/2006	4	5	13	37
3. Applied Equine Behaviour and Psychology	L/652/2007	5	5	19	31
4. Principles of Neuroanatomy and Neurophysiology of Pain	M/652/2008	5	7	17	53
5. Applied Neuroanatomy and Neurophysiology of Pain	D/652/2011	6	5	25	25

6. Principles of Integrated Equine Treatment (Johnston Farina Method®)	R/652/2009	6	7	20	50	
7. Applied Integrated Equine Treatment (Johnston Farina Method®)	A/652/2010	6	13	92	38	
				<b>Total Credits</b> 48	<b>Total GLH*</b> 199	<b>TQT**</b> (GLH + Study Time) 480

### \*Guided Learning Hours (GLH): Definition

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

### \*\*Total Qualification Time (TQT): Definition

The number of Guided Learning Hours assigned, plus an estimate of the number of study hours a candidate will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

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

The estimates for Guided Learning Hours and Total Qualification Time above have been produced with due regard to information gathered from those with experience in education and training and are in line with guidance published by Ofqual on the allocation and expression of Total Qualification Time and Guided Learning Hours.

### Level

The qualification within this specification is designated at Level 6 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 6 reflects the ability to use advanced practical, conceptual or technological knowledge and understanding of a subject or field of work to create ways forward in contexts where there are many interacting factors and understand different perspectives, approaches or schools of thought and the theories that underpin them. It reflects an ability to critically analyse, interpret and evaluate complex information, concepts and ideas and determine, refine, adapt and use appropriate methods and advanced cognitive and practical skills to address problems that have limited definition and involve many interacting factors. It also reflects the ability to use and, where appropriate, design relevant research and development to inform actions and evaluate actions, methods and results and their implications.

### 1.5 Rules of Combination

In order to meet the rules of combination for the GA Level 6 Diploma in Equine Osteopathic Pain Management (Johnston Farina Method®) qualification, learners must achieve all 7 mandatory units and achieve 48 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 6 Diploma in Equine Osteopathic Pain Management (Johnston Farina Method®) has been developed to enhance the skill sets of practising professionals involved in equine care, such as equine massage therapists or soft tissue therapists, or equine physiotherapists, osteopaths and chiropractors.

This qualification is designed for learners who already possess a substantial foundation in manual therapy and hands-on physical assessment, whether gained through regulated qualifications or through extensive and demonstrable professional practice. Learners are expected to have direct experience of working with equines in a physical therapy, bodywork, or rehabilitative context, or to hold equivalent transferable competencies from a closely related discipline.

## 1.7 Age and Entry Requirements

This qualification is intended for learners aged 19 and above.

To enter this qualification, the learner must meet all of the following criteria at the point of enrolment:

- Hold a qualification in manual therapy at Level 4 or above (regulated or non-regulated), or demonstrate equivalent professional competency
- Hold current professional indemnity insurance appropriate to their practice
- Demonstrate the following underpinning knowledge and practical skills:
  - Anatomy and physiology of the equine
  - Competent palpation skills
  - Soft tissue treatment techniques
  - Safe and confident equine handling
- Have reliable independent access to a minimum of 5 different horses (of differing ages and with differing physical ailments) throughout the duration of the programme for the purposes of practical learning and assessment.

For the purposes of this qualification, equivalent professional competency is defined as a sustained and evidenced professional practice in a manual therapy or closely related discipline, where the applicant can demonstrate through their application and interview that they have developed the practical skills and theoretical knowledge commensurate with a Level 4 qualification, even where no formal regulated award has been obtained. This may apply, for example, to practitioners who have completed extensive non-regulated training programmes, hold internationally recognised professional memberships, or whose scope of practice in an adjacent discipline has developed directly transferable hands-on skills.

### Assessment of Equivalency and the Application Process

Learners may present with a wide variety of professional backgrounds, and formal qualifications alone may not fully capture an individual's readiness for this programme. Entry requirements will therefore be assessed holistically, taking into account the combination of qualifications held, relevant professional experience, and demonstrable practical competency. All applicants are required to complete an application questionnaire prior to interview, through which they will have the opportunity to provide evidence of their qualifications, professional background, and practical skills.

Admission is subject to a satisfactory interview conducted by the centre.

The interview process allows the centre to assess whether an applicant's overall profile - including any non-regulated but highly developed professional experience - meets the standard required to access and successfully complete this Level 6 qualification.

To illustrate how this may apply in practice:

- An applicant who holds qualifications in human osteopathy and has extensive experience working with horses may be considered a strong candidate on the basis of their advanced palpation and mobilisation skills.
- An applicant working in hydrotherapy or a discipline without a manual therapy component is unlikely to meet the entry threshold regardless of their equine experience, as the requisite hands-on treatment skills would not be established.

Centre staff responsible for recruitment and admissions must be suitably qualified and experienced, and must document the rationale for each admissions decision.

If English is not the learner's first language, an English language level of International English B2 (CEFR) is required.

## 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 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 learner'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 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 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.

Specific to this qualification, exemption from physical attendance at the Equine Dissection sessions is available in defined circumstances, but the learner must demonstrate the learning outcomes of Unit 5 through an agreed alternative, for example, high-quality 3D anatomical modelling software, documented supervised study of equivalent cadaveric material in a clinical or academic setting, or extended case study work evidencing the same anatomical understanding. The alternative must be approved by GA before the learner proceeds.

## 1.10 Relationship to Other Qualifications and Progression Opportunities

The GA Level 6 Diploma in Equine Osteopathic Pain Management (Johnston Farina Method®) qualification is an ideal qualification for learners who wish to progress onto further higher-level study, higher level practical occupational training, employment or self-employment.

Learners who complete this qualification may wish to progress to Level 7 study, for example through an MSc in equine manual or rehabilitative disciplines or equivalent continuing professional development programmes within the equine care sector.

## 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

Centres may deliver this qualification through e-learning, classroom-based teaching, or a blended combination of both. Regardless of delivery model, the following elements must be delivered face-to-face:

- Practical training and clinical practice, comprising a minimum of 90 hours of supervised, face-to-face practical work with horses, typically delivered across a series of in-person training days or weekends throughout the programme.
- The dissection contact session, a mandatory three-day, in-person event delivered within Unit 5. Full details are provided in Section 2.4.
- Practical Assessments, which must be conducted in person at an approved centre venue.

Centres must ensure that Units 1 to 5 are completed before learners commence Units 6 and 7 and must therefore plan delivery schedules accordingly.

Centres must ensure that learners have access to suitably qualified teaching and assessment staff, appropriate technical support, high-quality learning materials, and sufficient assessment opportunities throughout the registration period.

Prior to enrolment, centres must provide each learner with a programme schedule setting out, as a minimum: the planned sequence and timing of units; the dates or anticipated dates of all mandatory in-person elements; the expected volume of independent study; and the arrangements for accessing any online or blended learning content. Centres must keep the delivery schedule up to date and communicate any significant changes to learners promptly.

Further details and guidance on the content of teaching and learning for each unit are available to approved GA centres.

### 2.2 Assessment & Quality Assurance Model

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

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

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

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

### 2.3 Assessment of Learners and Portfolio Requirements

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

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

To meet the assessment requirements, learners must:

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

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

Suitable sources of evidence may include the following:

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

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

Assurances that learner work is authentic can be gained via:

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

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

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

## 2.4 Components of Assessment

### **Component 1 – Theory Portfolio**

A portfolio of work covering all knowledge and understanding requirements of the qualification. This component comprises all theory content across **all units** in the qualification.

Evidence can be presented in various formats, allowing flexibility while ensuring thorough knowledge and understanding. Various types of evidence may be used, for example:

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

### **Component 2 – Clinical Practice**

A log of a minimum of 90 hours of Clinical Practice hours consisting of face-to-face practical training and practice in the work environment, delivered by centre tutors/assessors. Clinical Practice will provide evidence towards achievement of Units 5 and 7.

Learners must demonstrate the completion of at least 90 hours of practical face to face training before being awarded this qualification.

Learners must be supervised by a centre tutor or assessor for a minimum of 90 hours.

During the Clinical Practice component, the learner must acquire and be observed demonstrating proficiency in carrying out treatments. It is important that the practical skills training component is integral to the programme so that the learner is provided with the opportunity to observe and develop the relevant practical skills and reach proficiency under the correct level of supervision.

Clinical settings must meet the minimum venue equipment requirements specified below and must maintain appropriate insurance cover for their facility.

The centre must be able to verify the learner's completion of Component 2, confirming successful completion of a minimum of 90 practical hours.

It is the responsibility of the centre to identify and address any conflicts of interest or bias arising from the allocation of centre staff and workplace supervisors.

Clinical Practice hours and activities must be documented in the Clinical Skills Logbook and Competency Record.

The Clinical Skills Logbook and Competency Record must be supplemented with relevant evidence, such as images, videos, photos, and relevant documentation. The centre's assessor must sign off the Clinical Skills Logbook and Competency Record.

### **Component 3 – Case Studies**

The learner must complete four case studies, each based on a different equine patient sourced by the learner. Case Studies will provide evidence towards achievement of Units 3 and 7.

Case studies must include, as a minimum:

- 1 case study on a horse in medium/high-intensity work
- 1 case study on a horse in low-intensity work
- 1 based on a new patient
- 1 based on a returning patient

These categories are not mutually exclusive - for example, a horse in medium-intensity work may also be a new patient.

All horses used for case studies must be sourced by the learner and must be different from the equines used in centre-based practical training. Learners must have the permission of the horse's owner before undertaking any assessment or treatment for the purposes of a case study.

Each case study must be submitted as a complete set of documents, including:

- Consultation and assessment records
- Treatment notes
- After advice
- Images and/or video
- Reflective account

Reflective accounts must go beyond description. Learners are expected to critically evaluate their clinical reasoning, justify their decisions with reference to relevant evidence and the theoretical frameworks underpinning the Johnston Farina Method® where applicable, identify strengths and areas for development, and consider how they would approach the case differently in light of their analysis.

The learner must ensure that they have addressed all relevant aspects of the treatment in each Case Study, for example addressing signalment and case history, behavioural assessment, physical assessment, clinical reasoning and treatment planning, treatment and outcome evaluation.

Note that the hours spent conducting assessments and treatments for the purposes of case study submissions do **not** count towards the 90 hours of supervised clinical practice required under Component 2.

## Component 4 – Practical Assessments

Assessment of skills relating to Units 3, 5, and 7.

Each Practical Assessment will last a maximum of 30 minutes and must be delivered face-to-face.

The learner must complete a minimum of 5 Practical Assessments.

The Practical Assessments must reflect real scenarios and enable learners to demonstrate their practical skills. The welfare of the patient, whether an actual patient or acting as one for the purpose of the assessment, must be prioritised at all times.

During the Practical Assessment, the learner will prepare the animal, handle the animal, and execute the session accordingly.

The learner is able to make clinical notes as they go during the Practical Assessments, however the learner is NOT allowed to bring any pre-prepared notes in with them.

Practical Assessments must be video recorded, stored securely on a suitable platform and made available for internal and external moderation.

To confirm the identity of the learner, the video must be introduced by the learner and assessor to confirm their name, date of assessment, assessor name and centre name.

The learner may be asked questions during the Practical Assessment to confirm underpinning knowledge relating to the Practical Assessment, where evidence is not naturally occurring. Alternatively, a professional discussion conducted after the practical assessment has finished can take place to gather this evidence.

Note that the Practical Assessments are conducted under direct assessor supervision and the time spent in these assessments counts towards the 90 hours of supervised clinical practice required under Component 2.

Components of assessment by unit are detailed below:

Unit Number and Title	Assessment Criteria	Assessment Method
1. Foundational Concepts of Equine Therapy	ALL	Theory Portfolio – Component 1
2. Principles of Equine Behaviour and Psychology	ALL	Theory Portfolio – Component 1
3. Applied Equine Behaviour and Psychology	ALL	Theory Portfolio – Component 1 Case Study – Component 3
4. Principles of Neuroanatomy and Neurophysiology of Pain	ALL	Theory Portfolio – Component 1
5. Applied Neuroanatomy and Neurophysiology of Pain	ALL	Portfolio – Component 1 Clinical Practice – Component 2 Practical Assessment – Component 4
6. Principles of Integrated Equine Treatment (Johnston Farina Method®)	ALL	Theory Portfolio – Component 1
7. Applied Integrated Equine Treatment (Johnston Farina Method®)	ALL	Theory Portfolio – Component 1 Clinical Practice – Component 2 Case Studies – Component 3 Practical Assessment – Component 4

## 2.5 Guidance on Video Recording Practical Assessments

Practical assessments must be video recorded in their entirety and must not be edited or altered following recording.

Prior to any video recording taking place, centres must obtain written consent from the learner. Learners must be informed, in advance of the assessment, of the following:

- the purpose of the recording and its use in internal and external moderation
- who will have access to the recording
- how long the recording will be retained
- their rights in relation to their personal data under UK GDPR

Consent must be obtained separately from any other declaration or agreement signed by the learner, and must be retained as part of the centre's assessment records.

Where any third party appears in the recording (for example, a horse owner or handler), the centre must ensure that person has also provided informed consent prior to filming.

Learners should be aware that video recording is a mandatory component of the Practical Assessment process. Where a learner declines to be recorded, the assessment cannot proceed.

Recordings must be stored on a secure, access-controlled platform that is compliant with UK GDPR. Centres must ensure that:

- recordings are accessible only to the assessing centre's teaching, assessment and IQA staff, and to GA for the purposes of external moderation
- recordings are not stored on personal or unencrypted devices
- recordings are not shared on public platforms or with any third party not involved in the moderation of the qualification
- where cloud-based storage is used, the platform provider operates in compliance with UK data protection legislation and any international data transfer safeguards required under UK GDPR

Recordings must be retained until after the completion of the External Quality Assurance visit at which the relevant learner cohort is sampled, and for a minimum of two years from the date of the learner's certification or withdrawal from the programme, whichever is later.

## 2.6 Guidance for Dissection Provision

This qualification requires learners to undertake in-depth cadaveric study of the equine as part of the theoretical foundation of the Johnston Farina Method®. Centres must deliver this as a mandatory three-day, in-person session within their delivery of Unit 5: Neuroanatomy of Neuromusculoskeletal Dysfunction.

The propositional knowledge underpinning this study must be delivered prior to the dissection session taking place.

Learners attend in an observational capacity only. They are not required to perform dissection, and this qualification does not confer the competencies required to do so independently.

Learners may choose to palpate equine anatomy at certain points during the weekend; this must be made clear as optional.

Attendance at the dissection session is a mandatory requirement for completion of Unit 5, in line with cadaveric study provision across UK medical and allied health programmes.

### **Learner welfare**

Centres must recognise that cadaveric study may be emotionally challenging for some learners. Centres are therefore required to put the following provisions in place:

- A designated quiet space that learners may access at any time should they feel emotionally affected.
- A brief, secular and compassionate, open and closing ceremony at the start and end of the dissection weekend which focusses on honouring the dignity of the equine and allows Learners to contextualise their experience.
- Access to a member of staff able to provide support for students who are struggling with the emotional impact of the dissection.
- Adequate handwashing facilities and appropriate personal protective equipment, including gloves, masks and aprons.

Prior to attending, learners must be informed in writing of the nature of the dissection experience and the potential for emotional impact. Centres must obtain a signed declaration from each learner confirming this understanding before attendance.

### **Professional conduct**

The preservation of the dignity of the cadaver is a fundamental principle of cadaveric study. Centres are responsible for ensuring the highest standards of professional conduct are maintained by all attendees throughout the contact weekend. Conduct expectations must be clearly communicated to learners in advance and reiterated at the start of each session. The Lead Dissector may, at their professional discretion, require any attendee to withdraw if these standards are not upheld.

### **Sourcing and disposal of cadavers**

Centres are responsible for ensuring that all equine cadavers are sourced, handled, and disposed of ethically and in full compliance with applicable UK legislation. No equine may be euthanised specifically for dissection purposes. All cadavers must be donated, arising from natural death or compassionate euthanasia conducted for animal welfare reasons.

## Reasonable Adjustments relating to Cadaveric Activities

GA recognises that in exceptional circumstances, a learner may be unable to attend the dissection session due to a disability, medical condition, or protected characteristic. In such cases, the centre must notify GA at the earliest opportunity and submit a request for a reasonable adjustment, supported by relevant documentation.

GA will consider each case individually and, where appropriate, agree an alternative means by which the learner can demonstrate the learning outcomes of Unit 5 relating to cadaveric study.

Exemption from attendance will not be granted solely on the grounds of personal preference or general discomfort.

The centre must document the rationale for any agreed adjustment and make this available for EQA scrutiny.

## 2.7 Guidance on Practical Fitness Requirements for Learners

Working safely with horses places genuine physical demands on the practitioner. Prior to commencing any practical training, learners must complete a self-declaration of fitness to participate in horse handling activities. Centres are responsible for reviewing this declaration before permitting the learner to begin practical work.

The self-declaration must require learners to confirm that they are aware of the physical demands of the programme and that, to the best of their knowledge, there is no medical, physical or other condition that would prevent them from participating safely. The physical demands learners should be made aware of include, but are not limited to:

- sustained periods of standing, walking and working in confined spaces
- bending, reaching and adopting sustained physical postures during assessment and treatment
- handling and supporting equine limbs
- working in close physical proximity to large animals that may move unexpectedly
- the need to move quickly in response to animal behaviour

The declaration must also ask learners to disclose any condition, injury, or circumstance that may affect their ability to participate safely, including but not limited to: musculoskeletal conditions affecting mobility, strength or grip; neurological conditions affecting balance or coordination; conditions or medications affecting alertness or reaction time; pregnancy; and recent surgery or injury.

Disclosure of a condition does not automatically prevent a learner from participating. Centres must consider each disclosure individually and, where appropriate, explore whether reasonable adjustments can be made to enable safe participation in line with the Equality Act 2010.

Where a disclosed condition gives the centre genuine cause for concern about safe participation, the centre may request that the learner provide a letter of clearance from their GP or treating clinician before practical work commences. Centres must document the rationale for any such request and their subsequent decision.

The self-declaration must be completed, reviewed and signed off by the centre before the learner attends any practical training. A copy must be retained on the learner's file and made available for EQA scrutiny on request.

Centres must ensure that learners promptly report if their health or physical circumstances change in a way that may affect their ability to participate safely in practical training or assessment activities.

On receiving such notification, the centre must:

- suspend the learner's participation in practical activities pending review
- assess whether the learner can continue safely, with or without reasonable adjustments
- document the outcome of their review and the rationale for any decision taken
- advise the learner of their options, which may include a temporary pause in practical training, a modified programme of activity, or in cases where safe participation is not possible even with adjustments, a partial achievement claim or withdrawal.

Where a learner is temporarily unable to participate in practical elements, the centre should support them to continue with theory-based units where possible, to minimise disruption to their overall progress. The learner may resume practical training only once the centre is satisfied that they are fit to do so.

## 2.8 Practical Equine Requirements

Learners are required to evidence hands-on practical skills with:

- different equines throughout their in-person practical training. These equines will all be previously unknown to the learners.

and

- a minimum of 4 additional equines. These cases are to be sourced by the learner. Work undertaken with these horses are to be 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 equines selected must be in good health, appropriately assessed for suitability.

## 2.9 Use of Simulation

Simulation is not permitted in the assessment of the practical components of assessment within this qualification.

Where practical competencies are assessed, learners must demonstrate their skills in a real working environment with real horses.

The use of models, mannequins, or simulated animals does not meet the assessment requirements and will not be accepted as evidence of practical competence.

The welfare of the equine must be prioritised at all times.

## 2.10 Order of Delivery

Learners must complete Units 1 to 5 prior to commencing Unit 6 and 7.

The centre must confirm learner readiness before permitting progression to this specialist practical unit.

## 2.11 Ratio of Staff to Learners

For the demonstrations of treatments and practice activities as part of Clinical Practice hours, the ratio of staff to learners must not exceed 1:8.

For the Practical Assessments, the ratio of Assessors to learners must not exceed 1:1.

## 2.12 CRAVES Requirements

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

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

## 2.13 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.

## 2.14 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 and recording 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.

## 2.15 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.

## 2.16 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.

## 2.17 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.

## 2.18 Registering Learners and Unique Learner Numbers (ULNs)

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

Owing to the Total Qualification Time of this qualification, the validity period of registrations made will be 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.

## 2.19 ID Requirements

It is the centre's responsibility 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.

## 2.20 Record Keeping

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

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

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

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

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

## 2.21 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.

## 2.22 Direct Claims Status (DCS)

Direct Claim Status is not available for this qualification.

## 2.23 Appeals and Enquiries

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

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

## Section 3: Staff and Resource Requirements for Centres

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

### 3.1 General Staff Requirements

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

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

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

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

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

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

### 3.2 Requirements for Teachers and Assessors

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

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

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

All teachers must:

- hold, or be working towards, the GA Level 6 Diploma in Equine Osteopathic Pain Management (Johnston Farina Method®) qualification

OR

- hold an equivalent or higher qualification in a relevant discipline

AND

- be actively working in the industry.

AND

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

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

All assessors must:

- hold, or be working towards, the GA Level 6 Diploma in Equine Osteopathic Pain Management (Johnston Farina Method®) qualification

OR

- hold an equivalent or higher qualification in a relevant discipline

AND

- 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, or be working towards, the GA Level 6 Diploma in Equine Osteopathic Pain Management (Johnston Farina Method®) qualification

OR

- hold an equivalent or higher qualification in a relevant discipline.

OR

- hold a minimum Level 6 qualification in Veterinary Physiotherapy or Animal Osteopathy

AND

- 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 Requirements for Staff involved in Equine Dissection

Equine dissection must be carried out by a suitably qualified and experienced member of staff. Centres are responsible for ensuring that any individual carrying out this role meets the requirements below prior to the dissection taking place.

The member of staff responsible for carrying out dissection must hold at least one of the following:

- A veterinary qualification (MRCVS) or veterinary nursing qualification (RVN)
- A relevant degree in equine or comparative anatomy, veterinary science, or a closely related discipline, accompanied by demonstrable experience of performing equine or large animal dissection

In addition, they must be able to demonstrate:

- direct experience of carrying out cadaveric dissection in an educational or professional setting
- working knowledge of the Animal By-Products Regulations and associated enforcement legislation applicable in the relevant nation, including requirements relating to the handling, storage, transport and disposal of animal cadavers
- competence in conducting and documenting risk assessments relevant to cadaveric work

Other members of the dissection team must have relevant experience of working with cadaveric material in a supervised or professional context and must be fully briefed on the risk assessment and safety procedures in place for the session.

The member of staff responsible for carrying out dissection must ensure full compliance with applicable legislation, including:

- all associated enforcement legislation, covering the handling, storage, transport and disposal of the cadaver (animal by-products regulations)
- all associated health and safety legislation and associated regulations, including those related to manual handling operations and personal protective equipment (PPE) at work.

Where any preserving or preparation chemicals are used in connection with cadaveric specimens, the member of staff responsible must ensure that a COSHH risk assessment has been completed, is specific to the substances in use, and is reviewed prior to each session. The risk assessment must identify appropriate control measures, including PPE, ventilation requirements and procedures for managing exposure incidents.

Where cadaveric material is used regardless of whether chemical preservation is involved, a biological hazard risk assessment must also be completed, addressing the risks associated with handling animal tissue, including zoonotic disease, sharps injuries and the management of exposure incidents. Documented protocols must be in place for each foreseeable risk identified.

Both risk assessments must be completed before the session takes place, reviewed at least annually, and made available to GA upon request.

The member of staff responsible for carrying out dissection is responsible for ensuring that:

- all attendees are briefed on safety procedures, PPE requirements and emergency protocols at the start of the session

- appropriate PPE, including gloves, masks, aprons and eye protection, is available and worn by all participants

GA recommends that a qualified first aider is present throughout the session.

Centres must hold the following records for each dissection session:

- evidence that the member of staff responsible for carrying out dissection meets the qualification and experience requirements set out above
- completed COSHH and biological hazard risk assessments, as applicable
- records of PPE provision and safety briefings
- signed learner declarations required under Section 2.4

These records must be retained for a minimum of two years and made available to GA upon request.

### 3.5 CPD Requirements

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

Participation in continuing professional development in order to evidence contemporaneous proficiency must take place regularly. Centre staff in teaching, assessment or IQA roles must ensure that they complete and document their CPD hours. There are no set minimum number of hours of CPD required; however, the CPD activities must reflect contemporary standards and developments in Equine Neuromusculoskeletal Therapy and Pain Management 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.

### 3.6 Teaching, Learning and Assessment Resources

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

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

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

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

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

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

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

### 3.7 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:

- An appropriate space undercover for treatment of the horse
- An open space (which can be undercover or open) for assessment of the equine in movement (walk, trot etc) and demonstrations e.g. a yard or sand school or indoor arena
- Individual stables for learners to practice on horses
- Washing facilities\*
- A range of bridles and headcollars for equine training days
- Suitable area for equines to be secured safely
- Wifi/4G, suitable video/audio recording equipment
- Appropriate fire extinguishers
- Designated emergency gathering area
- Appropriate kitchen and toilet facilities, plus classroom, office or seating area for learners to write up notes

\*Learners must wash hands between handling each horse. Where indoor washing facilities are not immediately accessible, an outdoor hose or equivalent water source is acceptable for this purpose.

The clinical setting must meet the minimum equipment requirements specified above, maintain documented risk assessments, and must maintain appropriate insurance cover for their facility.

### 3.8 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.

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

## Section 4: Unit Specifications

### 4.1 Unit 1: Foundational Concepts of Equine Neuromusculoskeletal Therapy

Mandatory Unit		GLH	Credits	Level	Unit Reference
1	Foundational Concepts of Equine Neuromusculoskeletal Therapy	13	6	4	J/652/2005
<p>In this unit, learners will develop their understanding of the foundational concepts underpinning equine manual therapy, providing broad and essential knowledge of key aspects of equine anatomy, physiology and biomechanics. The unit explores normal structure, function and movement, including the axial and appendicular skeleton, myoligamentous and myofascial structures, and circulatory physiology at a level appropriate to begin their specialism in manual therapy.</p> <p>Learners will gain a good understanding of common equine diseases and disorders and the underlying pathological processes that give rise to typical signs and symptoms, enabling them to appreciate how pathology influences equine health, performance and rehabilitation potential. The learner will be provided with knowledge of key 'red flag' signs and symptoms which would require veterinary referral, alongside the legal, professional and ethical frameworks governing equine manual therapy practice and the responsibilities of the therapist within a multidisciplinary equine care context.</p> <p>The unit also introduces the principles underpinning commonly applied equine manual and rehabilitative approaches with reference to current evidence. Through theoretical study, learners will explore the theoretical and philosophical principles of manual therapy, the proposed mechanisms of action in relation to pain and dysfunction, and the methods used to assess pain in the horse through evaluation of posture, biomechanics and neurology.</p> <p>Learners will also consider how effective case history taking and theoretical approaches inform clinical and therapeutic decision-making within equine care.</p>					

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand the anatomy, physiology and	1.1 Explain the key anatomical structures and relationships of the axial and appendicular skeleton.

<p>biomechanics of the horse in relation to wellbeing and performance.</p>	<p>1.2 Describe normal myoligamentous and myofascial structures and their functions in the healthy horse.</p>
	<p>1.3 Explain how basic equine circulatory physiology is impacted by structural relationships.</p>
	<p>1.4 Explain how normal anatomical structure and function underpin equine wellbeing and performance.</p>
	<p>1.5 Explain the role of equine biomechanics in health and disease.</p>
<p>2. Understand key equine diseases and the underlying pathological processes that influence health, performance and rehabilitation potential.</p>	<p>2.1 Explain the underlying pathological processes associated with common equine diseases and disorders.</p>
	<p>2.2 Describe how pathological processes give rise to typical signs and symptoms in equine disease.</p>
	<p>2.3 Examine the potential impact of disease processes on equine health, performance, and rehabilitation potential.</p>
<p>3. Understand the legal, professional and ethical frameworks governing equine manual therapy.</p>	<p>3.1 Explain the legal framework relevant to equine manual therapy practice.</p>
	<p>3.2 Describe the legal and professional requirements for practising as an equine manual therapist.</p>
	<p>3.3 Discuss the role and responsibilities of the equine manual therapist within legal and ethical boundaries.</p>
	<p>3.4 Discuss the roles and responsibilities of the equine manual therapist within the context of multidisciplinary working.</p>
	<p>3.5 Explain key signs and symptoms that indicate the need for veterinary referral.</p>
<p>4. Understand the principles underpinning commonly applied equine manual and rehabilitative approaches.</p>	<p>4.1 Describe the theoretical and philosophical principles of manual therapy professions that underpin equine manual and rehabilitative therapies.</p>
	<p>4.2 Examine the methods used to assess pain in the horse through an evaluation of posture, biomechanics and neurology.</p>

	4.3 Explain the proposed mechanisms of action of manual therapy approaches in relation to pain and dysfunction.
	4.4 Discuss how effective case history taking drives clinical decision making in equine care.
	4.5 Discuss how theoretical approaches inform therapeutic decision-making.

## 4.2 Unit 2: Principles of Equine Behaviour and Psychology

Mandatory Unit		GLH	Credits	Level	Unit Reference
2	Principles of Equine Behaviour and Psychology	13	5	4	K/652/2006
<p>In this unit, the learner will explore the principles of equine behaviour and psychology, providing them with an understanding of how horses perceive and respond to their environment, to other horses, and to human interaction. Key learning focuses on visible signs of calmness, fear, stress and pain, the use of equine pain scales in a manual therapy context, and how pain sensitivity may influence behaviour, enabling practitioners to interpret behaviour accurately and to handle the horse safely in a therapeutic setting.</p> <p>The unit emphasises the conceptual understanding of psychological and behavioural principles during manual therapy treatment. Learners explore equine responses that indicate positive or negative effects of therapy, and behaviours that indicate the need to stop or modify treatment. Competent and safe handling of the horse, both stationary and in locomotion, is also covered, including how handling techniques influence equine responses and, in turn, practitioner safety.</p> <p>In addition, the unit addresses how practitioners can influence the equine state of mind during therapy, including the impact of practitioner body language, the therapeutic setting, and how previous life experiences may shape behaviour and responses to human interaction.</p> <p>Finally, the unit introduces learners to contemporary perspectives on equine sentience and the active participation of the horse in therapy. The principles of non-verbal consent and the development of a cooperative therapeutic alliance are central, alongside the ethical considerations of equine handling. The importance of consent and cooperation is emphasised throughout, encouraging ethical, horse-centred practice in which consent informs the modification or cessation of treatment, rather than forced compliance.</p>					

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand principles of equine behaviour and	1.1 Explain visible signs of a calm horse.

psychology in relation to pain, stress and interaction.	1.2 Explain visible signs of fear and stress in a horse.
	1.3 Explain visible equine pain behaviours.
	1.4 Explain the use of equine pain scales in a manual therapy context.
	1.5 Explain how pain sensitivity may influence equine behaviour.
	1.6 Explain behavioural cues of interaction between horses.
	1.7 Explain behavioural cues of interaction between horse and human.
2. Understand the visible behavioural responses to manual therapy treatment in horses.	2.1 Describe equine responses that indicate positive effects of therapy.
	2.2 Describe equine responses that indicate negative effects of therapy.
	2.3 Describe equine behaviours that indicate the need to stop or modify treatment.
3. Understand competent handling of the equine relevant to manual therapy.	3.1 Describe safe and effective handling of the horse and its limbs whilst stationary.
	3.2 Describe safe and effective handling of the horse in locomotion.
	3.3 Describe how handling techniques influence equine responses and therefore practitioner safety.
4. Understand how practitioners can influence the equine state of mind during therapy.	4.1 Explain how practitioner body language can influence horse behaviour.
	4.2 Describe how to respond effectively to signals of equine stress.

	4.3 Describe how previous life experiences may impact equine behaviour and response to human interaction.
	4.4 Describe how the therapeutic setting can influence equine behaviour in response to assessment and treatment.
5. Understand active horse participation in equine therapy.	5.1 Describe current understandings of equine sentience.
	5.2 Explain principles of non-verbal consent in equine manual therapy.
	5.3 Describe how to facilitate a cooperative therapeutic alliance with equine patients.
	5.4 Describe ethical considerations in equine handling from a manual therapy perspective.
	5.5 Describe how consent informs the modification or cessation of equine manual therapy.

### 4.3 Unit 3: Applied Equine Behaviour and Psychology

Mandatory Unit		GLH	Credits	Level	Unit Reference
3	Applied Equine Behaviour and Psychology	19	5	5	L/652/2007
<p>In this unit, the learner will develop their practical skills in applying equine psychology and behavioural understanding within a hands-on therapeutic setting. Learners build confidence in safe and effective horse handling - both stationary, including handling of the limbs, and in locomotion - grounded in accurate interpretation of equine communication cues, inter-equine interactions within a stable-based setting, and horse-human behavioural responses.</p> <p>Emphasis is placed on differentiating between signs of calmness, fear, stress and anxiety, and on analysing pain-related behaviours supported by current empirical evidence and relevant behavioural theory.</p> <p>A key focus of the unit is the practitioner's use of body language, positioning and intent during manual therapy treatment, and how these influence equine behaviour.</p> <p>Learners are encouraged to engage in evaluating behavioural responses indicative of positive therapeutic outcomes as well as discomfort or negative outcomes, and adapting handling techniques in response to observed behavioural changes. Reflective practice is embedded throughout, with learners considering their own performance and identifying strengths and areas for development.</p> <p>The unit also develops the learner's practical skills in analysing the causes of, and responses to, pain-related behaviour in horses, including the justification of adaptive movement patterns in relation to pain or dysfunction. Learners will undertake safe and systematic palpation of both non-painful and painful anatomical structures, distinguishing normal from adverse mechanosensitive reactions and modifying technique appropriately in response to aversive or defensive behaviour. Throughout, decisions about technique selection are justified with reference to pain-related behavioural findings and relevant theoretical frameworks.</p>					

Learning Outcomes	Assessment Criteria
The learner will	The learner can
<p>1. Apply principles of equine behaviour and psychology within a practical environment.</p>	1.1 Identify behavioural indicators of a calm and relaxed horse in a practical setting.
	1.2 Differentiate between signs of fear, stress, and anxiety in horses.
	1.3 Analyse pain-related behaviours in a practical context, supported by current empirical evidence.
	1.4 Evaluate inter-equine interactions and their influence on individual behaviour of the treated horse in a stable-based setting.
	1.5 Assess horse-human interactions and their impact on equine behavioural responses.
	1.6 Justify interpretations of observed behaviour using relevant behavioural theory.
<p>2. Evaluate behavioural responses to manual therapy in horses.</p>	2.1 Evaluate behavioural responses indicative of positive therapeutic outcomes.
	2.2 Assess behavioural responses indicative of discomfort or negative therapeutic outcomes.
	2.3 Demonstrate competent handling of the horse in locomotion.
	2.4 Demonstrate competent handling of the horse and its limbs while stationary.
	2.5 Demonstrate adapting handling techniques in response to observed behavioural changes.
<p>3. Analyse and adapt practitioner influence on equine behaviour.</p>	3.1 Demonstrate how practitioner body language, positioning, and intent influence equine behaviour.
	3.2 Apply appropriate and effective responses to signs of equine stress or conflict behaviour.

	3.3 Justify behavioural observations using relevant theoretical frameworks.
	3.4 Adapt personal handling strategies to optimise equine cooperation, wellbeing and welfare.
	3.5 Reflect on own performance and ability to improve equine behavioural outcomes, suggesting strengths and areas for own development.
4. Analyse causes and responses to pain-related behaviour in horses.	4.1 Justify adaptive movement patterns in relation to pain or dysfunction.
	4.2 Demonstrate safe and systematic palpation of both non-painful and painful anatomical structures.
	4.3 Evaluate behavioural responses to palpation, distinguishing normal from adverse mechanosensitive reactions.
	4.4 Demonstrate appropriate modification of technique in response to aversive or defensive behaviour.
	4.5 Justify decisions about technique selection in response to pain-related behavioural findings.

#### 4.4 Unit 4: Principles of Neuroanatomy and Neurophysiology of Pain

	Mandatory Unit	GLH	Credits	Level	Unit Reference
4	Principles of Neuroanatomy and Neurophysiology of Pain	17	7	5	M/652/2008
<p>In this unit, the learner will conduct an in-depth exploration of the neuroanatomy and neurophysiology of pain in the horse, with a focus on structures and mechanisms relevant to movement, sensory processing and function. Learners will develop a detailed understanding of equine central and peripheral nervous system anatomy, including the cellular and electrophysiological properties of neurotransmitter systems and their influence on motor control and sensory perception - forming a foundation for interpreting pain pathways and neural control in health and dysfunction, drawing on empirical data from animal and human transposable research models.</p> <p>The unit examines key neurophysiological processes involved in pain perception, including central sensitisation, neuroplasticity and the influence of higher-centre processing on pain perception and behavioural expression in horses, and their role in acute and chronic pain states. Emphasis is placed on how circulatory and lymphatic function may interact with the mechanisms by which manual therapy modulates pain within the equine nervous system.</p> <p>Building on this knowledge, the unit explores peripheral neurogenic pain mechanisms and their implications for equine movement, wellbeing and athletic performance, including the role of the lymphatic system in pain and inflammation and its interaction with neurophysiological processes. Learners also examine the application of osteopathic principles in equine pain management and their relevance to function and performance outcomes.</p> <p>Finally, learners are encouraged to integrate neuroanatomical and neurophysiological knowledge to enhance clinical reasoning, interpreting pain presentations, analysing the relationship between neural dysfunction, movement adaptation and behavioural expression, and justifying clinical decision-making using evidence-informed principles. The effectiveness and limitations of therapeutic interventions targeting pain modulation are evaluated, and learners reflect on the application of neuroscience to their own professional development in equine manual therapy practice.</p>					

Learning Outcomes	Assessment Criteria
The learner will	The learner can
<p>1. Understand equine neuroanatomy and neurophysiology relevant to movement, sensory processing, and function.</p>	1.1 Analyse the structure and function of the central nervous system relevant to equine locomotion and wellbeing.
	1.2 Analyse the organisation of the peripheral nervous system in relation to key motor and sensory pathways.
	1.3 Describe the cellular and electrophysiological properties of neurotransmitter systems and their influence on equine motor control and sensory perception.
<p>2. Understand the neurophysiology of pain relevant to equine clinical models.</p>	2.1 Evaluate human transposable models of pain and nervous system dysfunction in relation to equine clinical practice.
	2.2 Analyse the mechanisms of central sensitisation and neuroplasticity and their role in acute and chronic pain states.
	2.3 Evaluate the influence of higher-centre processing on pain perception and behavioural expression in horses.
	2.4 Evaluate the impact of circulatory and lymphatic function on mechanisms by which manual therapy may modulate pain within the equine nervous system.
<p>3. Understand neurogenic pain mechanisms in relation to musculoskeletal and systemic function.</p>	3.1 Evaluate the impact of neurophysiological mechanisms of peripheral neurogenic pain on equine movement and therapeutic intervention.
	3.2 Examine the role of the lymphatic system in pain and inflammation, and its interaction with neurophysiological processes.
	3.3 Evaluate the application of osteopathic principles in equine pain management, including their relevance to function and performance outcomes.
<p>4. Understand the application of neurophysiology to equine clinical reasoning and practice.</p>	4.1 Apply neuroanatomical and neurophysiological knowledge to interpret pain presentations in the horse.
	4.2 Analyse the relationship between neural dysfunction, movement adaptation, and behavioural expression.

	4.3 Justify clinical decision-making using evidence-informed neurophysiological principles.
	4.4 Evaluate the effectiveness and limitations of therapeutic interventions targeting pain modulation.
	4.5 Reflect on the application of neuroscience to personal professional development in equine manual therapy practice.

#### 4.5 Unit 5: Applied Neuroanatomy and Neurophysiology of Pain

Mandatory Unit		GLH	Credits	Level	Unit Reference
5	Applied Neuroanatomy and Neurophysiology of Pain	25	5	6	D/652/2011

In this unit, learners will develop an advanced understanding of the neuroanatomy of equine neuromusculoskeletal dysfunction and pain, integrating detailed exploration of equine cadaveric anatomy with critical evaluation of theoretical models of dysfunction and impact on wellbeing. Learners will deepen their understanding of the myofascial, skeletal and arthrodial structures of the horse and their relationship to central and peripheral nervous system organisation, with a clear focus on the pathological adaptations that underlie equine musculoskeletal disease, pain, wellbeing and performance.

Learners will focus on the lymphatic, neurovascular and neuro-lymphatic systems, examined in the contexts of both health and disease. Learners will critically evaluate central and peripheral neurovascular and neuro-lymphatic mechanisms and their role in the modulation and perception of pain, and consider their relevance to therapeutic intervention. Learners will synthesise anatomical and physiological knowledge to justify clinical reasoning in equine neuromusculoskeletal pain and manual therapy decision-making.

Cadaveric study forms a central feature of the unit, delivered by an experienced dissection team. This provides an opportunity to examine central and peripheral pathways associated with neurogenic pain and explore previously overlooked anatomical relationships, particularly within the neurolymphatic and regionally interdependent aspects that distinguish the Johnston Farina Method® from more conventional forms of manual therapy.

Learners will engage with the dissection and the cadaveric material in an observational and exploratory capacity rather than undertaking the dissection themselves, ensuring the focus remains on the critical evaluation of anatomical interdependence and its influence on equine health and functional performance.

In addition, the unit equips learners with essential professional competencies relating to cadaveric study. This includes a critical appraisal of UK legislation and regulatory frameworks governing animal dissection, evaluation of ethical considerations and animal welfare principles, infection prevention and control procedures, and safe manual handling and working practices, ensuring that all activities are conducted ethically, safely and in accordance with regulatory requirements.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
<p>1. Understand the neuromusculoskeletal anatomy of the equine in relation to dysfunction and pain.</p>	<p>1.1 Critically evaluate the structural organisation of the neuromusculoskeletal anatomy of the equine, integrating knowledge from cadaveric studies.</p>
	<p>1.2 Critically analyse pathological adaptations within the myofascial and arthrodiagonal systems and in relation to their implications for equine pain and dysfunction.</p>
<p>2. Understand lymphatic, neurovascular and neuro-lymphatic structures relevant to manual therapy in the equine.</p>	<p>2.1 Critically analyse the anatomical and functional organisation of the equine lymphatic and vascular systems in health and disease.</p>
	<p>2.2 Critically evaluate central neurovascular and neuro-lymphatic mechanisms and their role in the modulation and perception of pain.</p>
	<p>2.3 Critically evaluate peripheral neurovascular and neuro-lymphatic mechanisms and their relevance to therapeutic intervention.</p>
	<p>2.4 Synthesise anatomical and physiological knowledge to justify clinical reasoning in relation to equine neuromusculoskeletal pain and manual therapy decision-making.</p>
<p>3. Understand the professional, ethical, and regulatory considerations in cadaveric study.</p>	<p>3.1 Critically appraise UK legislation and regulatory frameworks governing animal cadaveric dissection.</p>
	<p>3.2 Evaluate ethical considerations in cadaveric work, integrating animal welfare principles and professional standards.</p>
	<p>3.3 Evaluate infection prevention and control procedures relating to animal cadaveric dissection.</p>
	<p>3.4 Justify safe manual handling and working practices in cadaveric study.</p>

#### 4.6 Unit 6: Principles of Integrated Equine Treatment (Johnston Farina Method®)

Mandatory Unit		GLH	Credits	Level	Unit Reference
6	Principles of Integrated Equine Treatment (Johnston Farina Method®)	20	7	6	R/652/2009

In this unit, learners will develop their understanding of the application of advanced manual therapy techniques focused on arthrodistal and myofascial concepts relevant to pain, dysfunction and equine wellbeing. Learners develop an in-depth understanding of the anatomical and pathophysiological factors influencing wellbeing, including the osseous, arthrodistal, myofascial and lymphatic anatomy of the horse in musculoskeletal dysfunction, common degenerative disorders, and the influence of anatomical variation on movement and performance.

The unit requires learners to examine the principles of manual therapy relevant to equine treatment - biomechanical principles in normal function and dysfunction and their application to graded mobilisation techniques, the physiological effects of soft tissue techniques, and the influence of behavioural factors on treatment outcomes - underpinned by critical evaluation of the evidence base.

Drawing on pain neurophysiology, biomechanics, equine behaviour and applied homeostatic and osteopathic principles, learners will explore the integrated relationship between neural, vascular, lymphatic and musculoskeletal systems, and the interaction of the central, peripheral and sympathetic nervous systems with the circulatory system in the development of pain and dysfunction. This holistic, evidence-based framework equips learners to justify the selection of advanced interventions within a professional, scientifically informed practice.

A further focus is professional reasoning in integrated equine treatment. Learners will examine the principles of clinical reasoning, the factors influencing treatment planning - presentation, history and assessment findings - technique selection for different clinical scenarios, professional judgement and scope of practice, and the use of evidence-based practice in treatment decisions. Throughout, the empirically supported findings that underpin the conceptual framework of the Johnston Farina Method® will inform learners' clinical reasoning in hands-on practical application.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
<p>1. Understand anatomical and pathophysiological factors influencing equine wellbeing.</p>	1.1 Evaluate the osseous and arthroal patho-anatomy of the horse in musculoskeletal dysfunction.
	1.2 Evaluate the myofascial and lymphatic anatomy of the horse in musculoskeletal dysfunction.
	1.3 Evaluate how common degenerative musculoskeletal disorders of the horse impact equine wellbeing.
	1.4 Analyse how anatomical variations and dysfunction may influence movement and performance.
<p>2. Understand principles of manual therapy relevant to equine treatment.</p>	2.1 Explain biomechanical principles of the horse in relation to normal function and dysfunction.
	2.2 Analyse the application of biomechanical principles to graded mobilisation techniques.
	2.3 Explain the physiological effects of soft tissue techniques.
	2.4 Analyse how behavioural factors may influence treatment outcomes.
	2.5 Critically evaluate the evidence base for manual therapy in supporting equine wellbeing and performance.
<p>3. Understand the integration of body systems in equine treatment approaches.</p>	3.1 Critically evaluate the relationship between the musculoskeletal and nervous systems in the horse from an evidence-based perspective.
	3.2 Explain the evidence base for the role of vascular and lymphatic systems in maintaining tissue health.
	3.3 Analyse how the central, peripheral and sympathetic nervous systems interact with the circulatory system in the development of pain and dysfunction.
	3.4 Apply knowledge of system integration to justify the selection of treatment approaches.

	3.5 Critically evaluate the evidence for a holistic approach to equine manual therapy.
4. Understand professional reasoning in integrated equine treatment.	4.1 Explain the principles of clinical reasoning in equine manual therapy.
	4.2 Analyse factors influencing treatment planning, including presentation, history, and assessment findings.
	4.3 Critically evaluate the selection of manual therapy techniques for different clinical scenarios.
	4.4 Analyse the role of professional judgement and scope of practice in equine manual therapy.
	4.5 Critically evaluate the role of evidence-based practice in informing treatment decisions.

#### 4.7 Unit 7: Applied Integrated Equine Treatment (Johnston Farina Method®)

Mandatory Unit		GLH	Credits	Level	Unit Reference
7	Applied Integrated Equine Treatment (Johnston Farina Method®)	92	13	6	A/652/2010

In this unit, learners will develop their advanced practical and integrative skills that define the Johnston Farina Method®, an approach that combines empirically supported findings from neuroscience, biomechanics, osteopathy and physical therapy with a consideration of cellular processes and their interaction with cognition and behaviour. Grounded in this evidence-informed framework, learners will apply assessment and treatment of the equine nervous system and regionally interdependent anatomy, with emphasis on the practical application of therapeutic techniques within an integrated, holistic approach.

The unit covers the advanced practical assessment and treatment of equine anatomical regions, including accurate palpation of arthrodistal structures, applied assessment and treatment of myofascial structures, joint mobilisation and manipulation of the axial and appendicular skeleton, advanced soft tissue techniques, and lymphatic techniques relevant to the axial and appendicular regions. Learners are taught how to apply these techniques safely, ethically and with a clear appreciation of their therapeutic intention, and to adapt them appropriately in response to equine feedback and presentation.

A substantial focus is the practical application of neurovascular and neuro-lymphatic assessment and mobilisation of the nervous system. Learners will perform safe and accurate assessment of the functional intervals of the nervous system and the equine neuraxis and assess peripheral nerve mobility in the forelimb and hindlimb. Building on these findings, learners perform mobilisation techniques within the physiological range of peripheral nerves and apply techniques to increase that range, alongside lymphatic pump techniques within large functional intervals and supportive treatment for small functional intervals. The selection of neural mobilisation techniques is justified on the basis of assessment findings, and treatment is modified safely in response to equine feedback.

Learners will also implement and adapt active rehabilitation strategies for the head and neck, spine and neuraxial region, forelimb and hindlimb, providing demonstration and owner education for each region and adapting rehabilitation based on ongoing assessment and response. Learners are expected not only to perform techniques competently but to justify their selection, critically evaluate the effectiveness of assessment, treatment and rehabilitative advice through evidence-informed practice, and reflect on how therapeutic approaches should be modified and adapted to the needs of the individual equine.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
<p>1. Demonstrate advanced practical assessment and treatment of equine anatomical regions.</p>	1.1 Demonstrate accurate palpation and assessment of artrodial structures across equine regions.
	1.2 Demonstrate advanced, applied assessment and treatment of myofascial structures.
	1.3 Perform safe and effective joint mobilisation techniques for the axial and appendicular regions.
	1.4 Perform safe and effective manipulation of the axial and appendicular skeleton.
	1.5 Apply advanced soft tissue techniques with precision and control.
	1.6 Apply lymphatic techniques relevant to the axial and appendicular regions.
	1.7 Adapt techniques appropriately and ethically in response to equine feedback and presentation.
<p>2. Perform advanced neural assessment techniques in equine manual therapy practice.</p>	2.1 Demonstrate safe and accurate assessment of functional intervals of the nervous system.
	2.2 Perform practical assessment of the equine neuraxis.
	2.3 Demonstrate assessment of peripheral nerve mobility within the forelimb.
	2.4 Demonstrate assessment of peripheral nerve mobility within the hindlimb.
	2.5 Justify the selection of neural mobilisation techniques based on assessment findings.
<p>3. Demonstrate advanced neural mobilisation and</p>	3.1 Perform mobilisation techniques within physiological range of peripheral nerves of the forelimb.

treatment techniques in equine manual therapy.	3.2 Perform mobilisation techniques within physiological range of peripheral nerves of the hindlimb.
	3.3 Demonstrate techniques to increase the physiological range of neural mobility in the forelimb.
	3.4 Demonstrate techniques to increase the physiological range of neural mobility in the hindlimb.
	3.5 Apply lymphatic pump techniques within large functional intervals.
	3.6 Perform supportive treatment techniques for small functional intervals.
	3.7 Modify treatment techniques safely based on equine response.
	4. Implement and adapt active rehabilitation strategies.
4.2 Provide demonstration and owner education on an active rehabilitation strategy for the spine and neuraxial region.	
4.3 Provide demonstration and owner education on an active rehabilitation strategy for the forelimb and associated structures.	
4.4 Provide demonstration and owner education on an active rehabilitation strategy for the hindlimb and associated structures.	
4.5 Adapt rehabilitation strategies based on ongoing assessment and response.	
4.6 Critically reflect on the effectiveness of assessment, treatment and rehabilitative advice.	

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