



**iPET Network**  
**Level 6 Diploma in Principles**  
**of Advanced Equine**  
**Hydrotherapy**  
**Qualification Number - 610/4999/2**  
**Qualification Specification**



## **iPET Network**

**LED BY INDUSTRY EXPERTS.**

**DRIVEN BY PASSION.**

**BOUND BY ANIMALS.**

**GUIDED BY CANDIDATES.**

**UNITED BY iPET NETWORK.**

### **Our Mission**

#### **EDUCATION FOR PEOPLE, FOR PETS, FOR THE FUTURE**

**To be the Awarding Organisation of choice for Training Providers, Employers and Learners in the Animal Care and Veterinary Science Sector.**

We demand the highest standard of practice to ensure our suite of qualifications work: they work for pets who deserve the best care; they work for learners giving valuable skills, and they work for Training Providers with strong market appeal.

#### **Leading the way:**

iPET Network is an Awarding Organisation regulated by Ofqual, CCEA Regulation and Qualifications Wales, specialising in qualifications in the Animal Care and Veterinary Science sector. iPET Network is a sector-specific Awarding Organisation and are constantly developing innovative animal care and veterinary science qualifications in the industry. We are unique in our approach to development, design and awarding of qualifications through the range of services and support we offer. Additionally, iPET Network is an End-point Assessment Awarding Organisation (EPAO) for English Apprenticeship standards and offers Professional Development Recognition (PDR) of unregulated educational courses.

Our approved Training Providers have exclusive access to our portfolio of qualifications, courses, learning materials and assessment strategies. We offer an inclusive opportunity to join a diverse network of forward-thinking professionals across the UK, Ireland, Europe and internationally.

#### **We do the hard work for you – fast, flexible and straightforward:**

We have developed robust systems at the forefront of technology that include extensive resources, quality learning materials and varied assessment methods. Our centralised platform makes it simple for Training Providers and their teams to deliver, manage, mark and quality assure all in one place. We provide access to training and updates through standardisation to uphold modern best practice.

Organisations of many different types, who want to deliver education, can join iPET Network, taking advantage of becoming a direct approved Training Provider. With transparent fees and packages to suit every size of organisation from sole traders to limited companies, colleges and large employers.

#### **An exciting and supportive community:**

We practice what we preach - the iPET Network team has extensive experience and knowledge of working in the animal care, veterinary science and education sector. We provide support, advice and Continual Professional Development to help Training Providers offer the best standard of education and to inspire the future generation of the industry. We believe in removing learning barriers and working with Candidates of all abilities to help them reach their full potential.

## Contents

<b>1. About This Qualification .....</b>	<b>4</b>
Objectives of the Qualification .....	5
Guided Learning Hours (GLH) .....	6
Total Qualification Time (TQT).....	6
Qualification Delivery Requirements .....	7
<b>2. Candidate Requirements .....</b>	<b>7</b>
Entry Requirements .....	7
Reasonable Adjustment and Special Considerations .....	7
<b>3. Recognition of Prior Learning (RPL) .....</b>	<b>8</b>
<b>4. Induction .....</b>	<b>8</b>
<b>5. Achieving the Qualification .....</b>	<b>9</b>
Credits.....	9
Unit Achievement .....	9
Recording Achievement.....	9
Authentication of the Candidate’s Work .....	9
Duration of Registration .....	9
<b>6. Qualification Structure .....</b>	<b>10</b>
Units.....	10
Level Descriptor .....	10
<b>7. Assessment .....</b>	<b>11</b>
Assessment Method .....	12
Specimen Assessment Materials .....	12
Marking.....	12
Qualification Grading.....	12
Appeals... ..	12
What Constitutes a Fail?.....	12
<b>8. Qualification Unit Breakdown .....</b>	<b>13</b>
<b>11. Suggested Learning Resources .....</b>	<b>34</b>
<b>12. Supporting Documents and General .....</b>	<b>35</b>
<b>Appendix A Requirements for Training Provider Roles .....</b>	<b>37</b>

## 1. About This Qualification

The **iPET Network Level 6 Diploma in Principles of Advanced Equine Hydrotherapy** serves as a structured pathway for individuals seeking to deepen their understanding of equine hydrotherapy theory. Whether aspiring professionals looking to enhance their knowledge or seasoned practitioners aiming to refine their understanding, this qualification caters to diverse backgrounds within the equine therapy domain. The qualification allows Candidates to separate the theoretical aspects from practical application, providing flexibility in academic progression.

Designed with a focus on meeting the evolving needs of the industry, this diploma is particularly tailored for individuals already proficient in working with sport horses and those engaged in the performance, therapy, or veterinary sectors. By aligning with recent advancements in equine therapy, the qualification ensures practitioners' knowledge remains up to date and at the forefront of the field.

One notable advantage of this diploma is its appeal to veterinary musculoskeletal (MSK) practitioners seeking formal recognition through regulation. Integrating seamlessly into their practice, the diploma enhances underpinning clinical theory, through evidence-based learning and considers the wider professional and industry landscape.

The comprehensive curriculum provides detailed theoretical knowledge, the qualification aims to elevate standards in equine clinical hydrotherapy, enabling candidates to gain a deeper understanding into an advancing industry.

Upon successful completion of the iPET Network Level 6 Diploma in Principles of Advanced Equine Hydrotherapy Candidates may wish to complete the iPET Network Level 6 Diploma in Applied Advanced Equine Hydrotherapy, gaining the opportunity to obtain membership to the Institute of Registered Veterinary and Animal Physiotherapists (IRVAP) – Institute of Equine Hydrotherapists (IEH). This affiliation further solidifies their commitment to excellence in providing clinical hydrotherapy as an integral component of comprehensive equine healthcare plans, fostering continuous professional development, and promoting best practices within the industry.

### **Institute of Registered Veterinary Animal Physiotherapist (IRVAP)**

The iPET Network Level 6 Diploma in Principles of Advanced Equine Hydrotherapy proudly holds endorsement from the established Institute of Registered Veterinary and Animal Physiotherapists (IRVAP). Within IRVAP, the Institute of Equine Hydrotherapists (IEH) operates as a distinguished subgroup. The IEH diligently establishes and upholds standards of professionalism and clinical excellence within the realm of therapeutic equine hydrotherapy. Attainment of this qualification significantly contributes towards meeting the membership criteria set forth by the IEH. It supports both its members and those working within this sector by providing guidelines, free CPD and resources and fosters a proactive forum for discussion and networking.

Furthermore, this new qualification has been strategically designed to cultivate excellence in practice, aligning closely with the mission of both the IEH and IRVAP. By emphasising rigorous training and adherence to best practices, this qualification ensures that practitioners are well-equipped to meet the evolving needs of equine athletes and contribute positively and professionally to the field of equine hydrotherapy.

We recommend that Learners who consider IRVAP membership a key factor in qualification attainment seek further clarification directly. As policies may change over time, please refer to the official IRVAP website for the most current information.

### **Register of Animal Musculoskeletal Practitioners (RAMP)**

The Register of Animal Musculoskeletal Practitioners (RAMP) is a voluntary industry regulatory body for the professions of Physiotherapy, Chiropractic and Osteopathy. To reach RAMP academic entry criteria practitioners must complete 360 credits in relevant topics in one of the three professions at RQF Level 4 and above, with 120 credits successfully assessed at RQF Level 6 or above. Within these credits, 1000 hours of practical education needs to be evidenced.

RAMP would welcome applications from any provider as a potential recognised education provider (REP). If RAMP recognition was achieved graduates could use either some or all of the credits to combine with other relevant academic achievements to support RAMP entry criteria.

We recommend that Learners who consider RAMP membership a key factor in qualification attainment seek further clarification directly. As policies may change over time, please refer to the official RAMP website for the most current information.

### **Objectives of the Qualification**

This qualification has been designed to enable Candidates to:

- Develop clinical reasoning and critical thinking skills.
- Explain the importance of professional development and working within their scope of practice.
- Critically appraise the legal, ethical, and professional standards, obligations, and accountability required of a professional.
- Discuss clinical risk assessment skills in the context of a hydrotherapy environment
- Discuss health monitoring skills, measures to prevent injury and emergency protocols
- Describe equine emergencies, illnesses, conditions and first aid procedures.
- Critically evaluate the assessment process and clinical reasoning skills.
- Critically discuss advanced treatment techniques in hydrotherapy and the use of outcome measures.
- Critically evaluate and analyse skills for equine hydrotherapy water management.
- Critically evaluate the current health and safety standards required in the field of Equine Clinical Hydrotherapy.

Depending on the needs of the Candidate, the qualification can:

- Prepare individuals to progress to another qualification in the same subject area, studying at a higher level or a qualification requiring more specific knowledge, skills and understanding.
- Improve employability skills.
- Encourage engagement in learning.

Suggested progression following completion of the qualification:

Further study in the following areas:

- iPET Network Level 6 Diploma in Applied Advanced Equine Hydrotherapy
- MSc Equitation/Equine Science
- MSc Equine Performance Science
- MSc Equine Behaviour, Performance and Training
- BSc Equine Performance and Rehabilitation
- BSc Equine Performance and Business Management

It is a requirement that assessment of this qualification is conducted in English.

The iPET Network Level 6 Diploma in Principles of Advanced Equine Hydrotherapy is a regulated qualification.

### **Guided Learning Hours (GLH)**

Guided Learning Hours (GLH) are defined by the [Apprenticeships, Skills, Children and Learning Act, 2009](#) as the number of hours the Candidate spends:

- Being taught or given instruction by a lecturer, tutor, supervisor or other appropriate provider of education or training, or
- Otherwise participating in education, training or assessment under the immediate guidance or supervision of such a person.

**GLH do not include time spent on unsupervised preparation or study, whether at home or otherwise.**

iPET Network has calculated the GLH for this qualification, representing an estimate of the amount of actual guided learning which could reasonably be expected to be required to achieve the standard required to obtain the qualification.

Estimated GLH will be stated for each unit, which should be used by Training Providers as a guide for devising teaching and learning plans.

### **Total Qualification Time (TQT)**

Total qualification time is defined as the number of Guided Learning Hours (GLH) plus the number of hours a Candidate will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training. Individual Candidates' requirements and individual teaching styles mean there will be variation in the actual time taken to complete a qualification. Values for Total Qualification Time are estimates as some Candidates will be able to achieve units and qualifications within a shorter time than indicated. Others, for example, those with additional support needs, may need longer.

Guided Learning Hours and Total Qualification Time for this qualification are:

GLH (Guided Learning Hours): 112 hours

TQT (Total Qualification Time): 348 hours

### Qualification Delivery Requirements

The qualification may be delivered as the Training Provider sees fit, ensuring that Guided Learning Hours requirements are met. As part of the application to deliver, Training Providers must be able to evidence how they intend to deliver the qualification, including the methods by which they will achieve the estimated GLH and TQT.

## 2. Candidate Requirements

### Entry Requirements

All Candidates must meet the following criteria:

1. Minimum Age and Requirements		2. Subject-specific Qualifications
Candidates must be: <ul style="list-style-type: none"> <li>• Minimum age of 18 years</li> <li>• Capable of working at a Level 6 or above</li> </ul>	<b>AND</b>	Candidates must possess the following: <ul style="list-style-type: none"> <li>• Ideally, Candidates should hold a relevant Level 4 regulated animal hydrotherapy qualification</li> <li>• Due to the historical lack of recognised equine hydrotherapy qualifications other relevant Level 4 qualifications will be accepted,</li> </ul>

Training Providers must recruit Candidates with integrity: ensuring they have appropriate experience and ability to achieve the Qualification requirements, work consistently at the required level and demonstrate professional behaviours. All Candidates must be screened via robust admissions processes to ensure their suitability for the registration on the qualification. Whilst the above criteria form the basis of eligibility, Training Providers may apply further requirements at their discretion. The admission screening may consist of:

- English and Maths Initial Assessments, such as, BKSB
- Skills scan
- Entry assessment/test
- Interview
- Curriculum vitae, to include previous experience, qualifications and achievements
- Academic or employer references

### Reasonable Adjustment and Special Considerations

Assessment within this qualification is designed to be accessible and inclusive. The assessment methodology is appropriate and rigorous for individuals or groups of Candidates.

iPET Network is an inclusive organisation and operates in line with legislation set out in the Equality Act, 2010. It should be noted that any Candidate registering for an iPET Network qualification, must be able to meet the assessment criteria (theoretical), with appropriate reasonable adjustment where required, in order to be certificated.

Those Candidates with additional educational or physical needs, should discuss their support requirements with their Training Provider. Training Providers should refer to the **Reasonable Adjustments and Special Considerations Policy** which gives clear guidance on the reasonable adjustments and arrangements that take account of disability or learning difficulty without compromising the achievement of the assessment criteria.

Further guidance and support can be accessed by contacting iPET Network on [info@ipetnetwork.co.uk](mailto:info@ipetnetwork.co.uk)

### 3. Recognition of Prior Learning (RPL)

Recognition of Prior Learning (also known as Exemption) - is the facility for a Candidate to claim exemption from some of the achievement requirements of an iPET Network qualification using certificated evidence, for example certificated National Qualifications Framework (NQF) achievement. This must be of an equivalent or higher value to an iPET Network unit but may not share the exact assessment criteria or learning aims.

Training Providers wishing to obtain further details regarding awarding of RPL should refer to the iPET Network **Recognition of Prior Learning Policy**.

Candidates who have completed the iPET Network Level 6 Diploma in Principles of Advanced Equine Hydrotherapy may be eligible for RPL towards the iPET Network Level 6 Diploma in Applied Advanced Equine Hydrotherapy. Please contact [info@ipetnetwork.co.uk](mailto:info@ipetnetwork.co.uk) for details.

### 4. Induction

At the induction of each Candidate, the Training Provider should identify:

- If the Candidate has any specific learning or training needs
- The support and guidance they may need when working towards their qualification

Each Training Provider must carry out an induction so that Candidates fully understand the requirements of the qualification, their responsibilities as a Candidate, and the responsibilities of the Training Provider. This information will need to be recorded e.g., within a contract.

During the induction, Candidates must be made aware of academic malpractice and the consequences of committing malpractice such as plagiarism or cheating. Please see iPET Network's **Malpractice and Maladministration Policy and Procedure (including sanctions)** for details of indicative sanctions against Candidates.



## 5. Achieving the Qualification

### Credits

To be awarded the iPET Network qualification title, Candidates must achieve 38 credits.

### Unit Achievement

All assessment criteria in each unit must be met before the unit is deemed to be achieved. The unit achievement is not graded: units are either achieved or not achieved.

Standalone unit registration is not accepted for this qualification.

### Recording Achievement

Training Providers must record the Candidate's achievement of the unit on an appropriate form(s) or electronic system. Training Providers should record the Candidate's achievement against the specific unit assessment criteria evidenced by the task. Further information can be found in the Assessment Strategy, as below.

### Authentication of the Candidate's Work

Tutors/Assessors must demonstrate that the Candidate's work is authentic. This can be done through using iPET Network's e-portfolio system which provides secure access to each Candidate or through use of an alternative e-portfolio system. If a Training Provider is using paper-based portfolio, they must be able to demonstrate authenticity of the work and must provide transparent feedback from marking to internal quality assurance.

### Duration of Registration

All Candidates will be registered with iPET Network for a maximum period of 30 months. Failure of the Candidate to complete the qualification during this timeframe will incur an additional charge for re-registration. Please refer to your **iPET Network Terms and Conditions** for further details. Extension to registration may be obtained with written permission under specific extenuating circumstances. Please contact iPET Network for advice regarding extensions to registration.

iPET Network sets a registration period for each qualification. However, the time period for delivery and completion of the qualification is agreed upon, between the Training Provider and the Candidate. This is a separate contractual agreement which iPET Network is not responsible for, including any associated costs.

## 6. Qualification Structure

### Units

iPET Network Reference No.	Title	Level	Credit	GLH	TQT	Unit Reference number
509	Introduction to Equine Hydrotherapy	5	3	9	34	A/651/2940
510	Water and Equipment Management in Equine Hydrotherapy	5	2	9	24	F/651/2942
512	Principles of Equine First Aid and Health Monitoring	5	2	9	24	L/651/3981
609	Equine Behaviour and Pain Management	6	3	15	34	D/651/2941
610	Equine Assessment and Biomechanics	6	4	11	44	J/651/2944
611	Lameness and Common Conditions in Equine Hydrotherapy	6	5	15	45	K/651/2945
612	Equine Rehabilitation Management and Welfare	6	4	12	44	L/651/2946
613	Treatment Pathways and Clinical Reasoning	6	5	10	45	M/651/2947
614	Equine Hydrotherapy for Performance	6	5	12	45	R/651/2948
615	Professionalism and Communication	6	5	10	45	T/651/2949
<b>TOTALS</b>			<b>38</b>	<b>112</b>	<b>384</b>	

### Level Descriptor

Level	Knowledge Descriptor (the holder...)	Skills Descriptor (the holder can...)
Level 5	Has practical, theoretical or technical knowledge and understanding of a subject or	Determine, adapt and use appropriate methods, cognitive and practical skills to address

	<p>field of work to find ways forward in broadly defined, complex contexts</p> <p>Can analyse, interpret and evaluate relevant information, concepts and ideas.</p> <p>Is aware of the nature and scope of the area of study or work.</p> <p>Understands different perspectives, approaches or schools of thought and the reasoning behind them.</p>	<p>broadly defined, complex problems.</p> <p>Use relevant research or development to inform actions.</p> <p>Evaluate actions, methods and results.</p>
Level 6	<p>Has advanced practical, conceptual or technical knowledge and understanding of a subject or field of work to create ways forward in contexts where there are many interacting factors</p> <p>Understands different perspectives, approaches or schools of thought and the theories that underpin them.</p> <p>Can critically analyse, interpret and evaluate complex information, concepts and ideas.</p>	<p>Determine, refine, adapt and use appropriate methods and advanced cognitive and practical skills to address problems that have limited definition and involve many interacting factors.</p> <p>Use and, where appropriate, design relevant research and development to inform actions.</p> <p>Evaluate actions, methods and results and their implications.</p>

(Source: Ofqual, Handbook: General Conditions of Recognition, 2023)

## 7. Assessment

This qualification requires achievement of all assessment criteria across all units. The assessment process is as follows:

1. Assessments are developed by iPET Network and provided to the Training Provider or assessments may be devised by the Training Provider and approved by iPET Network in advance
2. The assessment is then delivered and implemented by the relevant iPET Network approved Training Provider
3. All Assessors involved in the assessment process must have been approved by iPET Network, on an individual basis, in advance of any assessments being carried out

4. Compiled portfolios of assessed evidence are internally quality assured by an iPET Network approved Internal Quality Assurer (IQA) via remote sampling.
5. Completed portfolios of assessed evidence are then quality assured by an External Quality Assurer (EQA) approved by iPET Network.

### **Assessment Method**

Assessment is through a Portfolio of Evidence (e-portfolio) and Assignment.

### **Specimen Assessment Materials**

Specimen assessment materials are not available for this qualification.

### **Marking**

The use of artificial intelligence to mark any Candidate's work is strictly prohibited. Please contact iPET Network to discuss the use of AI for marking.

### **Qualification Grading**

This qualification is graded pass or fail and the Assessor's decision is final.

### **Appeals**

To ensure a fair assessment procedure is carried out, the Candidate must be fully briefed on the assessment requirements and given instructions on their right to appeal an assessment decision. All Training Providers must have an up-to-date appeals procedure.

### **What Constitutes a Fail?**

It is at the Assessor's professional discretion if they confirm achievement or deny achievement to the Candidate. It is recommended that all elements of each assessment criteria are met and that all knowledge activities are completed.

Examples of what may constitute a fail (theory)(list is not exhaustive):

- Plagiarism
- Irrelevant content
- Incomplete knowledge
- Incorrect knowledge
- Incomplete coverage of an assessment criterion

When making an assessment decision it is important that all evidence and feedback is documented to support the assessment decision regardless of the decision.

## 8. Qualification Unit Breakdown

<b>Unit title:</b>	<b>Introduction to Equine Hydrotherapy</b>
<b>Level:</b>	<b>5</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>9</b>
<b>TQT:</b>	<b>27</b>
<b>Unit code:</b>	<b>509</b>
<b>Unit reference number:</b>	<b>A/651/2940</b>
<b>Unit aim:</b>	The aim of this unit is to form the foundation for other modules by giving the Candidate an overall understanding of the context in which the equine hydrotherapy industry operates; law, regulatory, and professional bodies, the modalities it uses, how they function and their safe and ethical application in performance and rehabilitation. Best practice will be explored as well as malpractice and how predicted future developments to the therapy industry, such as regulation, may affect practice.
<b>Number of learning outcomes</b>	<b>6</b>

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will be able to:</b>	<b>The learner can:</b>
<b>1. Evaluate the legal frameworks that relate to the animal therapy industry</b>	1.1. Explain key laws relevant to animal therapy practice
	1.2. Identify any changes to key laws in the last ten years
	1.3. Critically evaluate how legal frameworks protect the equine
	1.4. Discuss regulations that apply to the equine hydrotherapy business
<b>2. Compare professional and regulatory bodies and their role within the industry</b>	2.1. Describe the role of different types of organisations
	2.2. Identify key professional bodies, registers, and regulatory bodies
	2.3. Compare and contrast the function in the industry of a variety of organisation types
	2.4. Consider the importance of organisations within the equine hydrotherapy industry
<b>3. Critically evaluate safe theoretical practices for equipment</b>	3.1. Critically evaluate the intended function of the equipment
	3.2. Discuss scientific theories that underpin hydrotherapy operations
	3.3. Critically evaluate the comparative benefits and limitations of each piece of equipment
	3.4. Compare safety features and equipment evolution

	3.5. Describe safe practice protocols for each piece of equipment
	3.6. Critically evaluate the use of training aids whilst using the underwater treadmill
<b>4. Discuss indications of use for specific equipment</b>	4.1. Define 'indication for use'
	4.2. Describe 'indications for use' for specific hydrotherapy equipment
	4.3. Discuss the importance of best practice
<b>5. Discuss contraindications of use for specific equipment</b>	5.1. Define 'contraindication of use'
	5.2. Describe 'contradictions for use' for specific hydrotherapy equipment
	5.3. Analyse the consequences of poor practice
<b>6. Compare practices for rehabilitation and performance</b>	6.1. Describe the settings in which hydrotherapy is most used for equine performance enhancement
	6.2. Describe the settings in which hydrotherapy is most used for equine rehabilitation
	6.3. Compare the monitoring and measuring techniques in rehabilitation versus performance
	6.4. Critically analyse the aims and objectives expected in both performance and rehabilitation
	6.5. Critically analyse the industry's current requirements and expectations on record keeping for both performance and rehabilitation sessions

<b>Unit title:</b>	<b>Water and Equipment Management in Equine Hydrotherapy</b>
<b>Level:</b>	<b>5</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH:</b>	<b>9</b>
<b>TQT:</b>	<b>24</b>
<b>Unit code:</b>	<b>510</b>
<b>Unit reference number:</b>	<b>F/651/2942</b>
<b>Unit aim:</b>	The aim of this unit is to provide Candidates with the knowledge of how to maintain, test, and operate equine hydrotherapy equipment (water treadmill, pool, spa, and salt and oxygen therapy). Candidates will understand how to keep appropriate records, the industry and legal expectations, handle chemicals, and recognise safe and appropriate action should there be a mechanical fault.
<b>Number of learning outcomes</b>	<b>6</b>

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will be able to:</b>	<b>The learner can:</b>
<b>1. Explore effective record keeping</b>	1.1. Explain the purpose of record keeping
	1.2. Explore the purpose of record keeping purpose in the wider therapy industries
	1.3. Investigate current record keeping requirements within the equine hydrotherapy industry
	1.4. Outline the minimum requirements of record keeping in conjunction with safety and equine welfare
<b>2. Compare and contrast requirements in equipment maintenance</b>	2.1. Compare the variation of equipment mechanisms
	2.2. Contrast the design benefits and limitations of each piece of equipment
	2.3. Explain the different maintenance requirements for each type of equipment
	2.4. Explain the importance of equipment management and the consequences of neglect
	2.5. Discuss the implications of poor water management on equipment
<b>3. Recognise problems which may arise with equipment</b>	3.1. Identify common mechanical faults which may occur on equipment
	3.2. Explain the possible ways in which mechanical failure can be resolved
	3.3. Justify safe protocols for a range of emergencies
	3.4. Critically analyse the importance of equipment induction and training when working with new equipment



<b>4. Examine the function of water treatment and filtration systems</b>	4.1. Identify key parts of water management equipment on at least three pieces of equipment
	4.2. Explain the process of water filtration on at least three pieces of equipment
	4.3. Identify the most common areas for malfunction to occur
<b>5. Critically evaluate effective water management techniques</b>	5.1. Discuss the importance of appropriate water and equipment management records
	5.2. Explain the difference in primary and secondary disinfectants on water management
	5.3. Evaluate the importance of primary and secondary disinfectants to maintain accurate water management
	5.4. Critically analyse the potential risks and hazards of inadequate water management
	5.5. Explain how to test the water quality on three pieces of equipment
	5.6. Explain how the water would be treated if the reading is not acceptable for working horses in
	5.7. Determine how often water should be changed for routine and emergency protocols
<b>6. Describe the legal requirements and industry expectations to practice</b>	6.1. Critically analyse health and safety law and regulation to the industry
	6.2. Critically analyse the importance of having detailed risk assessments
	6.3. Review what insurance is required to operate an equine hydrotherapy business
	6.4. Explain the purpose and legality of recording and reporting accidents and near misses

<b>Unit title:</b>	<b>Principles of Equine First Aid and Health Monitoring</b>
<b>Level:</b>	<b>5</b>
<b>Credit value:</b>	<b>2</b>
<b>GLH:</b>	<b>9</b>
<b>TQT:</b>	<b>24</b>
<b>Unit code:</b>	<b>512</b>
<b>Unit reference number:</b>	<b>L/651/3981</b>
<b>Unit aim:</b>	<b>The aim of this unit is to provide Candidates with an understanding of how to monitor a horse's health pre-, during, and post-hydrotherapy sessions to reduce the risk of injury or inducing further complications, such as colic. Candidates will understand the implications of management as a preventative measure. This unit will also look at the management required for inpatient and outpatient care.</b>
<b>Number of learning outcomes</b>	<b>4</b>

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will be able to:</b>	<b>The learner can:</b>
<b>1. Explain preventative measures to reduce the risk of an emergency or onsite injury</b>	1.1. Explain why site protocols are important from a health and safety perspective
	1.2. Explain biosecurity measures to prevent the spread of infectious disease
	1.3. Explain the underlying principles when designing emergency protocols
	1.4. Identify in-patient and out-patient risks
	1.5. Critically analyse differing management protocols
	1.6. Discuss the effects of a sudden change in husbandry for the horse
<b>2. Describe protocols for a range of rehabilitative emergencies</b>	2.1. Critically evaluate the importance of accurate record keeping
	2.2. Describe emergency protocols for set incidences
	2.3. Describe what steps a yard would take to reduce the likelihood of an accident or emergency reoccurring
	2.4. Justify the need for annual protocol reviews
	2.5. Discuss the risk of not having a specific euthanasia protocol
	2.6. Explain what is included in a euthanasia protocol
<b>3. Describe practical first aid procedures</b>	3.1. Explain how to carry out a clinical exam on a horse
	3.2. Describe how to correctly apply a poultice to a hoof and a distal limb bandage
	3.3. Discuss safe storage and handling of medicines

	3.4. Identify the key contents of a first aid kit and their function
	3.5. Recognise when first aid has been incorrectly applied
<b>4. Discuss the common conditions and illnesses in a rehabilitation setting</b>	4.1. Critically analyse the common conditions and illnesses seen in a rehabilitation setting, that are not the reason they are receiving rehabilitative care
	4.2. Discuss the aetiology of each condition
	4.3. Critically evaluate the short and long-term management of a range of cases
	4.4. Discuss a range of first aid procedures and protocols that apply to a range of cases
	4.5. Critically evaluate management techniques for reducing prevalence of common conditions and illnesses

<b>Unit title:</b>	<b>Equine Behaviour and Pain Management</b>
<b>Level:</b>	<b>6</b>
<b>Credit value:</b>	<b>3</b>
<b>GLH:</b>	<b>15</b>
<b>TQT:</b>	<b>34</b>
<b>Unit code:</b>	<b>609</b>
<b>Unit reference number:</b>	<b>D/651/2941</b>
<b>Unit aim:</b>	The aim of this unit is to provide Candidates with the knowledge of the anatomical makeup of the central and peripheral nervous system and how pain can be transmitted and treated. This will include pharmaceutical treatment and therapeutic modalities. Psychological changes because of chronic pain will be explored in contrast to acute pain and its management. Candidates will explore the link between pain and behaviour in a therapy setting; considering behavioural changes when on box rest or reduced exercise and how we can manage the rehab patient to reduce the risk of further injury, stress or damage to the equipment or handlers. Candidates will understand how to manage aggressive patients, including how to recognise and minimise risk to the therapist, and how to adapt the session for the patient. Candidates will understand the evidence underlying behavioural modification and what Learning Theory is.
<b>Number of learning outcomes</b>	<b>5</b>

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will be able to:</b>	<b>The learner can:</b>
<b>1. Discuss anatomical complexities of the nervous system</b>	1.1. Discuss the anatomical components of the central nervous system
	1.2. Discuss the anatomical components of the peripheral nervous system
	1.3. Discuss the function of the key anatomical features
	1.4. Describe signal propagation within and in between nerves
	1.5. Summarise the overall function of the nervous system
	1.6. Describe nociception
<b>2. Evaluate pharmaceuticals and their application</b>	2.1. Describe inflammation
	2.2. Critically analyse the groups of pain relief and their function(s)
	2.3. Describe the contraindications of a range of medications
	2.4. Critically evaluate the different forms of medication application
	2.5. Determine the role of medication in equine rehabilitation
	2.6. Investigate safe practice and appropriate use when combined with rehabilitation equipment

	2.7. Discuss ethical implications
<b>3. Recognise correlations between pain and behaviour</b>	3.1. Explain normal horse behaviour
	3.2. Explain what horses need for positive welfare
	3.3. Describe the concept of pain
	3.4. Critically analyse how pain influences behaviour
	3.5. Critically analyse how and why we assess pain
	3.6. Distinguish pain versus stress
	3.7. Explain different pain scales and their application
<b>4. Analyse the use of electrotherapies for pain management</b>	4.1. Explain the underpinning theory of a range of electrotherapies that aid pain relief
	4.2. Critically analyse the indications and contraindications of pain-relieving electrotherapies
	4.3. Explain the practical application of pain-relieving electrotherapies
	4.4. Critically analyse the ethical and safety implications when delivered by someone who is not a qualified musculoskeletal therapist
<b>5. Describe applications of learning theory specific to equines</b>	5.1. Define what Learning Theory is
	5.2. Critically assess the ability of horses to learn
	5.3. Explain the appropriate application of Learning Theory
	5.4. Identify signals from the horse in response to training
	5.5. Critically evaluate different training techniques
	5.6. Critically appraise ethical implications
	5.7. Discuss the horse-human relationship

<b>Unit title:</b>	<b>Equine Assessment and Biomechanics</b>
<b>Level:</b>	<b>6</b>
<b>Credit value:</b>	<b>4</b>
<b>GLH:</b>	<b>11</b>
<b>TQT:</b>	<b>44</b>
<b>Unit code:</b>	<b>610</b>
<b>Unit reference number:</b>	<b>J/651/2944</b>
<b>Unit aim:</b>	The aim of this unit is to provide Candidates with an understanding of what a vet and a range of therapists assess for when looking for lameness and biomechanical dysfunction. This will cover both static and dynamic assessment and how these findings can impact the practice of an equine hydrotherapist. Candidates will learn how to assess for practice and how to keep records and relay findings accurately. Candidates will understand what a normal gait looks like for a 'sound' horse and how it may alter in the pool or on the treadmill.
<b>Number of learning outcomes</b>	<b>4</b>

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will be able to:</b>	<b>The learner can:</b>
<b>1. Describe how a variety of practitioners assess the horse over set periods of time</b>	1.1. Differentiate assessment approaches taken between veterinary professionals and musculoskeletal practitioners
	1.2. Critically appraise forms of performance measurement specific to the professional
	1.3. Critically appraise different forms of performance monitoring, specific to the professional
	1.4. Explain the influencing factors in the frequency of visits routinely expected
	1.5. Critically evaluate the use of technology in assessment
<b>2. Appraise the significance of posture, conformation, and breed to treatment plans</b>	2.1. Critically appraise different postures and conformation
	2.2. Explain how posture and conformation can determine performance
	2.3. Discuss how a posture can act as a performance indicator
	2.4. Critically evaluate the significance of posture and conformation in a variety of breeds
	2.5. Discuss how posture, conformation and breed can be precursors to dysfunction
<b>3. Evaluate how biomechanics differentiate between the healthy athletic horse and the rehabilitative case</b>	3.1. Critically evaluate biomechanics in the horse
	3.2. Critically evaluate biomechanics in the horse when there is a dysfunction

	3.3. Explain compensatory movements in the rehabilitation case
	3.4. Critically compare the biomechanics of a healthy horse over land and in water
<b>4. Develop appropriate assessment documentation</b>	4.1. Critically analyse the objective of assessments for a range of the Multi Disciplinary Team
	4.2. Critically evaluate assessment and re-assessment documents for implementation in practice
	4.3. Develop protocols for re-assessment for a range of rehabilitation cases in an equine hydrotherapy setting
	4.4. Critically evaluate the use of photos and videos in assessment and reassessment

<b>Unit title:</b>	<b>Lameness and Common Conditions in Equine Hydrotherapy</b>
<b>Level:</b>	<b>6</b>
<b>Credit value:</b>	<b>5</b>
<b>GLH:</b>	<b>15</b>
<b>TQT:</b>	<b>45</b>
<b>Unit code:</b>	<b>611</b>
<b>Unit reference number:</b>	<b>K/651/2945</b>
<b>Unit aim:</b>	The aim of this unit is to provide Candidates with an understanding of single and multi-limbed lameness, how these present, and the significance to their hydrotherapy treatment planning. Candidates will understand the most common conditions that are referred to equine hydrotherapy centres, from initial signs, symptoms, and diagnosis to treatment and ongoing management. Candidates will consider contraindications to treatment and when to refer a case back to the veterinary surgeon.
<b>Number of learning outcomes</b>	<b>7</b>

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will be able to:</b>	<b>The learner can:</b>
<b>1. Explain how lameness can present</b>	1.1. Explain how forelimb lameness will present 1.2. Explain how hindlimb lameness will present 1.3. Explain how multi-limb lameness can present 1.4. Discuss the legal implications when working with lame horses
<b>2. Critically analyse how lameness can be diagnosed</b>	2.1. Critically analyse how the use of nerve blocks can aid a lameness diagnosis 2.2. Critically analyse the function of a range of diagnostic imaging techniques 2.3. Critically evaluate appropriate diagnostic methods and their efficacy in practice
<b>3. Explain a variety of common conditions, often seen in equine hydrotherapy and their contra/indications</b>	3.1. Explain the common bony, tendon, and ligamentous injuries for which patients are referred for rehabilitation 3.2. Explain how the healing of each of the individual tissue types affects the patient's rehabilitation 3.3. Justify the appropriate hydrotherapy equipment for common conditions 3.4. Critically evaluate when a particular hydrotherapy practice is contraindicated
<b>4. Summarise the roles of a variety of allied professionals in treating and managing the condition</b>	4.1. Explain the 'scope of practice' of a selection of allied professionals 4.2. Critically evaluate the role of the allied professional and their strength and limitations in aiding a successful outcome



	4.3. Identify when allied professionals should be involved
<b>5. Design a hydrotherapy/physiotherapy treatment plan for rehabilitation patient</b>	5.1. Explain the steps of developing a treatment plan
	5.2. Explain the factors that can influence a treatment plan
	5.3. Design a treatment plan for a common injury/condition
	5.4. Critically evaluate a tailored plan
<b>6. Evaluate the response to a treatment plan for rehabilitation</b>	6.1. Explain how to evaluate whether a patient is responding to the treatment plan as expected
	6.2. Discuss subjective forms of measurement
	6.3. Discuss objective forms of assessment
	6.4. Contrast indicators of positive and negative response to treatment
<b>7. Determine treatment plans for set conditions, including when the assistance of an allied professional is recommended</b>	7.1. Critically examine signs that indicate an allied professional is needed to assist with a case
	7.2. Determine treatment plans for set conditions, including when allied professionals could be involved routinely

<b>Unit title:</b>	<b>Equine Rehabilitation Management and Welfare</b>
<b>Level:</b>	<b>6</b>
<b>Credit value:</b>	<b>4</b>
<b>GLH:</b>	<b>12</b>
<b>TQT:</b>	<b>44</b>
<b>Unit code:</b>	<b>612</b>
<b>Unit reference number:</b>	<b>L/651/2946</b>
<b>Unit aim:</b>	The aim of this unit is for Candidates to consider the changes in management of the rehabilitative client and their needs within an in-patient and out-patient setting. Candidates will explore how to minimise stress, maintain social stimulation, and follow veterinary instructions, such as administering prescribed medication, and the side effects it may have. Candidates will also look at the safe ways to handle horses when they may be on long-term box rest or travelling whilst injured. Candidates will also look at research to establish how they can improve the welfare of the horse by enriching its environment, producing a varied rehab programme, and knowing the legal and legislative framework in which they can practice.
<b>Number of learning outcomes</b>	<b>5</b>

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will be able to:</b>	<b>The learner can:</b>
<b>1. Compare how the environmental factors experienced during rehabilitation, relate to the behaviour of the horse</b>	1.1. Discuss the sensitivity of the horse to its surroundings
	1.2. Compare the domesticated horse's environment to that of a wild, native breed
	1.3. Critically appraise a yard setup
	1.4. Critically evaluate how a yard could be improved for both in and outpatients
	1.5. Explain behaviours likely to be encountered as a result of poor environment management
	1.6. Explain methods to avoid the development of the behaviours because of poor environmental management
<b>2. Analyse behaviours arising as a result of emotion</b>	2.1. Critically analyse the importance of body language and behaviour for communication
	2.2. Critically analyse a range of common body language signs and their clinical presentation in the relaxed horse
	2.3. Describe a range of body language signs demonstrated by the horse and the emotion associated with it
	2.4. Describe behaviours that accompany changes in body language to enhance communication
	2.5. Critically appraise how handling and management of horses can restrict their ability

	to communicate effectively with people and horses
<b>3. Describe the function of tack for restraint and when it is/is not appropriate for use</b>	3.1. Explain the importance of competent, compassionate, and safe animal handling
	3.2. Critically appraise methods of handling patients in competent, compassionate, and safe ways
	3.3. Reflect on equipment used with the horse to help facilitate movement and safety
	3.4. Contrast correct and incorrect fit of a range of headcollars, bridles, and Chifney bits
<b>4. Evaluate methods of enrichment</b>	4.1. Describe species-specific mental and physical enrichment
	4.2. Critically evaluate methods of delivering enrichment for stabled horses
	4.3. Critically evaluate methods of enrichment for the non-ridden horse
<b>5. Develop enrichment and routines to improve welfare</b>	5.1. Develop an enriched yard for both short and long-term patients
	5.2. Develop a daily routine that incorporates enriching activities to achieve mental stimulation
	5.3. Critically discuss the implications of not providing enrichment for stabled horses in the short and long term
	5.4. Critically appraise a yard for enrichment
	5.5. Critically appraise the living /stable environment for enrichment

<b>Unit title:</b>	<b>Treatment Pathways and Clinical Reasoning</b>
<b>Level:</b>	<b>6</b>
<b>Credit value:</b>	<b>5</b>
<b>GLH:</b>	<b>10</b>
<b>TQT:</b>	<b>45</b>
<b>Unit code:</b>	<b>613</b>
<b>Unit reference number:</b>	<b>M/651/2947</b>
<b>Unit aim:</b>	The aim of this unit is to provide Candidates will further underpinning knowledge of treatment pathways and complicating factors, to be able to work through a series of cases. These cases will encourage an understanding of conditions/injuries, ethical conflicts, and practical solutions that are justified by the therapist. Using clinical reasoning to defend the chosen treatment pathway and developing an understanding of how this would fit alongside other musculoskeletal practitioners, Candidates will further refine their skills to work within a team of allied professionals.
<b>Number of learning outcomes</b>	<b>5</b>

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will be able to:</b>	<b>The learner can:</b>
<b>1. Explain clinical reasoning in the equine hydrotherapy setting</b>	1.1. Explain what is meant by clinical reasoning
	1.2. Explain how clinical reasoning relates to patient rehabilitation
	1.3. Critically evaluate why clinical reasoning is important in the rehabilitation setting
<b>2. Apply clinical reasoning in clinical settings</b>	2.1. Explain what information is processed at each stage in the clinical reasoning cycle
	2.2. Apply clinical reasoning to determine treatment techniques for a particular patient
<b>3. Evaluate factors that may alter treatment and how clinical reasoning errors can occur</b>	3.1. Determine the effects of intrinsic and extrinsic factors
	3.2. Critically evaluate the significance of intrinsic and extrinsic factors in rehabilitation
	3.3. Explain how assumptions and preconceptions can affect the clinical reasoning process
	3.4. Critically evaluate how clinical reasoning errors can be avoided
	3.5. Examine the measures that can be implemented to modify patient treatment when clinical reasoning errors occur
<b>4. Discuss initial goals and expectations and evaluate how and when to monitor progress</b>	4.1. Discuss how to set SMART goals
	4.2. Discuss the importance of setting SMART goals
	4.3. Critically analyse the importance of managing owner's/trainers/riders expectations

	4.4. Critically evaluate how frequently goals and objectives should be re-assessed
	4.5. Critically assess subjective and objective monitoring tools and techniques
	4.6. Determine how success can be measured
<b>5. Develop treatment pathways using clinical reasoning and working within scope of practice</b>	5.1. Critically evaluate 'scope of practice'
	5.2. Explain what is meant by professional negligence
	5.3. Develop a range of treatment pathways
	5.4. Develop alternatives to account for setbacks/limiting factors

<b>Unit title:</b>	<b>Equine Hydrotherapy for Performance</b>
<b>Level:</b>	<b>6</b>
<b>Credit value:</b>	<b>5</b>
<b>GLH:</b>	<b>12</b>
<b>TQT:</b>	<b>45</b>
<b>Unit code:</b>	<b>614</b>
<b>Unit reference number:</b>	<b>R/651/2948</b>
<b>Unit aim:</b>	The aim of this unit is to provide Candidates with an understanding of equine exercise physiology and what is required from the primary sports that utilise hydrotherapy in their training, such as horse racing, dressage, and eventing. Candidates will develop an understanding of the demands on the physiological systems of the horse and the implications of this in their hydrotherapy training. Candidates will understand how to tailor the work that is prescribed to suit the equine athlete without increasing the risk of injury.
<b>Number of learning outcomes</b>	<b>3</b>

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will be able to:</b>	<b>The learner can:</b>
<b>1. Evaluate the demands of a range of disciplines or sports</b>	1.1. Critically evaluate the fitness requirements specific to a range of sports
	1.2. Critically analyse how the requirements change from beginner to elite level for the horse
	1.3. Compare and contrast two sports and the training required to achieve their fitness goals
	1.4. Critically analyse core training principles
	1.5. Critically evaluate the risk factors for two equine sports
	1.6. Contrast prevalence of injuries in two equine sports
<b>2. Appraise specialised hydrotherapy plans appropriate to a range of cases</b>	2.1 Critically appraise how the modality can be advanced to meet increasing fitness levels
	2.2. Critically analyse the risks of overworking the horse
	2.3. Critically analyse how intensity, frequency, or duration can be used together in session planning
	2.4. Discuss goal setting and performance monitoring for the performance horse
	2.5. Recommend broad protocols that focus on sport-specific fitness requirements
	2.6. Justify your decision-making through clinical reasoning
<b>3. Understand the key physiological systems and their relation to exercise</b>	3.1. Describe the function of the cardiovascular system during exercise

	3.2. Describe the function of the respiratory system during exercise
	3.3. Evaluate the function of the sympathetic nervous system during exercise
	3.4. Analyse how the cardiovascular, respiratory and sympathetic nervous system adapt to function at elite level
	3.5. Summarise the signs of fatigue
	3.6. Discuss changes to equine physiology as a result of hydrotherapy training in the pool and underwater treadmill
	3.7. Discuss changes to performance the rider/trainer/owner may expect to see

<b>Unit title:</b>	<b>Professionalism and Communication</b>
<b>Level:</b>	<b>6</b>
<b>Credit value:</b>	<b>5</b>
<b>GLH:</b>	<b>10</b>
<b>TQT:</b>	<b>45</b>
<b>Unit code:</b>	<b>615</b>
<b>Unit reference number:</b>	<b>T/651/2949</b>
<b>Unit aim:</b>	The aim of this unit is to provide Candidates with an understanding of professional standards, codes of conduct, legislation, and prioritising animal welfare. Candidates will learn about working within their scope of practice, preventing professional negligence, and ensuring a duty of care. Understanding the importance and benefits of professional membership for hydrotherapists will be emphasised. Candidates will also navigate challenging situations, develop skills to manage conflicts, and prioritise resolution. Communication protocols with allied professionals, owners, and the public, including social media etiquette, will be covered. Candidates will comprehend client confidentiality and the significance of record keeping.
<b>Number of learning outcomes</b>	<b>5</b>

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will be able to:</b>	<b>The learner can:</b>
<b>1. Summarise the principles of professional practice</b>	1.1. Define the term “professional practice”
	1.2. Explain the key principles of professional practice
	1.3. Critically evaluate the importance of developing professional knowledge and skills
	1.4. Critically analyse the importance of professional practice to one stakeholder
	1.5. Critically analyse the importance of professional and clinical reflection
<b>2. Analyse how work environments improve with enhanced communication and professionalism</b>	2.1. Describe different forms of communication used in the various animal therapy professions
	2.2. Critically evaluate the effectiveness of different forms of communication used in the professions
	2.3. Compare types of communication used with professional colleagues and clients
	2.4. Critically analyse the importance of correct tone, punctuation, and grammar
<b>3. Discuss the legal obligations of the facility owner/manager</b>	3.1. Justify what records and documents are legal requirements of an equine hydrotherapy centre
	3.2. Critically evaluate the benefits of correct and accurate record keeping
	3.3. Explain the risks to the individual and the industry if accurate records are not upheld
<b>4. Analyse complex situations and identify resolutions</b>	4.1. Discuss common evidenced-based models and techniques for managing complex situations



	4.2. Explain physical and verbal indicators of negative escalation
	4.3. Critically assess a range of techniques to prevent escalation/confrontation
	4.4. Critically analyse how key factors can affect outcome
	4.5. Critically evaluate common methods used to achieve resolution
<b>5. Critically analyse the function of current professional bodies, registers and organisations, and their codes of conduct</b>	5.1. Review three professional bodies, regulatory bodies, or registers that impact most closely
	5.2. Explain the codes of conduct relevant to the profession
	5.3. Analyse the effectiveness of professional codes of conduct
	5.4. Critically evaluate the future of the equine therapy industry with a focus on equine hydrotherapy

### Assessment information

All Assessment Criteria must be evidenced. For guidance on assessment, including principles of assessment and methods which may be used, Training Providers should consult the 'Assessment' section of the iPET Network Qualification Handbook and relevant policies.

Sector Subject Area (SSA)	3.3
Date from which qualification will be available for learners	12/11/2024
Qualification review date	30/08/2027

## 11. Suggested Learning Resources

Qualification	Suggested learning resources
<p><b>Level 6 Diploma in Principles of Advanced Equine Hydrotherapy</b></p>	<p><b>Literature</b></p> <p><b>Archer, D. (2013) Handbook of Equine Emergencies. Edinburgh: Saunders Elsevier.</b></p> <ul style="list-style-type: none"> <li>• Chapters 1, 2, 3, 16 and 17</li> <li>• All for Unit 512: Principles of Equine First Aid and Health Monitoring</li> </ul> <p><b>Cruz, A.M. et al. (2024) Concise textbook of equine clinical practice. Boca Raton, FL: CRC Press.</b></p> <ul style="list-style-type: none"> <li>• Chapters 1 and 8</li> <li>• Chapters 1 and 8, Unit 611: Lameness and Common Conditions in Equine Hydrotherapy</li> </ul> <p><b>Denoix, J.-M. (2014) Biomechanics and physical training of the horse. Boca Raton, FL: CRC Press.</b></p> <ul style="list-style-type: none"> <li>• Parts 1-4</li> <li>• Parts 1-3, Unit 610: Equine Assessment and Biomechanics</li> <li>• Part 4, Unit 614: Equine Hydrotherapy for Performance</li> </ul> <p><b>Fails, A.D. and Magee, C. (2018) Anatomy and physiology of Farm Animals. Hoboken, NJ: John Wiley &amp; Sons, Inc.</b></p> <ul style="list-style-type: none"> <li>• Chapters 1, 10, 11 and 17</li> <li>• Chapter 1, Unit 611: Lameness and Common Conditions in Equine Hydrotherapy and Unit 614: Equine Hydrotherapy for Performance</li> <li>• Chapters 10 and 11, Unit 609: Equine Behaviour and Pain Management</li> <li>• Chapter 17, Unit 614: Equine Hydrotherapy for Performance</li> </ul> <p><b>King, M.R. and Davidson, E.J. (2016) Rehabilitation of the equine athlete. Amsterdam: Elsevier.</b></p> <ul style="list-style-type: none"> <li>• Chapters 2, 3 and 8</li> <li>• Chapter 2, Unit 609: Equine Behaviour and Pain Management</li> <li>• Chapter 3, Unit 610: Equine Assessment and Biomechanics</li> <li>• Chapter 8, Unit 509: Introduction to Equine Hydrotherapy</li> </ul> <p><b>Marlin, D. and Nankervis, K.J. (2006) Equine exercise physiology. Oxford: Blackwell Science.</b></p> <ul style="list-style-type: none"> <li>• Sections 1-4</li> <li>• Section 1, Unit 610: Equine Assessments and Biomechanics</li> <li>• Sections 2,3 and 4, Unit 615: Professionalism and Communication</li> </ul> <p><b>McIlwraith, C.W. and Rollin, B.E. (2011) Equine welfare. Oxford: Wiley-Blackwell.</b></p> <ul style="list-style-type: none"> <li>• Chapters 5, 7, 9</li> <li>• Chapter 5, Unit 612: Equine Rehabilitation Management and Welfare</li> <li>• Chapter 7, Unit 609: Equine Behaviour and Pain Management</li> <li>• Chapter 9, Unit 509: Introduction to Equine Hydrotherapy</li> </ul>

	<p><b>Riley, C. (2022) Fraser's the behaviour and welfare of the horse. 3rd ed. Edited by S.E. Cregier and A.F. Fraser. S.I.: CABI PUBLISHING.</b></p> <ul style="list-style-type: none"><li>• Chapters 3, 4, 6, 13, 14 and 15</li><li>• Chapter 3, Unit 609: Equine Behaviour and Pain Management</li><li>• Chapter 4, 13 and 14, Unit 612: Equine Rehabilitation Management and Welfare</li><li>• Chapter 6, Unit 614: Equine Hydrotherapy for Performance</li><li>• Chapter 15, Unit 512: Principles of Equine First Aid and Health Monitoring</li></ul>
--	---

## 12. Supporting Documents and General

The following documents contain essential information for Training Providers delivering iPET Network qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to [www.ipetnetwork.co.uk](http://www.ipetnetwork.co.uk), the web portal or SharePoint.

iPET Network Training Provider Manual

iPET Network Quality Assurance Requirements

Malpractice and Maladministration Policy and Procedure (including Sanctions)

**Document Control**

**Document Name:** Level 6 Diploma in Principles of Advanced Equine Hydrotherapy - Qualification Specification

**Document Number:** Q184

Date of Amendment	Version Number	Details of Amendments
	1	

## Appendix A Requirements for Training Provider Roles

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
Tutor	<ul style="list-style-type: none"> <li>Ideally, a relevant regulated animal hydrotherapy qualification, one level higher than that they are teaching.</li> <li>Due to the historical lack of recognised equine hydrotherapy qualifications other combinations of qualification and experience may be accepted by iPET Network. For example, Physiotherapy, Osteopath, Chiropractor.</li> </ul> <p>As a minimum, one of the following:</p> <ul style="list-style-type: none"> <li>Level 6 or above regulated qualification in an animal musculoskeletal profession</li> <li>Veterinary Surgeon (MRCVS)</li> <li>Registered Veterinary Nurse (RVN) holding an RCVS Recognised <b>degree</b></li> </ul>	<ul style="list-style-type: none"> <li>Ideally have a minimum of 3 years experience working in the equine hydrotherapy industry</li> <li>Experience to be regular and continuous and further evidence of the experience completed may be requested, especially if hours were not completed as part of an employed role.</li> <li>Other combinations of qualification and experience may be accepted by iPET Network. For example, Level 6 Diploma in Veterinary Physiotherapy and hydrotherapy experience or hydrotherapy professional development courses or member of relevant body such as RAMP or IRVAP or relevant prior teaching and training experience.</li> </ul>	<ul style="list-style-type: none"> <li>Have completed 50 hours of varied Continuous Professional Improvement over previous 2 years</li> <li>CPD relevant to animal therapy industries and to include hydrotherapy or physiotherapy</li> <li>Types of CPD completed should be varied. For example, a range of webinars, journal reading, shadowing/industry days, workshops and reflective practice.</li> </ul>	<p>A teaching qualification at Level 3 or above, such as <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>iPET Network Level 3 Award in Education and Training for Animal and Veterinary Professionals (The previous version of this qualification: iPET Network Level 3 Award for Educators in the Canine and Feline Sector, will also be accepted as the skills are transferable)</li> <li>Level 3 Award in Education and Training</li> <li>Level 4 or above Certificate in Education (CertEd/PGCERTEd)</li> <li>Level 3 Preparing to Teach in the Lifelong Learning Sector (PTLLS)</li> <li>Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLTS)</li> <li>Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS)</li> <li>Level 7 Veterinary Education</li> </ul> <p>Where no formal teaching qualification is held, it will be a requirement that a teaching qualification is achieved within 12 months of Training Provider Approval. The Tutor will require mentoring during this period.</p>

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
Assessor	See Tutor requirements	See Tutor requirements <ul style="list-style-type: none"> <li>• Prior assessment experience assessing musculoskeletal programmes will also be considered as part of a combination of qualifications and experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Have completed 50 hours of varied Continuous Professional Improvement over previous 2 years</li> <li>• CPD relevant to animal therapy industries and to include hydrotherapy or physiotherapy</li> <li>• Types of CPD completed should be varied. For example, a range of webinars, journal reading, shadowing/industry days, workshops and reflective practice.</li> </ul>	A qualification in vocational assessment at Level 3 or above, such as one of the following: <ul style="list-style-type: none"> <li>○ Level 3 Certificate in Assessing Vocational Achievement (CAVA)</li> <li>○ D32/33</li> <li>○ A1</li> </ul> Where the Assessor is also the Tutor a teaching qualification as outlined above for Tutors will be accepted in lieu of a vocational assessment qualification, where the content of the Teaching qualification included assessment. Where no formal teaching or assessor qualification is held, it will be a requirement that one is achieved within 12 months of Training Provider Approval. In many instances the role of Tutor and Assessor may be completed by the same individual. If the Assessor is not also the Tutor, it is recommended that they achieve a vocational assessment qualification rather than a teaching qualification. The Assessor will require mentoring during any period of working towards their qualification and the reliability of their assessment decisions checked and countersigned. The counter signatory should not also be the IQA.

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
Internal Quality Assurer	See Assessor requirements	See Assessor requirements	<ul style="list-style-type: none"> <li>• Have completed 50 hours of varied Continuous Professional Improvement over previous 2 years</li> <li>• CPD relevant to animal therapy industries and to include hydrotherapy or physiotherapy</li> <li>• Types of CPD completed should be varied. For example, a range of webinars, journal reading, shadowing/industry days, workshops and reflective practice.</li> </ul>	<p>A qualification in Internal Quality Assurance, such as:</p> <ul style="list-style-type: none"> <li>• D34</li> <li>• V1</li> <li>• Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice</li> </ul> <p>(Level 4 Award in <i>Understanding</i> the Internal Quality Assurance of Assessment Processes and Practices will not be accepted unless accompanied by evidence of extensive IQA practice)</p>

iPET Network will consider other qualifications and combinations for all roles but must be notified in advance.