



## SEG Awards Level 3 Certificate in Small Animal Hydrotherapy

England – 610/4655/3

## 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 C9269-03.

Issue	Date	Details of change
1.0	September 2024	New Qualification Guide
2.0	November 2024	Update to the Health Status and First Aid Unit – generalising the unit and including the reference to 'dummy/live animals' in summary. No changes to the LOs or ACs.

### Qualification Guidance

2.1	March 2025	Added NARCH endorsement to qualification guide
2.2	November 2025	Added paragraph under Assessment heading to clarify the number of examples required when learners are asked to demonstrate various methods or techniques

This guide should be read in conjunction with the Indicative Content document **version 2.0** which is available on our secure website using the link above.

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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 Certificate in Small Animal Hydrotherapy has been designed for learners who already have experience of working with 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.

### Pre-requisites

This is for learners who already have experience of working with small animals and/or 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.

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 Certificate in Small Animal Hydrotherapy

Learners must achieve a minimum of 36 credits from the 11 mandatory units.

Unit	Unit Number	Level	Credit Value	GL
<b>Mandatory Group</b>				
Introduction to Small Animal Hydrotherapy	M/651/2810	3	3	25
Small Animal Anatomy and Physiology – Skeletal and Muscular	R/651/2811	3	4	35
Small Animal Anatomy and Physiology – Body Systems and Function	T/651/2812	3	4	35

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Common Small Animal Conditions	Y/651/2813	3	4	35
Small Animal Health Status and First Aid	A/651/2814	3	3	30
Small Animal Assessment Processes	F/651/2816	3	3	30
Practical Administration of Small Animal Hydrotherapy Treatment in the Pool	H/651/2817	3	4	35
Small Animal Behaviour for Clinical Practice	D/651/2815	3	2	25
Introduction to Aquatic Treadmill Practice	J/651/2818	3	4	30
Water Management	K/651/2819	3	3	30
Professional and Ethical Practice	R/651/2820	3	2	20
<b>Optional Group</b>				
Introduction to Hydrotherapy for Felines	T/651/2821	3	4	30
Understanding Small Animal Massage	L/650/9463	3	3	24

## Aim

The SEG Awards Level 3 Certificate in Small Animal Hydrotherapy 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.

## Target Group

The SEG Awards Level 3 Certificate in Small Animal Hydrotherapy is designed for those learners who are aged 18+. 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.

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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.

## Practical Hours Requirements

It is required for learners to complete 35 hours of practical training to obtain the skills required in small animal hydrotherapy. Learners will gain the required skills, knowledge and behaviours to work professionally in small animal hydrotherapy alongside formalising the capability of those already working in the field.

The below units require practical training hours to be completed:

- Practical Administration of Small Animal Hydrotherapy Treatment in the Pool - 20 hours
- Introduction to Aquatic Treadmill Practice - 10 hours
- Water Management - 5 hours

Skills and Education Group Awards have provided a Training Log template for all Learners to use to professionally log these training hours however, use of this log is not mandatory.

## Assessments

This qualification is to be completed by portfolio submission including physical demonstration on live animals throughout units, with clear evidencing linked to the relevant Assessment Criteria.

Unless stated otherwise, Skills and Education Group Awards require a minimum of three examples when learners are asked to demonstrate various methods or techniques. This requirement ensures that the learner shows a clear understanding of the assessment criteria.

Where physical demonstration is required, this needs to be observed and recorded by the tutor to support the overall qualification submission.

As detailed above, there is also a 35 hour requirement of practical hours, which need to be logged and submitted as part of the overall qualification submission.

## Resources

Skills and Education Group Awards provides the following additional resources for this qualification:

- Purpose Statement
- Learner Unit Achievement Checklist
- Indicative Content
- Case Studies
- Practical Hours Training Log
- Progression Routes Flow Chart



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### **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**

By obtaining this qualification, learners will have the necessary skills and knowledge to allow them the opportunity to potentially progress into employment within animal hydrotherapy.

This qualification goes hand in hand with a variety of Skills and Education Group Awards regulated qualifications within the Animal Care sector, supporting learners' knowledge and experience in animal hydrotherapy, which will support learners progress on to the following qualifications/areas:

- SEG Awards Level 4 Diploma in Canine Hydrotherapy

This qualification is a component of the membership requirements for professional bodies within the sector. Please see the 'Canine Hydrotherapy Trade Associations' section below.

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**

This specification and associated assessment materials are in English only.

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### Minimum Equipment Requirements

Minimum equipment requirements to deliver the Level 3 Certificate in Small Animal Hydrotherapy

- Aquatic Treadmill – required
- 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 small animals
- First Aid Kits – Small Animals
- First Aid Kits - Humans
- 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 canines
  - showering canines
- Fire Safety
  - door
  - signs
  - appropriate fire extinguisher(s)
- Student refreshment facilities – kettle, fridge, etc.
- Student toilet and showering facilities
- Teaching room with adequate seating and resources to deliver the qualification

### Endorsements and Recognition

This qualification is currently endorsed by the National Association of Registered Canine Hydrotherapists (NARCH) and meets the requirements for those wishing to join NARCH, upon successful completion of the qualification - please note, this endorsement is applicable for all approved Centres apart from Learn Direct, Animal Courses Direct and Stonebridge Associated Colleges Limited.

This qualification is also recognised by the Canine Hydrotherapy Association (CHA) for all approved Centres. CHA has recognised this qualification to be of a high standard, mapping to current sector standard requirements and legislations.

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 Guidance

# Qualification Summary

Qualification							
SEG Awards Level 3 Certificate in Small Animal Hydrotherapy – 610/4655/3							
<b>Qualification Purpose</b>	<p>This qualification will update and continue professional competence when working with small animals in a hydrotherapy setting. The qualification will allow learners to gain the required skills, knowledge and behaviours to work professionally in small animal hydrotherapy alongside formalising the capability of those already working in the field.</p> <p>The qualification meets legislation requirements ensuring that practitioners meet industry standards and conduct hydrotherapy in line with regulatory guidelines.</p> <p>With occupations increasing by 9% within Animal Care Services over the past three years, with a predicted continued increase of 3% in the next 3 years, there is a real need for this qualification within the sector.</p>						
<b>Age Range</b>	<b>Pre 16</b>		<b>16-18</b>		<b>18+</b>	✓	<b>19+</b> ✓
<b>Regulation</b>	The above qualification is regulated by: <ul style="list-style-type: none"> <li>Ofqual</li> </ul>						
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Portfolio of Evidence</li> <li>Practical Demonstration</li> </ul>						
<b>Type of Funding Available</b>	See FaLA (Find a Learning Aim)						
<b>Grading</b>	Pass/Fail To achieve a Pass, learners must complete all units as stated in the rule of combination (RoC)						
<b>Operational Start Date</b>	01/09/2024						
<b>Review Date</b>	01/09/2027						
<b>Operational End Date</b>							
<b>Certification End Date</b>							
<b>Guided Learning (GL)</b>	330 hours						
<b>Total Qualification Time (TQT)</b>	360 Hours						
<b>Credit Value</b>	36						

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<b>Skills and Education Group Awards Sector</b>	Landbased / Environmental
<b>Regulator Sector</b>	3.3 Animal Care and Veterinary Science
<b>Support from Trade Associations</b>	National Association of Registered Canine Hydrotherapists (NARCH)  Canine Hydrotherapy Association (CHA)

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### Mandatory Unit Details

<b>Introduction to Small Animal Hydrotherapy</b>	
<b>Unit Reference</b>	<b>M/651/2810</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning (GL)</b>	<b>25</b>
<b>Unit Summary</b>	<p>This unit provides Learners with an overview of small animal 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 always imperative that learners act within their area of professional competence and personal limitations.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
<b>Learning Outcomes (1 to 6)</b>	<b>Assessment Criteria (1.1 to 6.3)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Be able to understand what is meant by 'hydrotherapy'	1.1 Define 'hydrotherapy' 1.2 Explain the intended effects of hydrotherapy treatment
2. Be able to understand the properties of water which are utilised in hydrotherapy	2.1 Identify the properties of water 2.2 Explain how the properties of water benefit the patient in hydrotherapy treatments 2.3 Explain how the properties of water can have a detrimental effect on the hydrotherapist or patient

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3. Be able to understand 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 Describe how the hydrotherapist can utilise different facilities and equipment to administer hydrotherapy treatment</p> <p>3.4 Identify equipment that is inappropriate for use with small animals in the pool or UWTM</p>
4. Be able to understand the referral process	<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 referral framework for the hydrotherapist</p>
5. Be able to understand the main methods of small animal communication	<p>5.1 Evaluate the body language of small animals in different situations</p> <p>5.2 Identify positive small animal feedback signals the hydrotherapist may observe</p> <p>5.3 Identify negative small animal feedback signals the hydrotherapist may observe</p> <p>5.4 Describe the methods used by small animals to communicate</p>
6. Be able to understand ways to approach and handle small animals in a hydrotherapy setting	<p>6.1 Evaluate the importance of planning to work safely with small animals, including the need for PPE</p> <p>6.2 Explain safety checks required when working with small animals</p> <p>6.3 Identify situations where it would be beneficial for an owner to handle a small animal, rather than the hydrotherapist</p>

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# Small Animal Anatomy and Physiology – Skeletal and Muscular

<b>Unit Reference</b>	<b>R/651/2811</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>4</b>	
<b>Guided Learning (GL)</b>	<b>35</b>	
<b>Unit Summary</b>	<p>In this unit, Learners will explore the major elements of small animal structural anatomy essential for the hydrotherapist.</p> <p>To administer hydrotherapy treatment, it is vital that the hydrotherapist has a sound understanding of small animal structural anatomy and how the bones, muscles, tendons and ligaments work together to be able to link this to the individual treatment plan and effectively improve their knowledge of land-based movement and function.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>	
<b>Learning Outcomes (1 to 5)</b>	<b>Assessment Criteria (1.1 to 5.2)</b>	
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>	
1. Be able to use accurate veterinary terminology	1.1	Identify the anatomical directional terms
	1.2	Identify the correct anatomical and veterinary terms used to describe canine signalment
	1.3	Describe a minimum of six canine breeds with their signalment, body shape and head shape
2. Be able to understand small animal breeds commonly referred for hydrotherapy	2.1	Identify a minimum of six small animal breeds commonly referred for hydrotherapy treatment
	2.2	Identify small animal breeds who have respiratory challenges which need to be considered when treating with hydrotherapy
3. Be able to understand non-canine small	3.1	Identify other small animals which are rarely referred for hydrotherapy

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animals referred for hydrotherapy	3.2	Explain why canines are the most commonly referred animals and the reasons why felines are not referred
4. Be able to understand the anatomy of a small animals skeletal and muscular system	4.1	Identify the location of major bones and the division of a small animal skeleton
	4.2	Identify location of key ligaments
	4.3	Describe the shape and characteristics of bones
	4.4	Describe characteristics of compact bone and spongy bone
	4.5	Describe the three muscle types found within a small animal body and their shape and composition
	4.6	Identify the location of the major muscles and their tendons within a small animal
	4.7	Identify the different types of joints and their location within a small animal body
	4.8	Compare the characteristics of tendons and ligaments
5. Be able to understand the functions of a small animal skeletal and muscular system	5.1	Describe the functions of a small animal skeletal system
	5.2	Describe the functions of ligaments and tendons
	5.3	Describe the functions of different types of joints
	5.4	Explain the function of the motor unit
6. Be able to understand bony landmarks and major muscle groups	6.1	Identify the bony landmarks of a small animal and how they are palpated
	6.2	Identify the main muscle groups of a small animal and how they are palpated



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# Small Animal Anatomy and Physiology – Body Systems and Function

<b>Unit Reference</b>	<b>T/651/2812</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning (GL)</b>	<b>35</b>
<b>Unit Summary</b>	<p>In this unit, Learners will explore the major elements of small animal body systems which are essential for the hydrotherapist. To administer hydrotherapy treatment, it is vital that the hydrotherapist has a sound understanding of small animal systems to be able to take account of any clinical precautions in the plan for an individual and to be able to understand how the body systems function and enable movement.</p> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
<b>Learning Outcomes (1 to 6)</b>	<b>Assessment Criteria (1.1 to 6.4)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Be able to understand the systems within a small animal anatomy which enables the body to function	<p>1.1 Identify the different systems within the body which enables a small animal to breathe, sense touch, move and digest</p> <p>1.2 Explain which systems the hydrotherapist will seek to improve</p> <p>1.3 Describe how hydrotherapy can affect the systems of the body</p>
2. Be able to understand the components of a small animal nervous system and how they enable a small animal to move	<p>2.1 Define the central nervous system and peripheral nervous system</p> <p>2.2 Identify the key components of the proprioceptive system</p> <p>2.3 Identify major spinal nerves</p> <p>2.4 Identify how muscles are innervated by the major spinal nerves</p>

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	2.5	Describe the function of the proprioceptive system in relation to small animal movement
	2.6	Explain a simple reflex arc
	2.7	Explain the function of small animal reflexes
	2.8	Explain why the proprioceptive system is so important in hydrotherapy
3. Be able to understand the anatomy of a small animal cardiovascular system and how they enable the body to live	3.1	Outline the key structures of the cardiovascular system
	3.2	Outline the key functions of the cardiovascular system
4. Be able to understand the anatomy of a small animal respiratory system and how they enable the body to breathe	4.1	Outline the key structure of the respiratory system
	4.2	Outline the key functions of the respiratory system
	4.3	Explain why poor cardiovascular fitness limits hydrotherapy
5. Be able to understand the anatomy of a small animal digestive system and how the body processes food and water	5.1	Outline the key structure of the digestive system
	5.2	Outline the key functions of the digestive system
6. Be able to understand the physiology of a small animal muscular system and how the muscles support and power movement	6.1	Describe the process of muscle contraction
	6.2	Identify concentric and eccentric muscle contraction in relation to small animal movement
	6.3	Describe the key functions of the major muscles
	6.4	Explain the role of muscles in stance and movement

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### Common Small Animal Conditions

<b>Unit Reference</b>	<b>Y/651/2813</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>4</b>	
<b>Guided Learning (GL)</b>	<b>35</b>	
<b>Unit Summary</b>	<p>In this unit, Learners will explore how common small animal 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 small animal 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> <p>This unit is a knowledge-based unit, with no physical requirements.</p>	
<b>Learning Outcomes (1 to 9)</b>	<b>Assessment Criteria (1.1 to 9.3)</b>	
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>	
1. Be able to recognise common problems seen in popular small animal breeds	1.1	Identify common conditions for a minimum of six small animal breeds commonly referred for hydrotherapy treatment
	1.2	Explain the classifications of orthopaedic, neurological and medical conditions
2. Be able to understand common abbreviations used within hydrotherapy	2.1	Explain the term MDT and who may be members
	2.2	Explain the meaning of the following abbreviations commonly used by MDT members: <ul style="list-style-type: none"> <li>• Ax</li> <li>• Tx</li> </ul>

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		<ul style="list-style-type: none"> <li>• Hx</li> <li>• FL</li> <li>• HL</li> <li>• ROM</li> <li>• AROM</li> <li>• PROM</li> </ul>
3. Be able to understand common orthopaedic conditions	3.1  3.2  3.3  3.4  3.5	Identify a minimum of six common orthopaedic conditions commonly referred for hydrotherapy treatment  Describe the clinical signs of a minimum of six common orthopaedic conditions  Describe a minimum of three surgical techniques used to treat Cranial Cruciate Ligament rupture  Describe a minimum of three surgical techniques used to treat luxating patella  Describe a minimum of three surgical techniques used to treat dysplastic hips or elbows
4. Be able to understand common neurological conditions	4.1  4.2	Identify a minimum of four common neurological conditions commonly referred for hydrotherapy treatment  Describe the clinical signs of a minimum of four common neurological conditions
5. Be able to recognise the signs of common small animal medical conditions	5.1  5.2	Identify a minimum of four common small animal medical conditions  Describe the clinical signs of four common small animal medical conditions
6. Be able to understand how to manage patients with common small animal conditions	6.1  6.2	Identify factors that should be considered for a minimum of three common orthopaedic conditions  Explain how to manage a hydrotherapy programme for a minimum of three small animal

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		patients with common orthopaedic conditions
	6.3	Identify factors that should be considered for a minimum of three common neurological conditions
	6.4	Explain how to manage a hydrotherapy programme for a minimum of three small animal patients with common neurological conditions
	6.5	Identify factors that should be considered for a minimum of three common medical conditions
	6.6	Explain how to manage a hydrotherapy programme for a minimum of three small animal patients with common medical conditions
	6.7	Explain the importance of devising case specific hydrotherapy programmes for small animal patients
7. Be able to understand the role and fitness needs of a small animal athlete	7.1	Identify a minimum of three small animal athletic roles
	7.2	Explain the importance of the fitness needs of an athletic small animal
8. Be able to understand the difference between a routine and complex small animal case	8.1	Define a routine small animal case
	8.2	Define a complex small animal case
	8.3	Describe the needs and risks of a routine small animal case
	8.4	Describe the needs and risks of a complex small animal case
9. Be able to understand the precautions and contraindications for safe hydrotherapy practice	9.1	Explain the difference between a precaution and contraindication
	9.2	Identify six precautions for hydrotherapy treatment

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	9.3	Identify six contraindications for hydrotherapy treatment
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<b>Small Animal Health Status and First Aid</b>		
<b>Unit Reference</b>	<b>A/651/2814</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>3</b>	
<b>Guided Learning (GL)</b>	<b>30</b>	
<b>Unit Summary</b>	<p>In this unit, Learners will understand the importance of maintaining the health and welfare for each small animal patient in their care.</p> <p>Learners will be able to undertake health checks essential for safe practice.</p> <p>Learners will be able to recognise and manage a variety of small animal first aid emergencies.</p> <p>It is always imperative that learners act within their area of professional competence and personal limitations.</p> <p>This is a knowledge and skill-based unit, requiring some physical demonstrations on dummy/live animals.</p>	
<b>Learning Outcomes (1 to 5)</b>	<b>Assessment Criteria (1.1 to 5.2)</b>	
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>	
1. Be able to understand key principles of small animal first aid	1.1	Identify the three aims of first aid
	1.2	Identify the four rules of first aid
	1.3	Explain the current legal and ethical restrictions and limitations that would affect the response in an emergency
2. Be able to categorise small animal emergencies	2.1	Identify three life threatening small animal emergencies
	2.2	Describe the clinical signs of three life threatening small animal emergencies
	2.3	Identify three small animal emergencies requiring immediate action

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	2.4	Describe the clinical signs of three small animal emergencies requiring immediate action
	2.5	Identify three minor small animal emergencies
	2.6	Describe the clinical signs of three minor small animal emergencies
3. Be able to recognise and manage small animal emergency situations	3.1	Describe the differences between death, unconsciousness and collapse in a small animal patient
	3.2	Describe the clinical signs and management of a small animal patient suffering from shock
	3.3	Describe the clinical signs and management of different types of haemorrhage in a small animal patient
	3.4	Describe the clinical signs and management of a small animal patient in respiratory distress
	3.5	Describe the clinical signs and management of water intoxication, drowning and secondary drowning in the small animal patient
	3.6	Describe the clinical signs and management of a small animal patient experiencing a seizure
4. Be able to apply first aid in small animal emergency situations	4.1	Justify the resuscitation procedure appropriate for a specified small animal emergency situation
	4.2	Demonstrate the resuscitation procedure appropriate for a specified small animal emergency situation
	4.3	Demonstrate at least two bandaging techniques appropriate for specified small animal emergency situations



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5. Be able to understand how health checks monitor and evaluate a small animal patients' health status	5.1	Describe what is considered as a healthy small animal, suitable for a health care practice
	5.2	Identify a range of health checks appropriate for a health care practice

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### Small Animal Assessment Processes

<b>Unit Reference</b>	<b>F/651/2816</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning (GL)</b>	<b>30</b>
<b>Unit Summary</b>	<p>It is a legal requirement for hydrotherapists to have a current referral for each small animal from a registered veterinary surgeon (RVS).</p> <p>Hydrotherapists need to be able to assess risk effectively, to include evaluating the small animal 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 always imperative that learners act within their area of professional competence and personal limitations.</p> <p>This is a knowledge and skill-based unit, requiring some physical demonstrations.</p>
<b>Learning Outcomes (1 to 9)</b>	<b>Assessment Criteria (1.1 to 9.1)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Be able to understand the referral information for a small animal patient	<p>1.1 Explain the significance of information provided by the referring Registered Veterinary Surgeon (RVS) for a minimum of three specified cases</p> <p>1.2 Explain the referral process, including the type of information needed for hydrotherapy treatment:</p> <ul style="list-style-type: none"> <li>• Medical</li> <li>• Neurological</li> <li>• Orthopaedic</li> </ul>
2. Be able to understand the information provided by	2.1 Interpret information that members of a multidisciplinary team (MDT)

### Qualification Guidance

those involved with a small animal patient	2.2	Explain the significance of information provided by owners relating to their small animal for three specified cases
3. Be able to understand how to effectively communicate with a small animal patient in the hydrotherapy setting	3.1	Identify the key elements for effective communication with the small animal patient
	3.2	Describe therapeutic communication skills required to achieve a valid and reliable assessment
4. Be able to understand small animal functional movement patterns	4.1	Identify the different small animal functional movement patterns required for daily activities
	4.2	Explain how behaviour and movement may impact on gait in a hydrotherapy setting
5. Be able to understand normal and abnormal small animal gait patterns	5.1	Describe normal gait patterns
	5.2	Define lameness
	5.3	Identify abnormal small animal gait patterns
	5.4	Explain how abnormal gait patterns impact on the efficiency of small animal movement and function
6. Be able to understand the limitations of small animal gait assessment	6.1	Identify different methods to assess small animal gait
	6.2	Know the veterinary terminology associated with gait
	6.3	Explain the limitations of small animal gait assessment
	6.4	Perform a simple gait analysis for all case studies in stance and walk
7. Be able to undertake a small animal physical assessment	7.1	Demonstrate the use of palpation in a basic physical assessment

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	7.2	Demonstrate a physical assessment for basic ROM
	7.3	Demonstrate a physical assessment for basic proprioception deficit
8. Be able to devise individual small animal hydrotherapy treatment plans	8.1	Devise a problem list for each specified case
	8.2	Plan the short-term and long-term goal planning for each specified case
9. Be able to effectively risk assess in the hydrotherapy setting	9.1	Demonstrate how to undertake the two different risk assessment methods for safe hydrotherapy practice

## Qualification Guidance

# Practical Administration of Small Animal Hydrotherapy Treatment in the Pool

<b>Unit Reference</b>	<b>H/651/2817</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning (GL)</b>	<b>35</b>
<b>Unit Summary</b>	<p>In this unit, learners are required to prepare the environment and small animal patients for hydrotherapy. Learners will need to demonstrate how to manage a small animal during a hydrotherapy session in the pool to include effective administration of treatment techniques, monitoring and therapeutic interaction for each small animal 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 in the pool. It is imperative that learners act within their professional scope of practice. Learners should not engage in any manipulation techniques unless qualified to do so.</p> <p>This is a knowledge and skill-based unit, requiring some physical demonstrations and 20 hours external practical hours to be completed.</p>
<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. Be able to prepare the environment and small animal patient for hydrotherapy treatment	<p>1.1 Demonstrate appropriate interaction with a small animal patient and owner for the specified cases</p> <p>1.2 Demonstrate appropriate preparation and familiarisation with the environment and equipment for the specified cases</p> <p>1.3 Demonstrate appropriate pre-hydrotherapy showering, appropriate</p>

### Qualification Guidance

		selection and fitting of hydrotherapy aids for the specified cases
2. Be able to monitor the health status and perform health checks on small animal patients	2.1	Demonstrate appropriate health checks on the specified cases
	2.2	Provide an example of when the possible benefits of hydrotherapy would be outweighed by the possible risks
3. Be able to safely manage and perform small animal hydrotherapy treatment	3.1	Conduct hydrotherapy treatment for three specified cases in the pool
	3.2	Demonstrate safe entry and exit techniques for three specified cases in the pool
	3.3	Demonstrate techniques during hydrotherapy treatment for three specified cases in the pool
	3.4	Demonstrate post hydrotherapy showering, removal of hydrotherapy aids and drying techniques for three specified cases after treatment in the pool
	3.5	Demonstrate safe and appropriate return of a small animal patient into their own restraints for three specified cases
	3.6	Explain why excessive restraint and/or discipline should never be used and the potential long term impacts these actions could have on a patient
	3.7	Describe appropriate advice and aftercare following hydrotherapy treatment for three specified cases
	3.8	Evaluate the appropriate treatment techniques to meet the set goals for three specified cases
4. Be able to position and motivate a small animal to enhance their treatment	4.1	Demonstrate ways to motivate a small animal to turn in different directions in the pool

### Qualification Guidance

	4.2	Demonstrate ways to move to the front and back of an animal safely, without causing distress
	4.3	Demonstrate ways to use touch to stimulate animals to move limbs in the water
	4.4	Show a change of body positioning in the following scenarios: <ul style="list-style-type: none"> <li>• Three examples in the pool</li> <li>• Three examples on the treadmill</li> </ul>
	4.5	Demonstrate where to appropriately stand and place hands in relation to a small animal in the pool
5. Be able to provide appropriate documentation for small animal hydrotherapy treatment	5.1	Appraise a small animal patient information prior to administering the hydrotherapy treatment for the specified cases
	5.2	Complete appropriate record keeping and treatment notes including clinical reasoning for the specified cases
	5.3	Reflect on the outcomes measured in hydrotherapy treatment for the specified cases
	5.4	Produce one report for the referring registered veterinary surgeon for one of the pool cases

## Qualification Guidance

<b>Small Animal Behaviour for Clinical Practice</b>	
<b>Unit Reference</b>	<b>D/651/2815</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning (GL)</b>	<b>25</b>
<b>Unit Summary</b>	<p>In this unit, Learners will explore the importance of understanding small animal behaviours in context of the hydrotherapy setting. By developing effective communication skills with the small animal in a therapeutic setting, the hydrotherapist will develop skills to address the mismatch of communication skill differences between humans and small animals 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 always imperative that 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> <p>This unit is a knowledge-based unit, with no physical requirements.</p>
<b>Learning Outcomes (1 to 5)</b>	<b>Assessment Criteria (1.1 to 5.5)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Be able to understand small animal behaviour in the hydrotherapy setting	1.1 Identify a range of small animal behaviour patterns that the hydrotherapist may observe  1.2 Describe the impact small animal behaviours may have during hydrotherapy treatment  1.3 Explain why training behaviour patterns are an essential part of hydrotherapy treatment
2. Be able to know how a hydrotherapy centre	2.1 Identify examples of clinic enrichment that may be used to



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provides optimal clinic enrichment	2.2	benefit the small animal hydrotherapy patient  Describe how clinic enrichment can contribute to safe hydrotherapy practice
3. Be able to know how to manage small animal behaviours	3.1  3.2  3.3	Explain the complex interactions between a small animal patient, the owner, the hydrotherapist and the clinic environment  Describe a range of solutions to positively manage small animal behaviours  Evaluate methods to manage small animal behaviours
4. Be able to understand the importance of owner and small animal relationship and interactions	4.1  4.2  4.3  4.4	Explain the term separation anxiety and the impacts this can have on a small animal  Outline scenarios where separating a small animal from its owner can have a positive impact  Outline scenarios where separating a small animal from its owner can have a negative impact  Identify three approaches a hydrotherapist could take when separating a small animal from its owner to reduce welfare issues from arising
5. Be able to recognise welfare and pain through small animal behaviour	5.1  5.2  5.3	List five behaviours a small animal could display to warrant additional support  Identify examples of small animal behaviour limitations  Identify when stopping the practice would be the most appropriate outcome for both the small animal and professionals involved

### Qualification Guidance

	5.4	Outline signs of a small animal shutting down and what this means for their welfare
	5.5	Explain how to differentiate when a small animal is over its threshold and what signs they will display to evidence this

## Qualification Guidance

# Introduction to Aquatic Treadmill Practice

<b>Unit Reference</b>	<b>J/651/2818</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>	<p>In this unit, Learners will understand how to safely use an aquatic treadmill for small animal hydrotherapy. Learners will use the basics of small animal gait analysis before, during and after a hydrotherapy session. This unit will also include the learner administering treatment techniques, monitoring, evaluation, and therapeutic interaction for each small animal as appropriate. Learners will also consider the importance of appropriate aftercare in relation to advice to the owner. It is always imperative that learners act within their professional scope of practice. Learners should not engage in any manipulation techniques unless qualified to do so. Note: Preparation and after care of the small animal for a hydrotherapy treatment session is assessed in the pool unit.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations and 10 hours external practical hours to be completed.</p>	
<b>Learning Outcomes (1 to 6)</b>	<b>Assessment Criteria (1.1 to 6.5)</b>	
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>	
1. Be able to understand the features, process, operating and maintaining an aquatic treadmill	1.1	Identify features and correct positioning of an aquatic treadmill
	1.2	Explain how to safely operate an aquatic treadmill
	1.3	Explain the routine maintenance of an aquatic treadmill
	1.4	Identify four benefits and four risks of using an underwater treadmill

### Qualification Guidance

2. Be able to understand small animal gait patterns on an aquatic treadmill	2.1  2.2  2.3	Identify the normal gait patterns you will clearly observe on an aquatic treadmill  Explain the phases of gait in walk  Explain the role of the proprioceptive system in small animal gait patterns
3. Be able to understand the different effects that can be achieved with an aquatic treadmill	3.1  3.2  3.3  3.4	Describe how water level changes may impact a small animal patient when using an aquatic treadmill  Describe how changes in speed may impact on a small animal patient when using an aquatic treadmill  Describe the effects that the duration of time spent on an aquatic treadmill can have on a small animal patient  Describe how the combined below factors can have an effect on the gait and joints of a small animal patient: <ul style="list-style-type: none"> <li>• Water level</li> <li>• Treadmill speed</li> <li>• Time duration spent on an aquatic treadmill</li> </ul>
4. Be able to understand the suitability of a small animal patient for treadmill hydrotherapy	4.1  4.2	Identify conditions that are suitable and those that are contraindicated for an aquatic treadmill  Demonstrate how to prepare and familiarise the small animal patient when using an aquatic treadmill
5. Be able to prepare the environment and small animal patient for hydrotherapy treatment in an UWTM	5.1  5.2  5.3	Demonstrate how to interact with a small animal patient and owner for the specified cases  Demonstrate how to prepare and familiarise the small animal patient with the environment and equipment for the specified cases  Demonstrate how to pre-hydrotherapy shower a small animal patient, select and fit hydrotherapy aids for the specified cases

### Qualification Guidance

6. Be able to safely manage and perform effective small animal hydrotherapy treatment using an aquatic treadmill	6.1	Conduct a hydrotherapy treadmill treatment session for three specified cases
	6.2	Demonstrate safe and appropriate entry and exit techniques for three specified cases on the aquatic treadmill
	6.3	Demonstrate how to select correct water height, speed and duration for the small animal patient depending on target area
	6.4	Demonstrate correct hand placement on the small animal patient depending on target area
	6.5	Demonstrate how to monitor the small animal patient on the aquatic treadmill

## Qualification Guidance

### Water Management

<b>Unit Reference</b>	<b>K/651/2819</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning (GL)</b>	<b>30</b>
<b>Unit Summary</b>	<p>In this unit, Learners will understand the importance of safe and effective water management for small animal 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 always imperative that learners act within current health and safety legislation and work within their professional scope of practice and understand their limitations. It is expected that learners will undertake the practical elements of this unit under the supervision of an appropriately qualified professional.</p> <p>This is a knowledge and skill-based unit, requiring some physical demonstrations and 5 hours external practical hours to be completed.</p>
<b>Learning Outcomes (1 to 5)</b>	<b>Assessment Criteria (1.1 to 5.5)</b>
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>
1. Be able to understand the importance of responsible water management	<div>1.1 Explain legal and professional responsibilities to correctly manage water</div> <div>1.2 Explain the importance of safe and effective water management</div> <div>1.3 Explain the difference between clear and clean water, including the purpose of in house and external testing</div>

### Qualification Guidance

2. Be able to understand how to maintain and use plant and equipment	2.1     2.2     2.3     2.4     2.5	Explain how to perform a back wash and the importance of keeping the medium clean  Explain what a flocculant and clarifier are along with their purpose  Explain various methods of maintaining a skimmer pool  Outline the process to follow when preparing water for use  Outline the process to follow when closing the pool in order to keep it clean ready for the next use
3. Be able to understand how to manage chemicals used for water treatment	3.1     3.2     3.3     3.4     3.5     3.6	Identify commonly used chemicals in water treatment  Explain the purpose of commonly used chemicals  Describe the specific risks when using commonly used chemicals for water treatment  Describe appropriate precautions when using commonly used chemicals for water treatment  Identify, from the datasheet, which chemicals: <ul style="list-style-type: none"> <li>are incompatible</li> <li>impact on safe hydrotherapy</li> </ul> Explain the protocols on how to safely store chemicals before, after and during use
4. Be able to understand the importance of water testing	4.1   4.2   4.3	Explain the different parameters in-house water testing is used for  Compare and contrast three methods used to test water  Identify how frequently water tests need to be performed

### Qualification Guidance

	4.4	Explain why water testing is essential for safe and effective hydrotherapy practice
5. Be able to complete the water testing process	5.1	Conduct two in-house water tests using different methods
	5.2	Interpret in-house results tests and their implications
	5.3	Describe strategies and actions necessary to manage and balance water after results are taken from in-house water tests
	5.4	Interpret a range of results from external water tests including what action needs to be taken
	5.5	Explain the Pool Water Treatment Advisory Group (PWTAG) guidance when a pool is required to be closed due to water test results



## Qualification Guidance

### Professional and Ethical Practice

<b>Unit Reference</b>	<b>R/651/2820</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>2</b>	
<b>Guided Learning (GL)</b>	<b>20</b>	
<b>Unit Summary</b>	<p>In this unit, Learners will explore the importance of professional, ethical and legal responsibilities for their hydrotherapy practice. An effective multidisciplinary team approach to optimise safe hydrotherapy practice is a part of this commitment. Learners are also required to commit to their own continuing professional development as part of their career journey.</p> <p>This unit is a knowledge and skill-based unit, requiring some physical demonstrations.</p>	
<b>Learning Outcomes (1 to 7)</b>	<b>Assessment Criteria (1.1 to 7.4)</b>	
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>	
1. Be able to understand the importance of ethical responsibility, professional behaviours and duty of care	1.1	Define ethical responsibilities relating to hydrotherapy
	1.2	Define professional behaviour relating to hydrotherapy
	1.3	Explain the importance of maintaining good working relationships with colleagues
	1.4	Define duty of care to both the client and patient
	1.5	Define working within your 'scope of practice'
	1.6	Explain the importance of responding promptly and professionally to client complaints
2. Be able to understand the need for reflective practice	2.1	Define reflection as an essential part of everyday professional practice

### Qualification Guidance

	2.2	Define continuous professional development
	2.3	Explain how reflection on learning and professional practice informs a continuous professional development plan
	2.4	Describe the importance of the commitment to annual CPD requirements
3. Be able to understand the role of the hydrotherapist in a multidisciplinary team	3.1	Identify who may be included within a multidisciplinary team
	3.2	Describe how the multidisciplinary team can work effectively
	3.3	Describe the characteristics of three different types of treatment which may be offered to small animal patients alongside hydrotherapy
	3.4	Evaluate the multidisciplinary team impact approach on three specified cases
4. Be able to understand the welfare needs of a small animal patient and how it impacts on health and safety	4.1	Explain how the welfare needs of a small animal influences clinical decisions for treatment and handling
	4.2	Describe the health and safety implications of treating a nervous small animal
	4.3	Describe the health and safety implications of treating a dangerous or reactive small animal
5. Be able to understand the welfare needs of the client and how client relationships affect repeat attendance at appointments	5.1	Describe the importance of good communication with a new client to manage expectations of the first hydrotherapy session
	5.2	Discuss the advantages and disadvantages of having the client present during a treatment session

### Qualification Guidance

	5.3	Describe in what circumstances you might refuse further hydrotherapy treatment
6. Be able to understand the professional responsibilities of the hydrotherapist in end-of-life care for the small animal patient and client	6.1	Define end-of-life care
	6.2	Explain the role of the therapist as a patient reaches end-of-life care
	6.3	Explain anticipatory grief
	6.4	Explain the role of the therapist for the client as a patient reaches end-of-life care
7. Be able to understand the impacts of legislation and regulations on a hydrotherapist	7.1	Describe the current Acts relevant to Hydrotherapy and how they impact on a hydrotherapist
	7.2	Explain how current health and safety legislation and regulation impacts upon the activities of hydrotherapy practice
	7.3	Explain the two essential methods of risk assessment for safe hydrotherapy practice
	7.4	Complete a written risk assessment and describe a dynamic risk assessment made during one of the case studies

## Qualification Guidance

### Optional Unit Details

<b>Introduction to Hydrotherapy for Felines</b>		
<b>Unit Reference</b>	<b>T/651/2821</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>	<p>The purpose of this unit is to be an introduction to hydrotherapy with felines. Learners should acquire the basic knowledge and understanding of felines to be able to prepare and undertake safe hydrotherapy sessions with felines; along with an insight into feline behaviour which allows for the safe treatment of felines.</p> <p>This optional unit is knowledge and skill-based unit, requiring some physical demonstrations.</p>	
<b>Learning Outcomes (1 to 4)</b>	<b>Assessment Criteria (1.1 to 4.2)</b>	
<b><i>The learner will</i></b>	<b><i>The learner can</i></b>	
1. Be able to understand the clinical enrichment and environmental changes required to prepare a hydrotherapy environment for felines	1.1	Identify environmental changes required in a hydrotherapy centre to minimise the stress to a feline in being introduced to hydrotherapy
	1.2	Explain the equipment requirements and why they are necessary
	1.3	Describe the different ways in which a feline might be introduced to a hydrotherapy environment
	1.4	Describe strategies for integrating the treatment of felines into a hydrotherapy centre
2. Be able to understand the basic differences with a feline compared to a canine patient	2.1	Identify six precautions for hydrotherapy treatments for a feline patient
	2.2	Identify six contraindications for a feline patient

### Qualification Guidance

	2.3	Describe the different motivational factors for encouraging and handling a feline
	2.4	Explain why the owner may not know how much exercise their feline has and how this affects the plan for a treatment session
3. Be able to undertake practical hydrotherapy treatments for felines	3.1	Prepare a clinically reasoned plan for hydrotherapy treatment for a patient
	3.2	Prepare a feline for hydrotherapy treatment
	3.3	Demonstrate safe handling and restraint techniques for a feline patient
	3.4	Undertake a hydrotherapy session for a feline and record your findings
	3.5	Describe how to safely care for a feline after a hydrotherapy session
	3.6	Explain what after care advice and feedback should be given from a hydrotherapy treatment session to the owner
	3.7	Reflect upon the hydrotherapy session for a feline patient
4. Be able to understand the limitations on feline hydrotherapy practice	4.1	Identify reasons why an owner or vet may consider hydrotherapy not suitable for a feline
	4.2	Discuss why an owner may find it difficult to follow a rehabilitation plan for a feline patient

## Qualification Guidance

# Understanding Small Animal Massage

<b>Unit Reference</b>	<b>L/650/9463</b>	
<b>Level</b>	<b>3</b>	
<b>Credit Value</b>	<b>3</b>	
<b>Guided Learning (GL)</b>	<b>24</b>	
<b>Unit Summary</b>	<p>Learners will explore the advantages of performing massage on small animals, along with the techniques involved in the process. Learners will gain an insight into the positive effects of massage on typical injuries in small animals. Additionally, students will acquire knowledge about the diverse approaches to small animal massage.</p> <p>This optional unit is a knowledge-based unit, with no physical requirements.</p>	
<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. Be able to understand the benefits and impacts of small animal massage	1.1	Describe the benefits and impact of small animal massage for common conditions and injuries
	1.2	Explain the benefits of small animal massage for common injuries
	1.3	Describe common injuries and conditions where massage may be appropriate
2. Be able to understand different massage techniques used for small animals	2.1	Explain different small animal massage techniques
	2.2	Evaluate contraindications for small animal massage
	2.3	Explain the suitability of small animals for massage therapy
3. Be able to understand alternative forms of massage used for small animals	3.1	Describe alternative types of massage available and when they would be of most use

### Qualification Guidance

	3.2	Compare alternative massage therapy techniques used for small animals
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## 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.