

SEG Awards Level 3 Certificate in Canine Hydrotherapy

Qualification Guidance

Level 3 Certificate - 603/4674/7



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At the Skills and Education Group Awards we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

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Sources of Additional Information

Skills and Education Group Awards website www.skillsandeducationgroupawards.co.uk provides access to a wide variety of information.

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This guide should be read in conjunction with the Indicative Content document **version 1.1** which is available on our secure website using the link above.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Introduction

This new qualification is designed for learners who already have experience of working with canines and other small animals in an employed or voluntary capacity, in roles such as animal care assistant or veterinary nurse. It is aimed at those who wish to build on their existing knowledge and skills to understand the benefits that hydrotherapy can have for canines and other small animals, with a number of conditions, and learn how to administer hydrotherapy to them.

Aims

This new qualification aims to provide an extended core of knowledge skills and practical at Level 3 to prepare those successfully achieving the qualification to safely work in hydrotherapy. It is a rigorous qualification with a blend of knowledge and theory.

Pre-requisites

This is for learners who already have experience of working with small animals / canines in an employed or voluntary capacity in roles such as animal care assistant or veterinary nurse and who wish to build on their existing knowledge and skills to understand the benefits that hydrotherapy can have for small animals with a number of conditions, and learn how to administer hydrotherapy to them.

Centres are required to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit/s or the full qualification.

Target Group

This qualification is designed for those learners who are aged 19+. This is considered to be an appropriate age as the qualification is designed for learners who already have experience of working with small animals / canines in an employed or voluntary capacity.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Qualification Structure and Rules of Combination

Rules of Combination: Learners must achieve a minimum of 31 credits from the 9 mandatory units and a minimum of 2 credits from the 3 optional units.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Units				
Introduction to Canine Hydrotherapy	K/617/6392	3	3	25
Common Canine Conditions	M/617/6393	3	4	35
Canine Anatomy	T/617/6394	3	4	35
Canine Physiology	A/617/6395	3	4	35
Canine Health Status and First Aid	F/617/6396	3	3	30
Canine Assessment Processes	J/617/6397	3	3	30
Practical Administration of Canine Hydrotherapy Treatment	L/617/6398	3	4	35
Water Management	R/617/6399	3	3	30
Professional and Ethical Practice	A/617/6400	3	3	20
Optional Units				
Introduction to Aquatic Treadmill Practice	F/617/6401	3	4	30
Canine Behaviour and Clinical Practice	J/617/6402	3	2	25
Introduction to Canine Gait and Movement	L/617/6403	3	3	25

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification.

Assessment

Internal assessment, internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Practice Assessment Material

Skills and Education Group Awards confirm that there is no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

Learners who successfully complete the Level 3 Certificate will be able to continue in further education and training related to this area of expertise.

This qualification is a component of the membership requirements for professional bodies within the sector.

Centres should be aware that Reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor/Assessor Requirements

Skills and Education Group Awards require those involved in the assessment process to be suitably experienced and/or qualified. In general terms, this usually means that the Assessor must be knowledgeable of the subject/occupational area to at least the level they are delivering at.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

These specifications and associated assessment materials are in English only.

Minimum Equipment Requirements

Minimum equipment requirements to deliver the Level 3 Certificate in Canine Hydrotherapy

- Aquatic Treadmill – required if teaching Introduction to Aquatic Treadmill Practice
- Pool – pool needs to be big enough to fit both trainer, trainee and canine
- Ramp – safe entry and exit
- Harnesses and life jackets
- Showering facilities for dogs
- First Aid Kits – Canines
- First Aid Kits - Huma
- Emergency Evacuation Procedure
- Separate locked area for water treatment chemicals
- All appropriate Health and Safety policies and procedures
- Risk assessment complete for the activities carried out on site, for example:
 - testing pool water
 - swimming dogs
 - showering dogs
- Fire Safety
 - door
 - signs
 - appropriate fire extinguisher(s)
- Student toilet
- Student showering facilities - recommended
- Teaching room with adequate seating and resources to deliver the qualification

Institute of Registered Veterinary and Animal Physiotherapists

This qualification is currently endorsed by the Institute of Registered Veterinary and Animal Physiotherapists (IRVAP). The Institute of Canine Hydrotherapists (ICH) are a sub group to IRVAP. The ICH sets the standards for professionalism and clinical proficiency in therapeutic canine hydrotherapy. This qualification contributes to ICH membership criteria and where Skills and Education Group Awards have made reference to industry trade associations within this qualification guide, it refers to this professional association.

Canine Hydrotherapy Trade Associations

This qualification is currently recognised by the Institute of Registered Veterinary and Animal Physiotherapists (IRVAP), Canine Hydrotherapy Association (CHA) and the National Association of Registered Canine Hydrotherapist (NARCH) and contributes to their membership criteria. Where Skills and Education Group Awards have made reference to industry trade associations within this qualification guide, we are referring to the above associations.

Qualification Summary

Qualification							
SEG Awards Level 3 Certificate in Canine Hydrotherapy – 603/4674/7							
Qualification Purpose	Updating and continuing professional competence						
Age Range	Pre 16		16-18		18+		19+ ✓
Regulation	The qualification identified above is regulated by Ofqual						
Assessment	<ul style="list-style-type: none"> • Internal assessment • Internal and external moderation 						
Type of Funding Available	See FaLA (Find a Learning Aim)						
Qualification/Unit Fee	See Skills and Education Group Awards web site for current fees and charges						
Grading	Pass To achieve a Pass, learners must complete all units as stated in the rule of combination (RoC)						
Operational Start Date	01/06/2019						
Review Date	31/08/2025						
Operational End Date							
Certification End Date							
Guided Learning (GL)	300 hours						
Total Qualification Time (TQT)	330 hours						
Credit Value	33						
Skills and Education Group Awards Sector	Landbased / Environmental						
Ofqual SSA Sector	3.3 Animal Care and Veterinary Science						
Support from Trade Associations	Canine Hydrotherapy Association (CHA)						
Administering Office	See Skills and Education Group Awards web site						

Unit Details

Introduction to Canine Hydrotherapy

Unit Reference	K/617/6392
Level	3
Credit Value	3
Guided Learning	25 hours
Unit Summary	<p>This unit provides learners with an overview to canine hydrotherapy. By understanding and managing risks, the learner will explore the different elements essential in providing safe practice.</p> <p>The unit is not intended to provide learners with the level of skill and competence required to administer hydrotherapy treatments and learners should not engage in any manipulation techniques unless qualified to do so. It is imperative that at all times learners act within their area of professional competence and personal limitations.</p>
Learning Outcomes (1 to 6) <i>The learner will</i>	Assessment Criteria (1.1 to 6.3) <i>The learner can</i>
1. Understand what is meant by 'hydrotherapy'	<p>1.1 Define 'hydrotherapy'</p> <p>1.2 Explain the intended effects of hydrotherapy treatment</p>
2. Understand the significance of the physical properties of water within hydrotherapy	<p>2.1 Identify the main physical properties of water that may be utilised by the hydrotherapist in a hydrotherapy treatment session</p> <p>2.2 Explain how the hydrotherapist can utilise the properties of water to benefit the patient during hydrotherapy treatment</p> <p>2.3 Explain how properties of water could be detrimental to a patient receiving hydrotherapy treatment</p> <p>2.4 Explain how properties of water may affect the hydrotherapist</p>
3. Know about the different types of hydrotherapy equipment	<p>3.1 Identify the main facilities and equipment used in hydrotherapy treatment</p> <p>3.2 Summarise the purpose of the main facilities and equipment as part of safe hydrotherapy practice</p>

	<p>3.3 Discuss how the hydrotherapist can utilise different facilities and equipment to administer hydrotherapy treatment</p>
<p>4. Understand the referral process</p>	<p>4.1 Explain what is meant by 'referral'</p> <p>4.2 Identify key current legislation applicable to the referral process</p> <p>4.3 Explain the implications of the current legislative framework for the hydrotherapist</p>
<p>5. Understand the Health and Safety responsibilities of a hydrotherapist</p>	<p>5.1 Explain how current Health and Safety legislation and regulation impacts upon the activities of hydrotherapy practice</p> <p>5.2 Explain the two essential methods of risk assessment for safe hydrotherapy practice</p>
<p>6. Understand the precautions and contraindications for safe hydrotherapy practice</p>	<p>6.1 Explain the difference between a precaution and contraindication</p> <p>6.2 Identify six precautions for hydrotherapy treatment</p> <p>6.3 Identify six contraindications for hydrotherapy treatment</p>

Common Canine Conditions

Unit Reference	M/617/6393
Level	3
Credit Value	4
Guided Learning	35 hours
Unit Summary	<p>In this unit, learners will explore how common canine conditions and problems may impact on devising an individual hydrotherapy treatment programme. They will learn how to identify common conditions and problems and understand the considerations and management of dogs with specific challenges.</p> <p>The unit is not intended to provide learners with the level of skill and competence required to diagnose conditions. It is imperative that at all times learners act within their area of professional competence and personal limitations, seeking veterinary advice as appropriate.</p>
Learning Outcomes (1 to 7) <i>The learner will</i>	Assessment Criteria (1.1 to 7.4) <i>The learner can</i>
1. Be able to recognise common problems seen in popular canine breeds	<p>1.1 Identify a minimum of six breeds commonly referred for hydrotherapy treatment</p> <p>1.2 Describe a minimum of six breeds and their signalment, body shape and head shape</p> <p>1.3 Identify common conditions for a minimum of four breeds commonly referred for hydrotherapy treatment</p>
2. Be able to recognise the signs of common canine orthopaedic conditions	<p>2.1 Identify a minimum of four common canine orthopaedic conditions</p> <p>2.2 Describe the clinical signs of four common canine orthopaedic conditions</p>
3. Be able to recognise the signs of common canine neurological conditions	<p>3.1 Identify a minimum of four common canine neurological conditions</p> <p>3.2 Describe the clinical signs of four common canine neurological conditions</p>
4. Be able to recognise the signs of common canine medical conditions	<p>4.1 Identify a minimum of four common canine medical conditions</p>

	<p>4.2 Describe the clinical signs of four common canine medical conditions</p>
<p>5. Understand how to manage patients with common canine conditions</p>	<p>5.1 Identify factors that should be considered for a minimum of three common orthopaedic conditions</p> <p>5.2 Explain how to manage a hydrotherapy programme for a minimum of three canine patients with common orthopaedic conditions</p> <p>5.3 Identify factors that should be considered for a minimum of three common neurological conditions</p> <p>5.4 Explain how to manage a hydrotherapy programme for a minimum of three canine patients with common neurological conditions</p> <p>5.5 Identify factors that should be considered for a minimum of three common medical conditions</p> <p>5.6 Explain how to manage a hydrotherapy programme for a minimum of three canine patients with common medical conditions</p> <p>5.7 Explain the importance of devising case specific hydrotherapy programmes for canine patients</p>
<p>6. Understand the role and fitness needs of the canine athlete</p>	<p>6.1 Identify a minimum of three canine athletic roles</p> <p>6.2 Explain the importance of the fitness needs of an athletic dog</p>
<p>7. Understand the difference between a routine and complex canine case</p>	<p>7.1 Define a routine canine case</p> <p>7.2 Define a complex canine case</p> <p>7.3 Describe the needs and risks of a routine canine case</p> <p>7.4 Describe the needs and risks of a complex canine case</p>

Canine Anatomy

Unit Reference	T/617/6394
Level	3
Credit Value	4
Guided Learning	35 hours
Unit Summary	<p>In this unit, learners will explore the major elements of canine anatomy essential for the hydrotherapist.</p> <p>To administer hydrotherapy treatment, it is vital that the hydrotherapist has a sound understanding of canine anatomy to be able to link this to the individual treatment plan and effectively improve their knowledge of land based movement and function.</p>
Learning Outcomes (1 to 6) <i>The learner will</i>	Assessment Criteria (1.1 to 6.1) <i>The learner can</i>
1. Know the components of the canine nervous system	<p>1.1 Define the central nervous system and peripheral nervous system</p> <p>1.2 Identify the key components of the proprioceptive system</p> <p>1.3 Explain a simple reflex arc</p> <p>1.4 Identify major spinal nerves</p>
2. Know the anatomy of the canine muscular system	<p>2.1 Describe the three muscle types found within the body</p> <p>2.2 Describe the shape and composition of muscles and key tendons</p> <p>2.3 Identify the location of the major muscles and their tendons</p>
3. Understand the anatomy of the canine skeletal system	<p>3.1 Describe the location of major bones and the division of the canine skeleton</p> <p>3.2 Describe the shape and characteristics of bones and key ligaments</p> <p>3.3 Describe characteristics of compact bone and spongy bone</p>

<p>4. Understand the anatomy of joints found within the canine skeleton</p>	<p>4.1 Describe the characteristics of a synovial joint</p> <p>4.2 Identify the location of the major synovial joints</p> <p>4.3 Describe the characteristics and location of cartilaginous and fibrous joints</p>
<p>5. Understand the anatomy of the canine cardiovascular system</p>	<p>5.1 Outline the key structures of the cardiovascular system</p>
<p>6. Understand the anatomy of the canine respiratory system</p>	<p>6.1 Outline the key structure of the respiratory system</p>

Canine Physiology

Unit Reference	A/617/6395
Level	3
Credit Value	4
Guided Learning	35 hours
Unit Summary	<p>In this unit, learners will explore the relevant major elements of canine physiology for the hydrotherapist.</p> <p>To administer hydrotherapy treatment, it is essential that hydrotherapists have a sound understanding of canine physiology to ensure the selection of safe and appropriate hydrotherapy treatment.</p>
Learning Outcomes (1 to 6) <i>The learner will</i>	Assessment Criteria (1.1 to 6.1) <i>The learner can</i>
1. Understand the functions of the canine nervous system	1.1 Describe the function of the proprioceptive system in relation to canine movement 1.2 Explain the function of the motor unit 1.3 Explain the function of canine reflexes 1.4 Explain the role of adrenaline in the dog
2. Understand the physiology of the canine muscular system	2.1 Describe the process of muscle contraction 2.2 Identify concentric and eccentric muscle contraction in relation to canine movement 2.3 Describe the key functions of the major muscles
3. Understand the functions of the canine skeletal system	3.1 Describe the functions of the canine skeletal system 3.2 Describe the ossification process of the long bone 3.3 Describe the functions of ligaments and tendons
4. Understand the functions of canine joints	4.1 Describe the functions of major synovial joints 4.2 Describe the functions of cartilaginous and fibrous joints

5. Understand the functions of the canine cardiovascular system	5.1 Outline the key functions of the cardiovascular systems
6. Understand the functions of the canine respiratory system	6.1 Outline the key functions of the respiratory system

Canine Health Status and First Aid

Unit Reference	F/617/6396
Level	3
Credit Value	3
Guided Learning	30 hours
Unit Summary	<p>In this unit, learners will understand the importance of maintaining the health and welfare for each canine patient in their care.</p> <p>Learners will be able to undertake health checks essential for safe hydrotherapy practice.</p> <p>Learners will be able to recognise and manage a variety of canine first aid emergencies.</p> <p>It is imperative that at all times learners act within their area of professional competence and personal limitations.</p>
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.2) <i>The learner can</i>
1. Know key principles of canine first aid	<p>1.1 Identify the three aims of first aid</p> <p>1.2 Identify the four rules of first aid</p> <p>1.3 Explain the current legal and ethical restrictions and limitations that would affect the response of the hydrotherapist in a canine emergency</p>
2. Be able to categorise canine emergencies	<p>2.1 Identify two life threatening canine emergencies describing the clinical signs</p> <p>2.2 Identify two canine emergencies requiring immediate action describing the clinical signs</p> <p>2.3 Identify two minor canine emergencies describing the clinical signs</p>
3. Know how to recognise and manage canine emergency situations	<p>3.1 Describe the differences between death, unconsciousness and collapse in the canine patient</p> <p>3.2 Describe the clinical signs and management of a canine patient suffering from shock</p> <p>3.3 Describe the clinical signs and management of different types of haemorrhage in the canine patient</p>

	<p>3.4 Describe the clinical signs and management of a canine patient in respiratory distress</p> <p>3.5 Describe the clinical signs and management of water intoxication in the canine patient</p> <p>3.6 Describe the clinical signs and management of a canine patient experiencing a seizure</p> <p>3.7 Describe the clinical signs and management of at least two other potential canine emergencies</p>
<p>4. Be able to apply first aid in canine emergency situations</p>	<p>4.1 Justify the resuscitation procedure appropriate for a specified canine emergency situation</p> <p>4.2 Demonstrate the resuscitation procedure appropriate for a specified canine emergency situation</p> <p>4.3 Demonstrate at least two bandaging techniques appropriate for specified canine emergency situations</p>
<p>5. Be able to apply health checks to monitor and evaluate the canine patients' health status</p>	<p>5.1 Identify a range of health checks appropriate for hydrotherapy practice</p> <p>5.2 Demonstrate health checks appropriate for different breeds undergoing hydrotherapy treatment</p>

Canine Assessment Processes

Unit Reference	J/617/6397
Level	3
Credit Value	3
Guided Learning	30 hours
Unit Summary	<p>It is a legal requirement that hydrotherapists have a current referral for each dog from a registered veterinary surgeon (RVS).</p> <p>Hydrotherapists need to be able to assess risk effectively, to include evaluating the canine patient's suitability for hydrotherapy.</p> <p>This requires an assessment process to evaluate and provide a safe and a beneficial treatment plan using relevant risk assessment skills.</p> <p>This unit will enable the learner to understand the assessment process for safe practice. It is imperative that at all times learners act within their area of professional competence and personal limitations.</p>
Learning Outcomes (1 to 6) <i>The learner will</i>	Assessment Criteria (1.1 to 6.1) <i>The learner can</i>
1. Understand the referral information for the canine patient	1.1 Explain the significance of information provided to the referring Registered Veterinary Surgeon (RVS) for a minimum of three specified cases
2. Understand the information provided by those involved with the canine patient	<p>2.1 Interpret information that members of a multidisciplinary team (MDT) have provided for three specified cases</p> <p>2.2 Explain the significance of information provided by owners relating to their dogs, for three specified cases</p>
3. Be able to undertake a canine physical assessment	<p>3.1 Demonstrate a physical assessment for three specified cases</p> <p>3.2 Evaluate the suitability of hydrotherapy treatment for three specified cases</p>
4. Be able to devise individual canine hydrotherapy treatment plans	4.1 Devise the problem list for three specified cases

	<p>4.2 Plan the short and long term goal planning for three specified cases</p> <p>4.3 Evaluate and select the appropriate treatment techniques to meet the set goals for three specified cases</p>
5. Understand how to effectively communicate with the canine patient in the hydrotherapy setting	<p>5.1 Identify the key elements for effective communication with the canine patient</p> <p>5.2 Describe therapeutic communication skills required to achieve a valid and reliable assessment</p>
6. Understand how to effectively risk assess in the hydrotherapy setting	<p>6.1 Demonstrate how to undertake the two different risk assessment methods for safe hydrotherapy practice</p>

Practical Administration of Canine Hydrotherapy Treatment

Unit Reference	L/617/6398
Level	3
Credit Value	4
Guided Learning	35 hours
Unit Summary	<p>In this practical unit, learners are required to prepare the environment and canine patients for hydrotherapy. They will need to demonstrate how to manage a dog during a hydrotherapy session to include effective administration of treatment techniques, monitoring and therapeutic interaction for each dog as appropriate.</p> <p>Learners will consider the importance of appropriate aftercare in relation to advice to the owner, completion of appropriate documentation and record keeping appropriate for each case.</p> <p>It is imperative that at all times learners act within their professional scope of practice. Learners should not engage in any manipulation techniques unless qualified to do so.</p>
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.4) <i>The learner can</i>
1. Be able to prepare the environment and canine patient for hydrotherapy treatment	<p>1.1 Demonstrate appropriate interaction with the canine patient for three specified cases</p> <p>1.2 Demonstrate appropriate interaction with the owner for three specified cases</p> <p>1.3 Demonstrate appropriate preparation and familiarisation with the environment for three specified cases</p> <p>1.4 Demonstrate appropriate preparation and familiarisation with the equipment for three specified cases</p> <p>1.5 Demonstrate appropriate selection and fitting of hydrotherapy aids for three specified cases</p> <p>1.6 Demonstrate appropriate pre-hydrotherapy showering for three specified cases</p>

<p>2. Be able to monitor the health status and perform health checks in canine patients</p>	<p>2.1 Evaluate ongoing canine feedback signals for three specified cases</p> <p>2.2 Demonstrate appropriate health checks on three specified cases</p>
<p>3. Be able to safely manage and perform canine hydrotherapy treatment</p>	<p>3.1 Conduct hydrotherapy treatment for three specified cases</p> <p>3.2 Demonstrate entry techniques for three specified cases</p> <p>3.3 Demonstrate exit techniques for three specified cases</p> <p>3.4 Demonstrate post hydrotherapy showering for three specified cases</p> <p>3.5 Demonstrate drying techniques for three specified cases</p> <p>3.6 Demonstrate removal of hydrotherapy aids for three specified cases</p> <p>3.7 Demonstrate safe and appropriate return of the canine patient into their own restraints for three specified cases</p> <p>3.8 Describe appropriate advice and aftercare following hydrotherapy treatment for three specified cases</p>
<p>4. Be able to provide appropriate documentation for canine hydrotherapy treatment</p>	<p>4.1 Appraise the patient information prior to administering the hydrotherapy treatment for three specified cases</p> <p>4.2 Complete appropriate record keeping and treatment notes demonstrating clinical reasoning for three specified cases</p> <p>4.3 Reflect the outcome measures for hydrotherapy treatment for three specified cases</p> <p>4.4 Produce a report for the referring registered veterinary surgeon for a specified case</p>

Water Management

Unit Reference	R/617/6399
Level	3
Credit Value	3
Guided Learning	30 hours
Unit Summary	<p>In this unit, learners will understand the importance of safe and effective water management for canine hydrotherapy. Learners will explore the functions of the various pieces of plant and equipment, water chemistry, the relationship of the various chemicals used and management processes essential for safe practice.</p> <p>It is imperative that at all times learners act within current health and safety legislation and work within their professional scope of practice and understand their limitations.</p> <p>It is expected that learners will undertake the practical elements of this unit under the supervision of an appropriately qualified professional.</p>
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.3) <i>The learner can</i>
1. Understand the importance of responsible water management	<p>1.1 Explain legal and professional responsibilities to correctly manage water</p> <p>1.2 Explain the importance of safe and effective water management</p>
2. Understand how to maintain and use plant and equipment	<p>2.1 Identify the purpose of essential plant</p> <p>2.2 Describe the maintenance requirements for plant and equipment</p> <p>2.3 Explain why regular maintenance of plant and equipment is important</p> <p>2.4 Demonstrate a range of multiport valve processes</p>
3. Understand how to manage chemicals used for water treatment	<p>3.1 Identify commonly used chemicals in water treatment</p> <p>3.2 Explain the purpose of commonly used chemicals in water treatment</p>

	<p>3.3 Describe the specific risks when using chemicals for water treatment</p> <p>3.4 Describe appropriate precautions when using chemicals for water treatment</p> <p>3.5 Describe which chemicals are incompatible and the impact this has on safe hydrotherapy practice</p>
<p>4. Understand the importance of water testing</p>	<p>4.1 Explain the different parameters water testing is used for</p> <p>4.2 Compare and contrast three methods used to test water</p> <p>4.3 Justify how frequently water tests need to be performed</p> <p>4.4 Explain why water testing is essential for safe and effective hydrotherapy practice</p>
<p>5. Be able to complete the water testing process</p>	<p>5.1 Conduct two water tests using different methods</p> <p>5.2 Understand the results of the tests stating their implications</p> <p>5.3 Demonstrate appropriate strategies and actions necessary to manage and balance water</p>

Professional and Ethical Practice

Unit Reference	A/617/6400
Level	3
Credit Value	3
Guided Learning	20 hours
Unit Summary	<p>In this unit, learners will explore the importance of professional and ethical responsibilities for their hydrotherapy practice. An effective multidisciplinary team approach to optimise safe hydrotherapy practice is a part of this commitment.</p> <p>They are also required to commit to their own continuing professional development as part of their career journey.</p>
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.6) <i>The learner can</i>
1. Understand the purpose of the multidisciplinary team	<p>1.1 Identify who may be included within a multidisciplinary team</p> <p>1.2 Explain the meaning of abbreviations used by the multidisciplinary team</p> <p>1.3 Describe how the multidisciplinary team can work effectively</p>
2. Recognise the impact of a multidisciplinary team approach	<p>2.1 Identify three types of treatment that other multidisciplinary team members offer to canine patients</p> <p>2.2 Describe the key characteristics of three types of treatment offered by other multidisciplinary team members</p> <p>2.3 Explain the possible cumulative impact of the multidisciplinary approach on the canine patient</p> <p>2.4 Evaluate the multidisciplinary team impact approach on three specified cases</p>
3. Understand the purpose of Continuing Professional Development	<p>3.1 Explain what is meant by reflective practice</p> <p>3.2 Explain the relevance of reflective practice on continuing professional development</p>

<p>4. Understand the commitment to professional behaviour and ethical practice</p>	<ul style="list-style-type: none">4.1 Explain features of professional behaviour as a hydrotherapist working in the health care industry4.2 Describe the importance of working within your scope of practice and recognising professional limitations4.3 Explain what is meant by working ethically and professionally as a hydrotherapist4.4 Describe why it is important to act ethically and professionally within the animal healthcare sector4.5 Define duty of care within the animal healthcare sector4.6 Appraise duty of care within hydrotherapy practice
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Introduction to Aquatic Treadmill Practice

Unit Reference	F/617/6401
Level	3
Credit Value	4
Guided Learning	30 hours
Unit Summary	<p>In this practical unit, learners will understand the design choices and how to safely use an aquatic treadmill for canine hydrotherapy.</p> <p>They will need to demonstrate how to manage a dog during a hydrotherapy session to include administration of treatment techniques, monitoring, evaluation and therapeutic interaction for each dog as appropriate.</p> <p>It is imperative that at all times learners act within their professional scope of practice. Learners should not engage in any manipulation techniques unless qualified to do so.</p>
Learning Outcomes (1 to 6) <i>The learner will</i>	Assessment Criteria (1.1 to 6.1) <i>The learner can</i>
1. Understand the features of an aquatic treadmill	<p>1.1 Describe the different design features available for canine aquatic treadmills</p> <p>1.2 Identify the essential factors to consider when positioning an aquatic treadmill</p>
2. Understand the processes of operating and maintaining an aquatic treadmill	<p>2.1 Demonstrate a range of processes to safely operate an aquatic treadmill</p> <p>2.2 Describe the routine maintenance required for safe operation of an aquatic treadmill</p>
3. Understand the use of an aquatic treadmill for hydrotherapy treatment	<p>3.1 Identify the benefits of using an aquatic treadmill within a hydrotherapy treatment plan</p> <p>3.2 Identify the risks of using an aquatic treadmill within a hydrotherapy treatment plan</p>
4. Understand the use of aquatic treadmill parameters on hydrotherapy treatment	<p>4.1 Describe how water level changes may impact the canine patient</p> <p>4.2 Describe how speed changes may impact the</p>

	<p>canine patient</p> <p>4.3 Describe how treatment durations may impact the canine patient</p> <p>4.4 Describe observations and monitoring for essential safe hydrotherapy practice</p>
<p>5. Be able to apply safe and effective hydrotherapy treatment using an aquatic treadmill</p>	<p>5.1 Demonstrate how to prepare and familiarise the canine patient when using an aquatic treadmill for three specified cases</p> <p>5.2 Conduct a hydrotherapy treatment session for three specified cases</p> <p>5.3 Demonstrate safe and appropriate entry techniques for three specified cases</p> <p>5.4 Demonstrate safe and appropriate exit techniques for three specified cases</p>
<p>6. Be able to clinically reflect on hydrotherapy treatment using an aquatic treadmill</p>	<p>6.1 Reflect on the hydrotherapy treatment session using an aquatic treadmill for three specified cases</p>

Canine Behaviour for Clinical Practice

Unit Reference	J/617/6402
Level	3
Credit Value	2
Guided Learning	25 hours
Unit Summary	<p>In this unit, learners will explore the importance of understanding canine behaviours in context of the hydrotherapy setting. By developing effective communication skills with the dog in a therapeutic setting, the hydrotherapist will develop skills to address the mismatch of communication skill differences between humans and dogs and offer a safer environment to deliver the hydrotherapy treatment.</p> <p>This unit will enable the learner to understand the behaviours seen in a therapeutic setting essential for safe practice. It is imperative that at all times learners act within their area of professional competence and personal limitations by working within their scope of practice and this does not mean they are behaviourists.</p>
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.2) <i>The learner can</i>
1. Understand canine learning processes	<p>1.1 Outline the evolution and domestication of the dog</p> <p>1.2 Define innate behaviour</p> <p>1.3 Define learnt behaviour</p> <p>1.4 Describe learning processes</p> <p>1.5 Define displacement behaviour</p>
2. Understand the main methods of canine communication	<p>2.1 Identify positive canine feedback signals the hydrotherapist may observe</p> <p>2.2 Identify negative canine feedback signals the hydrotherapist may observe</p> <p>2.3 Describe the methods used by dogs to communicate</p>

<p>3. Understand a range of canine behaviour patterns.</p>	<p>3.1 Identify a range of possible canine behaviour patterns that the hydrotherapist may observe</p> <p>3.1 Describe the impact canine behaviour patterns may have during hydrotherapy treatment</p>
<p>4. Develop a range of skills to manage canine behaviour patterns</p>	<p>4.1 Explain the complex interactions between the patient, the owner, the hydrotherapist and the clinic environment</p> <p>4.2 Describe a range of solutions to positively manage canine behaviour patterns</p> <p>4.3 Evaluate methods to manage canine behavior patterns</p>
<p>5. Know how a hydrotherapy centre provides optimal clinic enrichment</p>	<p>5.1 Identify examples of clinic enrichment that may be used to benefit the canine hydrotherapy patient</p> <p>5.2 Describe how clinic enrichment can contribute to safe hydrotherapy practice</p>

Introduction to Canine Gait and Movement

Unit Reference	L/617/6403
Level	3
Credit Value	3
Guided Learning Hours	25
Unit Summary	<p>In this unit, learners will explore gait and movement patterns relevant to the patient's day to day functional needs. By developing a sound base of knowledge of normal canine movement, the hydrotherapist can then evaluate abnormal movement patterns and functional problems the patient presents in the hydrotherapy setting.</p> <p>This unit will enable the learner to understand the validity and reliability of gait analysis along with the challenges of breed differences and canine behaviours.</p> <p>It is imperative that at all times learners act within their area of professional competence and personal limitations by working within their scope of practice.</p>
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.3) <i>The learner can</i>
1. Understand normal canine gait patterns	<p>1.1 Identify normal canine gait patterns</p> <p>1.2 Explain the reasons for different canine gait patterns</p> <p>1.3 Describe breed preferences for different canine gait patterns in three specified cases</p> <p>1.4 Explain the role of the proprioceptive system in canine gait patterns</p>
2. Recognise normal canine functional movement patterns	<p>2.1 Identify the different canine functional movement patterns required for daily activities</p> <p>2.2 Explain how canine behaviours may impact on the organisation of movement patterns and gait in the hydrotherapy setting</p>
3. Understand abnormal canine gait patterns	<p>3.1 Define lameness</p> <p>3.2 Identify abnormal canine gait patterns</p>

	<p>3.3 Explain how abnormal gait patterns impact on the efficiency of canine movement and function</p>
<p>4. Know the limitations of canine gait assessment</p>	<p>4.1 Define the terms reliability and scientific validity in relation to gait assessment</p> <p>4.2 Identify different methods to assess canine gait</p> <p>4.3 Explain the limitations of canine gait assessment</p>

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.
- Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.
- It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
- Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- Credit Transfer – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
 - Original certificates OR
 - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from the Skills and Education Group Awards website.

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Award's policies and procedures are available on the web site.

Exemptions

There are no identified exemptions for these qualifications.

Glossary of Terms

GLH (Guided Learning Hours)

GLH is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GLH is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated assessment
- The learner is being observed.

TQT (Total Qualification Time)

‘The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning Hours (GLH) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.