



## SEG Awards Level 3 Diploma in Canine Massage

England – 610/3556/7

## Qualification Guidance

### About Us

At 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.

Skills and Education Group Awards has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password:

[Skills and Education Group Awards Secure Login](#)

### Sources of Additional Information

Skills and Education Group Awards website [www.skillsandeducationgroupawards.co.uk](http://www.skillsandeducationgroupawards.co.uk) provides access to a wide variety of information.

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### Specification Code

The specification code is D9255-03.

| Issue | Date          | Details of change  |
|-------|---------------|--|
| 1.0   | December 2023 | New qualification guide  |
| 1.1   | December 2023 | Corrections to credit value and TQT  |
| 1.2   | May 2024      | Amendment made to the number of hours for the practical training requirement |

## Qualification Guidance

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## Qualification Guidance

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.

## Qualification Guidance

### Introduction

The SEG Awards Level 3 Diploma in Canine Massage has been designed to develop knowledge and skills for hydrotherapy when dealing with small animals.

### Pre-requisites

There are no entry requirements for this qualification. However, it is expected for learners to have working knowledge of at least Level 2 with good working levels of English and Maths.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a trainee’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: Level 3 Diploma in Canine Massage

Learners must achieve 50 credits. All credits must come from the 9 mandatory units.

| Unit   | Unit Number | Level | Credit Value | GL |
|--|-------------|-------|--------------|----|
| <b>Mandatory Units</b>                         |             |       |              |    |
| The Fundamentals of Canine Massage             | M/650/9419  | 3     | 4            | 30 |
| Water Massage for Canines                      | Y/650/9420  | 3     | 6            | 50 |
| Canine Conduct in a Therapy Environment        | A/650/9421  | 3     | 5            | 40 |
| Essential Strategies for Canine Massage        | D/650/9422  | 3     | 4            | 30 |
| Physical and Behaviour Examination of a Canine | F/650/9423  | 3     | 6            | 50 |

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|  |            |   |   |    |
|--|------------|---|---|----|
| Frequent Nerve and Orthopaedic Conditions Introduced for Massage Therapy | H/650/9424 | 3 | 6 | 50 |
| Methods for Healing Canine Tissue  | J/650/9425 | 3 | 5 | 40 |
| The Application of Massage Techniques in Canines                         | K/650/9426 | 3 | 7 | 60 |
| The Study of Canine Anatomy  | L/650/9427 | 3 | 7 | 60 |

## Aim

The SEG Awards Level 3 Diploma in Canine Massage has been designed to provide learners with the necessary knowledge and skills relating to canine massage. This includes acquiring a comprehensive understanding of canine behaviour, anatomy and physiology as well as mastering a range of massage techniques and their application to improve canine well-being enabling the learners to assess musculoskeletal issues in canines.

## Target Group

The SEG Awards Level 3 Diploma in Canine Massage is designed for learners of the age of 16 and over, who have a passion in canine care and who are passionate about developing skills in canine healthcare.

## Placement Requirements

It is required for learners to complete six days (42 hours) of practical training to obtain the skills required for participating in the role of a practitioner of Canine Massage. Learners will obtain the knowledge required to understand different massage techniques, essential massage strategies and healing methods for canines. It is vital for the learners to improve their knowledge from one another and build successful connections with clients.

## Assessment

Internal assessment, internal and external moderation. Specific requirements and restrictions may apply to individual units within

### **Qualification Guidance**

qualifications. Please check unit and qualification details for specific information.

## **Practice Assessment Material**

Skills and Education Group Awards confirm that there is no practice material available for the SEG Awards Level 3 Diploma in Canine Massage.

## **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**

Following successful completion of this qualification, learners could progress into employment in this specific area or if they wish to develop their skills and knowledge further, they can apply for alternative courses.

Learners could also look to progress within various other regulated qualifications within the Animal Care sector that Skills and Education Group Awards offers, to expand on their knowledge and experience in animal care further.

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 teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

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.

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# **Language**

This specification and associated assessment materials are in English only.



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# Qualification Summary

|   |  |               |              |   |            |   |            |   |
|---|--|---------------|--------------|---|------------|---|------------|---|
| <b>Qualification</b>                            |  |               |              |   |            |   |            |   |
| SEG Awards Level 3 Diploma in Canine Massage    |  |               |              |   |            |   |            |   |
| <b>Qualification Purpose</b>                    | Prepare for further learning or training and/or develop knowledge and/or skills in a subject area  |               |              |   |            |   |            |   |
| <b>Age Range</b>                                | <table border="1"> <tr> <td><b>Pre 16</b></td> <td><b>16-18</b></td> <td>✓</td> <td><b>18+</b></td> <td>✓</td> <td><b>19+</b></td> <td>✓</td> </tr> </table> | <b>Pre 16</b> | <b>16-18</b> | ✓ | <b>18+</b> | ✓ | <b>19+</b> | ✓ |
| <b>Pre 16</b>                                   | <b>16-18</b>   | ✓             | <b>18+</b>   | ✓ | <b>19+</b> | ✓ |            |   |
| <b>Regulation</b>                               | The above qualification is regulated by Ofqual   |               |              |   |            |   |            |   |
| <b>Assessment</b>                               | <ul style="list-style-type: none"> <li>Portfolio of Evidence</li> </ul>  |               |              |   |            |   |            |   |
| <b>Type of Funding Available</b>                | See FaLA (Find a Learning Aim)   |               |              |   |            |   |            |   |
| <b>Grading</b>                                  | Pass/Fail Only   |               |              |   |            |   |            |   |
| <b>Operational Start Date</b>                   | 21/12/2023   |               |              |   |            |   |            |   |
| <b>Review Date</b>                              | 21/12/2026   |               |              |   |            |   |            |   |
| <b>Operational End Date</b>                     | -  |               |              |   |            |   |            |   |
| <b>Certification End Date</b>                   | -  |               |              |   |            |   |            |   |
| <b>Guided Learning (GL)</b>                     | 410 hours  |               |              |   |            |   |            |   |
| <b>Total Qualification Time (TQT)</b>           | 500 hours  |               |              |   |            |   |            |   |
| <b>Credit Value</b>                             | 50   |               |              |   |            |   |            |   |
| <b>Skills and Education Group Awards Sector</b> | Animal Care  |               |              |   |            |   |            |   |
| <b>Regulator Sector</b>                         | 3.3 - Animal care and veterinary science   |               |              |   |            |   |            |   |
| <b>Support from Trade Associations</b>          | -  |               |              |   |            |   |            |   |
| <b>Administering Office</b>                     | See Skills and Education Group Awards website  |               |              |   |            |   |            |   |

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**Unit Details**

## Qualification Guidance

| <b>The Fundamentals of Canine Massage</b>                               |   |
|---|---|
| <b>Unit Reference</b>   | <b>M/650/9419</b>   |
| <b>Level</b>  | <b>3</b>  |
| <b>Credit Value</b>   | <b>4</b>  |
| <b>Guided Learning (GL)</b>   | <b>30</b>   |
| <b>Unit Summary</b>   | Learners will gain knowledge of a solid foundation in the principles and techniques of canine massage therapy. The unit is designed to develop the necessary knowledge and skills to perform basic massage techniques on canines.   |
| <b>Learning Outcomes (1 to 3)</b>                                       | <b>Assessment Criteria (1.1 to 3.2)</b>   |
| <b><i>The learner will</i></b>  | <b><i>The learner can</i></b>   |
| 1. Understand fundamental methods for canine massage.                   | 1.1 Explain the fundamental methods of canine massage and its benefits for overall well-being<br><br>1.2 Explain what is known by relaxed stretching and the benefits of this in canine massage<br><br>1.3 Establish circumstances where relaxed stretching might not be suitable |
| 2. Understand when to apply fundamental stretching and massage methods. | 2.1 Describe how to adapt massage and stretching methods built on the response of a canine<br><br>2.2 Describe the contraindications and precautions associated with canine massage   |
| 3. Understand the measured results for canine massage therapy.          | 3.1 Explain the importance of differentiating between brief and permanent results of canine massage therapy   |

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|  | 3.2 | Evaluate the significance of canine development throughout a massage therapy plan |
|--|-----|---|

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| <b>Water Massage for Canines</b>                                      |  |
|---|--|
| <b>Unit Reference</b>   | <b>Y/650/9420</b>  |
| <b>Level</b>  | <b>3</b>   |
| <b>Credit Value</b>   | <b>6</b>   |
| <b>Guided Learning (GL)</b>   | <b>50</b>  |
| <b>Unit Summary</b>   | Learners will explore the benefits of incorporating water-based therapies into canine massage programmes. Learners will acquire the essential knowledge to support with strategies to perform water massage techniques safely and effectively on canines.  |
| <b>Learning Outcomes (1 to 4)</b>                                     | <b>Assessment Criteria (1.1 to 4.3)</b>  |
| <b><i>The learner will</i></b>  | <b><i>The learner can</i></b>  |
| 1. Understand the principles and benefits of water in canine massage. | 1.1 Explain the physiological and psychological effects of water massage on canine musculoskeletal, circulatory systems and overall well-being<br><br>1.2 Evaluate the benefits of water massage in promoting relaxation, pain relief, and improving motion in canines   |
| 2. Understand the water apparatus used in canine massage.             | 2.1 Explain the various types of apparatus used in canine water massage and their purpose<br><br>2.2 Analyse the safety considerations associated with various apparatus and propose ways to mitigate risk during canine water massage sessions<br><br>2.3 Evaluate the appropriateness of different water massage apparatus based on the specific needs and conditions of the canines |

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|---|--------------------------------------|---|
| <p>3. Understand how to apply appropriate water massage techniques to promote well-being in canines.</p>                  | <p>3.1<br/><br/>3.2<br/><br/>3.3</p> | <p>Demonstrate a thorough knowledge of the necessary preparations before a canine water massage session, including assessing the canine's overall health and readiness for treatment</p> <p>Demonstrate an understanding of the implemented water massage techniques to ensure a safe and optimal treatment for the canine</p> <p>Describe how to adapt water massage techniques to different canine breeds with consideration to size, age, health and behaviour</p> |
| <p>4. Understand the considerations involved in creating a management plan for a canine post-water massage treatment.</p> | <p>4.1<br/><br/>4.2<br/><br/>4.3</p> | <p>Develop a detailed management plan for canine clients after water massage treatment</p> <p>Explain the techniques that can be incorporated into a post-water massage management plan to extend the well-being of the canine</p> <p>Explain how the management plan will be effectively communicated with the canine's owner/care giver and what considerations need to be included for effective ongoing post-treatment care</p>                                   |

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| <b>Canine Conduct in a Therapy Environment</b>   |   |
|--|---|
| <b>Unit Reference</b>  | <b>A/650/9421</b>   |
| <b>Level</b>   | <b>3</b>  |
| <b>Credit Value</b>  | <b>5</b>  |
| <b>Guided Learning (GL)</b>  | <b>40</b>   |
| <b>Unit Summary</b>  | Learners will understand how canines behave in the therapy setting and acknowledge the importance of creating a stress-free environment for the canine and staff.   |
| <b>Learning Outcomes (1 to 3)</b>  | <b>Assessment Criteria (1.1 to 3.3)</b>   |
| <b><i>The learner will</i></b>   | <b><i>The learner can</i></b>   |
| 1. Understand the effective verbal communication techniques that establish a strong connection with canines. | 1.1 Describe how to effectively communicate with canines using verbal cues and commands to elicit specific responses<br><br>1.2 Explain a range of expressions and actions that canines demonstrate as a way of communication including facial, physical and verbal<br><br>1.3 Identify ways to handle canines appropriately using humane methods that reinforce to the canine non-threatening body language in the human |
| 2. Understand the concept of discomfort and how this can impact on canine behaviour.                         | 2.1 Define discomfort and a variety of sources that can create discomfort in canines<br><br>2.2 Explore the relationship between discomfort and behaviour in canines and the types of behavioural traits that can be displayed  |

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| <p>3. Understand how tension can impact canine behaviour.</p> | <p>3.1<br/><br/>3.2<br/><br/>3.3</p> | <p>Analyse the causes of a canine becoming tense in a therapeutic environment</p> <p>Identify the signs and symptoms of a canine feeling tense</p> <p>Describe the importance of creating a low-tension and safe environment for canines and the benefits that align with a low-tension environment</p> |
|---|--------------------------------------|---|



## Qualification Guidance

| <b>Essential Strategies for Canine Massage</b>                                |   |     |  |     |   |     |  |     |  |
|---|---|-----|--|-----|---|-----|--|-----|--|
| <b>Unit Reference</b>   | <b>D/650/9422</b>   |     |  |     |   |     |  |     |  |
| <b>Level</b>  | <b>3</b>  |     |  |     |   |     |  |     |  |
| <b>Credit Value</b>   | <b>4</b>  |     |  |     |   |     |  |     |  |
| <b>Guided Learning (GL)</b>   | <b>30</b>   |     |  |     |   |     |  |     |  |
| <b>Unit Summary</b>   | Learners will acknowledge the variety of massage techniques for canines and identify specific strategies when considering the appropriate course of treatment to suit individual canines and their specific needs. They will understand the importance of ethical practice and prioritising the canine's welfare.   |     |  |     |   |     |  |     |  |
| <b>Learning Outcomes (1 to 2)</b>   | <b>Assessment Criteria (1.1 to 2.2)</b>   |     |  |     |   |     |  |     |  |
| <b><i>The learner will</i></b>  | <b><i>The learner can</i></b>   |     |  |     |   |     |  |     |  |
| 1. Understand the specific strategies for massaging canines.                  | <table border="1"> <tbody> <tr> <td>1.1</td> <td>Outline the specific canine muscle groups and pressure points, particularly related to musculoskeletal and nervous systems targeting massage</td> </tr> <tr> <td>1.2</td> <td>Outline the advantages of massage treatment for canines with consideration to improved outcomes in physiology and biology</td> </tr> <tr> <td>1.3</td> <td>Describe when specific massage techniques will be applied to enhance the well-being and welfare of canines</td> </tr> <tr> <td>1.4</td> <td>Describe the attention required for canines after receiving high quality massage</td> </tr> </tbody> </table> | 1.1 | Outline the specific canine muscle groups and pressure points, particularly related to musculoskeletal and nervous systems targeting massage | 1.2 | Outline the advantages of massage treatment for canines with consideration to improved outcomes in physiology and biology | 1.3 | Describe when specific massage techniques will be applied to enhance the well-being and welfare of canines | 1.4 | Describe the attention required for canines after receiving high quality massage |
| 1.1   | Outline the specific canine muscle groups and pressure points, particularly related to musculoskeletal and nervous systems targeting massage  |     |  |     |   |     |  |     |  |
| 1.2   | Outline the advantages of massage treatment for canines with consideration to improved outcomes in physiology and biology   |     |  |     |   |     |  |     |  |
| 1.3   | Describe when specific massage techniques will be applied to enhance the well-being and welfare of canines  |     |  |     |   |     |  |     |  |
| 1.4   | Describe the attention required for canines after receiving high quality massage  |     |  |     |   |     |  |     |  |
| 2. Understand the purpose of massage strategies for canines who are athletes. | <table border="1"> <tbody> <tr> <td>2.1</td> <td>Explain the massage strategies, including warming up and cooling down that are essential for preventing injuries</td> </tr> </tbody> </table>  | 2.1 | Explain the massage strategies, including warming up and cooling down that are essential for preventing injuries                             |     |   |     |  |     |  |
| 2.1   | Explain the massage strategies, including warming up and cooling down that are essential for preventing injuries  |     |  |     |   |     |  |     |  |

### Qualification Guidance

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|  | 2.2 | Explain the massage strategies essential for a canine when cooling down after competing |
|--|-----|---|

## Qualification Guidance

| <b>Physical and Behavioural Examination of a Canine</b>           |  |
|---|--|
| <b>Unit Reference</b>   | <b>F/650/9423</b>  |
| <b>Level</b>  | <b>3</b>   |
| <b>Credit Value</b>   | <b>6</b>   |
| <b>Guided Learning (GL)</b>                                       | <b>50</b>  |
| <b>Unit Summary</b>   | Learners will learn about the way dogs walk and how to evaluate their physical condition. They will also learn how to observe the posture of canines and assess the strength of their muscles.   |
| <b>Learning Outcomes (1 to 4)</b>                                 | <b>Assessment Criteria (1.1 to 4.5)</b>  |
| <b><i>The learner will</i></b>                                    | <b><i>The learner can</i></b>  |
| 1. Understand the importance and purpose of a canine examination. | 1.1 Explain the purpose of examining a canine and assessing their behaviour during the examination process<br><br>1.2 Explain five parts of examination that the masseuse must discuss during a canine examination<br><br>1.3 Analyse the comparison between safety measures and the risks when performing massage treatment |
| 2. Understand the manner of walking in a canine.                  | 2.1 Compare and contrast the usual and unusual stride style in a variety of canine breeds<br><br>2.2 Explain the stages of strides in a canine<br><br>2.3 Describe the language applied to note the various motions in canines   |

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|   | 2.4 | Contrast how the stride of a canine changes through their stages of life  |
| 3. Understand a canine stance.                  | 3.1 | Outline usual and unusual stances for a variety of canine breeds  |
|   | 3.2 | Explain how adjusting procedures impact a canine's stance   |
|   | 3.3 | Analyse how particular circumstances show familiar unusual stances in a canine  |
| 4. Understanding assessing muscles in a canine. | 4.1 | Categorise muscle malformation shown to a canine masseuse   |
|   | 4.2 | Explain how to examine the amount of muscles in a canine  |
|   | 4.3 | Outline kinaesthesia and the three categories of kinesthesia and where to locate the three categories of kinaesthesia in a canine |
|   | 4.4 | Explain the responsibilities of kinesthesia response during the activity  |
|   | 4.5 | Describe how to calculate kinesthesia   |

## Qualification Guidance

| <b>Frequent Nerve and Orthopaedic Conditions Introduced for Massage Therapy</b> |  |
|---|--|
| <b>Unit Reference</b>   | <b>H/650/9424</b>  |
| <b>Level</b>  | <b>3</b>   |
| <b>Credit Value</b>   | <b>6</b>   |
| <b>Guided Learning (GL)</b>   | <b>50</b>  |
| <b>Unit Summary</b>   | Learners will acknowledge the nervous system and orthopaedic circumstances recommended for massage therapy. Learners will acknowledge familiar medicinal conditions in canines shown for massage therapy. They will acknowledge how to control circumstances shown in massage therapy.                 |
| <b>Learning Outcomes (1 to 4)</b>   | <b>Assessment Criteria (1.1 to 4.4)</b>  |
| <b><i>The learner will</i></b>  | <b><i>The learner can</i></b>  |
| 1. Understand orthopaedic circumstances recommended for massage therapy.        | 1.1 Identify the familiar orthopaedic recommended for massage therapy<br>1.2 Recognise the short forms applied for familiar orthopaedic circumstances<br>1.3 Explain the indications of familiar orthopaedic circumstances<br>1.4 Explain surgical plan for accessible usual orthopaedic circumstances |
| 2. Understand the nervous system recommended for massage therapy.               | 2.1 Identify usual nerve conditions recommended for massage treatment<br>2.2 Outline the short forms applied for usual nerve conditions  |

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|  | 2.3 | Explain the indications of usual nerve conditions   |
|  | 2.4 | Explain surgical interferences accessible for usual nerve system conditions                         |
| 3. Understand familiar medical circumstances.                                  | 3.1 | Explain familiar medical circumstances that may appear on a referred canine massage appointment     |
|  | 3.2 | Describe how familiar medical circumstances are dealt with  |
|  | 3.3 | Outline how medical circumstances could impact canine massage therapy                               |
| 4. Understand how to deal with circumstances that occurred in massage therapy. | 4.1 | Describe how to develop a therapy plan for orthopaedic circumstances                                |
|  | 4.2 | Describe how to develop a therapy plan for the nervous conditions                                   |
|  | 4.3 | Describe when you might be required to alter a plan for a canine massage                            |
|  | 4.4 | Explain the significance of acknowledging various amount of conditions when operating as a masseuse |

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| <b>Methods for Healing Canine Tissue</b>                                 |   |
|--|---|
| <b>Unit Reference</b>  | <b>J/650/9425</b>   |
| <b>Level</b>   | <b>3</b>  |
| <b>Credit Value</b>  | <b>5</b>  |
| <b>Guided Learning (GL)</b>  | <b>40</b>   |
| <b>Unit Summary</b>  | Learners will acknowledge the recovery process and manage discomfort in association with massage therapy. Learners will acknowledge the appropriate amount of time for canine massage in association with massage therapy.  |
| <b>Learning Outcomes (1 to 3)</b>  | <b>Assessment Criteria (1.1 to 3.2)</b>   |
| <b><i>The learner will</i></b>   | <b><i>The learner can</i></b>   |
| 1. Understand the recovery process.                                      | 1.1 Explain the three types of methods of massage therapy to promote canine healing<br>1.2 Explain the massage methods applied for tissue repair in canines<br>1.3 Describe the impact tension has on repairing tissues<br>1.4 Evaluate the impact physical activity has on repairing tissues |
| 2. Understand procedures to manage pain associated with massage therapy. | 2.1 Describe the comparison between severe and persistent pain in canines and how this is presented<br>2.2 Describe the mental consequence pain would have on a canine<br>2.3 Describe the appropriate time to refer to multi-disciplinary team of professionals                              |

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|  | 2.4 | Examine sustainable adjustments that could support a canine and client management of pain   |
| 3. Understand the appropriate amount of time in association with healing canine tissues. | 3.1 | Describe the responsibilities of multi-disciplinary team professionals and tissue repair before conducting canine massage therapy |
|  | 3.2 | Describe the significance of healing tissues in association with performing massage therapy                                       |



## Qualification Guidance

| <b>The Application of Massage Techniques in Canines</b>                                  |  |
|--|--|
| <b>Unit Reference</b>  | <b>K/650/9426</b>  |
| <b>Level</b>   | <b>3</b>   |
| <b>Credit Value</b>  | <b>7</b>   |
| <b>Guided Learning (GL)</b>  | <b>60</b>  |
| <b>Unit Summary</b>  | Learners will gain the foundational principles of massage therapy, including body mechanics, canine positioning and use of equipment. Learners will gain knowledge on maintaining good record keeping and have an awareness of the ethical considerations related to canine massage.   |
| <b>Learning Outcomes (1 to 3)</b>  | <b>Assessment Criteria (1.1 to 3.3)</b>  |
| <b><i>The learner will</i></b>   | <b><i>The learner can</i></b>  |
| 1. Understand the various massage techniques for canines.                                | 1.1 Describe the different types of massage methods for canines.<br>1.2 Explain the physical and psychological benefits of each massage therapy treatment on the canine<br>1.3 Determine the appropriate massage technique for specific canine condition or need based on their symptoms<br>1.4 Evaluate the specific massage technique for a particular breed of canine with consideration to their breed, health, age and desired outcomes |
| 2. Understand the required documentation when providing canine massage therapy services. | 2.1 Evidence the necessary permissions required before executing any massage therapy treatment on a canine   |

### Qualification Guidance

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|  | 2.2 | Create a checklist of the key information required prior, during and after canine massage therapy with consideration to SOAP notes for clinical reasoning |
|  | 2.3 | Display professional client services with consideration to Data Protection legislation  |
| 3. Be able to accomplish therapy evidence. | 3.1 | Organise a therapy description for staff in a multidisciplinary team  |
|  | 3.2 | Create a massage therapy programme for a particular canine with an orthopaedic condition  |
|  | 3.3 | Create a massage therapy plan for anxious canines   |

## Qualification Guidance

| <b>The Study of Canine Anatomy</b>                    |   |
|---|---|
| <b>Unit Reference</b>                                 | <b>L/650/9427</b>   |
| <b>Level</b>  | <b>3</b>  |
| <b>Credit Value</b>                                   | <b>7</b>  |
| <b>Guided Learning (GL)</b>                           | <b>60</b>   |
| <b>Unit Summary</b>                                   | Learners will acknowledge the musculoskeletal and muscular systems. The learners will acknowledge ligaments in canines and the cardiovascular and nervous systems.  |
| <b>Learning Outcomes (1 to 5)</b>                     | <b>Assessment Criteria (1.1 to 5.4)</b>   |
| <b><i>The learner will</i></b>                        | <b><i>The learner can</i></b>   |
| 1. Understand the muscles in a canine.                | 1.1 Describe the structures and functions of muscle found in canines<br><br>1.2 Describe the major muscle groups in a canine's body<br><br>1.3 Explain how the muscles work together to enable movement and maintain posture in canines<br><br>1.4 Apply knowledge of canine muscles to assess common muscular injuries |
| 2. Understand the musculoskeletal system in a canine. | 2.1 Explain the area of the main skeletal groups in canines<br><br>2.2 Explain the qualities of soft and firm bones in canines<br><br>2.3 Explain the structure and features of various alternative bones in canines  |
| 3. Understand the main connecting tissues in canines. | 3.1 Explain the purpose of connecting tissues in canines  |

## Qualification Guidance

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|  | <p>3.2</p> <p>3.3</p> <p>3.4</p> <p>3.5</p> <p>3.6</p> | <p>Recognise the three fibre categories of connecting tissues in canines</p> <p>Recognise the alternative categories of connecting tissues</p> <p>Identify the area and structure of the bands of tissues in canines</p> <p>Explain the area, shape and purpose of the main ligaments in canines</p> <p>Explain the attributes and areas of the following: Cartilage and Fibrous Tissue</p> |
| <p>4. Understand the nervous system in a canine.</p>                       | <p>4.1</p> <p>4.2</p> <p>4.3</p> <p>4.4</p>            | <p>Explain the main nerve structure in a canine</p> <p>Explain the peripheral nerve structure in a canine</p> <p>Describe an involuntary neural movement</p> <p>Outline the main spinal nerves in a canine</p>  |
| <p>5. Understand the cardiovascular and accessory systems in a canine.</p> | <p>5.1</p> <p>5.2</p> <p>5.3</p> <p>5.4</p>            | <p>Explain the study and purpose of the heart organ in a canine</p> <p>Explain the design and purpose of alternative arteries in a canine</p> <p>Explain the main section of the ventilatory system</p> <p>Describe the design and purpose of the lymphoid system</p>   |

## Qualification Guidance

# 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.

### **Qualification Guidance**

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 Skills and Education Group Awards Qualifications' which can be downloaded from <https://skillsandeducationgroupawards.co.uk/for-centres/>

## **Certification**

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

Skills and Education Group Awards' policies and procedures are available on the website.

## **Exemptions**

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

## Qualification Guidance

# Glossary of Terms

### **GL (Guided Learning)**

GL 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?’

GL 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 formative assessment
- The learner is being observed as part of a formative assessment.

### **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 (GL) 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.