

iPET Network

Level 6 Diploma in Veterinary Physiotherapy

Qualification Specification

Qualification Number:
610/4038/1



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About Us

iPET Network

LED BY INDUSTRY EXPERTS.

DRIVEN BY PASSION.

BOUND BY ANIMALS.

GUIDED BY CANDIDATES.

UNITED BY iPET NETWORK.

Our iValues

At iPET Network, our values are rooted in animal welfare, integrity, and innovation. We are committed to creating qualifications that are inclusive, practical, and industry-led, ensuring Learners gain real-world skills that make a difference. Collaboration, transparency, and continuous improvement guide everything we do, empowering people and protecting pets through education that sets new standards for excellence.



iPET Network
to be the leading
Awarding Organisation
for the Animal Care &
Veterinary Science
Sector.



Values
of inclusivity, diversity
and understanding in
every area of our
operation and conduct.



Authentic
in our approach, being
genuine, honest and
transparent ensuring
clear communication.



Leaders
in our field, facilitating
connections across
sectors to bring people
and ideas together.



United
commitment to create
qualifications that
positively impact the
lives of animals and
people.



Excellence
in everything our small
and mighty team do,
striving to improve and
grow.



Our Approved Centres

Our Approved Centres represent a nationwide community of schools, trainers, tutors, and industry mentors. Each centre delivers high-quality, Ofqual-regulated qualifications with animal welfare, education, and employability at their core. Together, they shape the next generation of animal care professionals with quality, compassion, and confidence leading every lesson. Our Approved Centres 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.

Our Mission - EDUCATION FOR PEOPLE, FOR PETS, FOR THE FUTURE

To be the Awarding Organisation of choice for Centres, 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 animals who deserve the best care; they work for learners giving valuable skills, and they work for Centres and Training Providers with strong market appeal.

Leading the way in Qualifications

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.

Supporting the Apprenticeship journey



iPET Network is also an End-point Assessment Awarding Organisation (EPAO) for English Apprenticeship standards regulated by Ofqual. Winning awards for our customer service and service excellence. Our approach has gained outstanding feedback from Apprentices, Employers and Centres with success gained through collaboration and positive communication.

We do the hard work for you – transparent, 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 Approved Centres 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 an Approved Centre direct. 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 our Approved Centres offer the best standard of education and to inspire the future generation of the industry. We believe in removing learning barriers and working with Learners of all abilities to help them reach their full potential.

Contact Information



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Qualification Summary – Level 6 Diploma in Veterinary Physiotherapy

Key Information

Level	6
Guided Learning Hours (GLH)	299
Total Qualification Time (TQT)	1720
Credits	172
Age Range	18+
Entry Requirements	Yes, see section
Permitted Delivery Types	Face-to-face, blended
Subject Sector Area (SSA)	3.3 Animal care and veterinary science
Registration Period	48 months
Assessment Methods	Portfolio of Evidence, Practical Examination, Professional Discussion
Sampling Requirements	Interim and summative
Overall Grading Type	Pass/Fail
Regulated by	Ofqual
Support Materials	Formal Examination Record, Candidate Hours Log, Candidate Course Review, Practical Skills Log, Professional Discussion Record, Research Project Guidance, Marking Schemes

1. Integrity Statements

1.1. Intellectual Property and Confidentiality Statement

This document is confidential and the intellectual property of iPET Network Ltd. It is provided solely for the use by Approved Centres and iPET Network staff and contractors for the intended purpose only. Any unauthorised use, reproduction, copying, distribution or sharing with any third party is strictly prohibited. By accessing this document, users acknowledge and agree to maintain its confidentiality and to comply fully with our **Terms and Conditions** and all relevant intellectual property and copyright laws.

1.2. Welfare Statement

For any qualifications that include handling, restraint, grooming, training, treatments and care of live animals, iPET Network places a strong emphasis on animal welfare and safety. To uphold these standards, iPET Network requires the following:

- All activities should prioritise animal welfare, ensuring suitable handling, reduced stress, and careful monitoring. Any signs of animal distress should lead to an immediate adjustment, pause or termination of assessment or teaching. If a Learner's assessment is affected, please contact iPET Network regarding the potential to submit a Special Consideration request.
- Prior to any teaching or assessment involving live animals, the health, temperament, and suitability of each animal should be assessed. Only animals that are comfortable with handling and the learning environment should participate.
- Strict adherence to relevant regulations, for example, but not limited to: The Animal Welfare Act 2006; Veterinary Surgeons Act 1966; Veterinary Medicines Directorate, must be maintained at all times.

iPET Network highly recommends that a qualified first aid practitioner for the relevant species should be appointed and present during training and assessment involving live animals.

2. About This Document

This **Qualification Specification** is intended for use by Learners, Tutors, Assessors, Internal Quality Assurers, Centre Managers and other staff within iPET Network Approved Centres, External Quality Assurers and other iPET Network personnel. It provides information about the structure, delivery and assessment of the Qualification. The **Qualification Specification** should be read in conjunction with the **Qualification Delivery Handbook** and **Approved Centre Manual**, which provides general guidance around operational considerations when delivering, and other relevant policy documents.

Qualification Specifications can be found on www.ipetnetwork.co.uk

This document reflects the most current information at the time of publication. However, as part of our commitment to continuous improvement, iPET Network may update its products and services from time to time. To ensure accuracy, Approved Centres must always refer to the most current version. Any updates will be documented in the version history/document control.

3. About This Qualification

3.1. Qualification Overview

The **iPET Network Level 6 Diploma in Veterinary Physiotherapy** qualification has been designed to cater to individuals aspiring to become Veterinary Physiotherapists. The qualification is also suitable for those currently working as a Veterinary Physiotherapist seeking formal recognition through a regulated qualification. This comprehensive qualification covers theoretical learning across a variety of animal species, with the practical elements focusing on the two main species of canines and equines.

The qualification comprises of a balance of theoretical and practical learning to ensure Learners have the knowledge and practical skills required to provide veterinary physiotherapy. Learners will learn advanced study skills, research methodology, and

reflective practice while exploring personal and professional development areas such as communication, resilience, and business skills.

Throughout the qualification, Learners will study animal behavioural science, the principles of training and learning and nutrition and equipment in equestrian sports and different collar / harness types and their impacts on dogs are explored. Learners will also critically evaluate the training, regulation, education and importance of grooming and canine hydrotherapy sectors. Learners will understand the role of the multidisciplinary team, complimentary therapies, farriery and hoof care, dentistry, saddle fitting and livery and bit fitting. Learners will gain an understanding of the requirements and effects associated with various sporting disciplines.

The qualification delves into advanced approaches to soft tissue pathology, tissue healing, massage, soft tissue skills, manual lymphatic drainage, stretching and mobilisation techniques. In addition, Learners will understand advanced concepts of pain and thermotherapy, the use of orthotics, kinesiotaping and acupuncture. Safe and effective use of electro-physical agents (EPAs) will be covered alongside clinical reasoning and decision making. Learners will understand physiotherapy and rehabilitation for post-surgical, neurological, juvenile, geriatric, non-ambulatory and respiratory patients and for palliative and end of life care. Learners will be able to conduct physiotherapy assessments, and design treatment plans for a variety of cases.

Practical training is a significant component of the qualification, with Learners completing a minimum of 375 hours of practical training to develop the required skills and clinical competence as Veterinary Physiotherapists.

Learners will successfully undertake a research project as part of the qualification including designing research methods, conducting research, critically evaluating findings and drawing reasonable conclusions.

The qualification has been developed under the guidance of industry experts, to ensure the outcome is appropriate for the veterinary physiotherapy industry and sets high standards of education within the sector.

iPET Network believes that this qualification has been designed to align with criteria set by the voluntary industry regulator, the Register of Animal Musculoskeletal Practitioners (RAMP). iPET Network has gained consultation from RAMP during the development phase of the suite of qualifications, which includes the Level 4 Diploma in Animal Sports Massage, Level 5 Diploma in Animal Sports Massage and Rehabilitation, and Level 6 Diploma in Veterinary Physiotherapy.

The suite of qualifications is listed on the Ofqual register of regulated qualifications and we believe they will satisfy the requirements set by RAMP. One of the requirements being that for RAMP to consider an AEP/REP application for a qualification(s), the qualification(s) must possess a verified academic learning level.

Approved Centres delivering this qualification will then be able to apply to RAMP for assessment, if desired, to attain Accredited Educational Providers (AEP) status for their delivery of the iPET Network Level 6 Diploma in Veterinary Physiotherapy.

On successful completion of the qualification, Learners can work as a Veterinary Physiotherapist and subject to requirements and successful application, join membership organisations. Further study at a higher level is also a progression option following completion of this qualification.

Upon successful completion of the iPET Network Level 6 Diploma in Veterinary Physiotherapy, Learners may wish to gain membership to the Institute of Registered Veterinary and Animal Physiotherapists (IRVAP). This affiliation further solidifies their commitment to excellence in comprehensive healthcare plans, fostering continuous professional development, and promoting best practices within the industry. We are advised that graduates of the iPET Network Level 6 Diploma in Veterinary Physiotherapy qualification

currently meet IRVAP's membership requirements for the category of Veterinary Physiotherapist.

This qualification is regulated by Ofqual.

3.2. Objectives of the Qualification

Depending on the needs of the Learner, this qualification can:

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

This qualification has been designed to enable Learners to:

- Understand advanced study skills and lifelong learning skills
- Understand research methodology
- Be able to reflect own practice, lifelong learning and personal development
- Understand personal and professional development, including communication skills, mental toughness, resilience, confidence and boundaries
- Understand key business skills and the concept of Unique Selling Point (USP)
- Understand animal behavioural science, learning and training
- Understand the principles of nutrition
- Critically evaluate the equipment used in equestrian sport and collars and harnesses used with dogs
- Evaluate the training, regulation, education and importance of the wider animal care industry

- Understand the requirements and effects of sporting disciplines
- Evaluate the role of the multidisciplinary team and complimentary therapies
- Understand the role and practice of farriery and hoof care, dentistry, saddle fitting and lorinery and bit fitting
- Understand advanced approaches to soft tissue pathology, tissue healing, massage, soft tissue skills, manual lymphatic drainage, stretching and mobilisation techniques
- Understand advanced concepts of pain and thermotherapy, the use of orthotics, kinesiotaping and acupressure
- Understand physiotherapy and rehabilitation for post-surgical, neurological, juvenile, geriatric, non-ambulatory and respiratory patients and for palliative and end of life care
- Understand electro-physical agents (EPAs) including their history, current evidence base, dose calculations and safe and effective use
- Understand clinical reasoning and decision making
- Understand the process of designing treatment plans and be able to design plans for specific scenarios
- Be able to work safely with animals, considering biosecurity, health, safety and welfare
- Demonstrate advanced physiotherapy skills including the safe and effective use of EPAs
- Conduct a full physiotherapy assessment and treatment for canine and equine cases
- Be able to assess a saddle and the equine hoof
- Complete clinical practice
- Be able to complete a research project

3.3. Progression Routes

Suggested progression routes and other qualifications that may be of interest following completion of the qualification:

- Further study at Level 7 in veterinary physiotherapy, or relevant supporting sector

3.4. 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 or training under the immediate guidance or supervision of such a person.

GLH does 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 Centres as a guide for devising teaching and learning plans.

3.5. Total Qualification Time (TQT)

Total qualification time is defined as the number of Guided Learning Hours (GLH) **plus** the time taken by the Candidate for independent, unsupervised study. Individual Learners' 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 requirements, may need longer.

Guided Learning Hours and Total Qualification Time are as follows:

Qualification	Guided Learning Hours (GLH)	Total Qualification Time (TQT)
iPET Network Level 6 Diploma in Veterinary Physiotherapy	299	1720

3.6. Qualification Delivery Requirements

This qualification requires all Learners to complete 375 hours of practical training which is required to be logged/evidenced. This will involve: face-to-face clinical tuition, clinical practice, working with other qualified and regulated (where appropriate) professionals and other evidenced practical hours. Depending on the nature of the practical training, hours completed will contribute to the Guided Learning Hours and/or Total Qualification Time for the qualification. The areas counted towards the GLH are listed below.

As part of the 375 hours, a minimum of 50 hours face-to-face, in-person practical clinical tuition time must be completed as part of this qualification's delivery strategy.

As part of the 375 hours, a minimum of 80 hours face-to-face, in-person practical clinical practice must be completed as part of this qualification's delivery strategy.

As part of the 375 hours, face-to-face, in person work experience must be completed, up to a maximum of 35 hours, as part of this qualification's delivery strategy.

Please refer to Section 11 Assessment of the Qualification Handbook for more guidance on the requirements.

Due to the practical nature of this qualification, the **Formal Summative Practical Examinations** must take place **face-to-face, in person**.

The **Professional Discussion** must be conducted **face-to-face and in-person or remotely via a video call, but live in real-time**.

The remainder of the qualification may be delivered as the Approved Centre feels appropriate, ensuring that Guided Learning Hours requirements are met. As part of the application to deliver, Approved Centres must be able to evidence how they intend to deliver the qualification, including the methods by which they will achieve the GLH.

4. Requirements to Deliver this Qualification

Centres wishing to deliver this qualification must apply by submitting an iPET Network **Qualification Approval Form** which can be downloaded from the website. The centre must provide supporting information and documents to demonstrate their ability to deliver this qualification and adhere to quality assurance and assessment regulations.

Applications can be made via email eqa@ipetnetwork.co.uk or if there are any queries call the iPET Network team on 0800 433 4700.

Centres wishing to offer these qualifications must refer to the requirements stipulated in Section 4.5.

4.1. Head of Centre

Each centre should identify a Head of Centre who has overall responsibility for ensuring the Approved Centre remains compliant with iPET Network's approval criteria and policies.

The Head of Centre must ensure all procedures relating to the delivery of the qualification operate effectively in the centre.

The Head of Centre contact is responsible for ensuring all relevant iPET Network documentation is distributed as required within the centre and that the security requirements for external assessment are adhered to, where applicable.

The Head of Centre will be the main point of contact should iPET Network need to contact the Approved Centre regarding concerns of maladministration or malpractice.

Additional contacts can be agreed with the Approved Centre.

4.2. Tutors

To offer this qualification, centres must ensure that Tutors involved in delivery are professionally competent to do so. This means centres must ensure that Tutors meet criteria detailed in the Requirements for Centre Roles section.

Evidence of qualifications and experience must be provided in the form of original certificates, detailed CV and employer references. iPET Network reserves the right to request additional information in support of Centre/Tutor applications e.g. references.

The exception to these requirements is where Guest Lecturers are utilised. A Guest Lecturer is an individual invited by an Approved Centre to give occasional lectures in their specific area of expertise or interest. They are usually not permanent staff members, although they might be permanent staff from a different department. Guest Lecturers focus solely on teaching a particular subject and do not have the authority to make assessment decisions. According to iPET Network, “occasional” is defined as delivering no more than 10 hours of lecturing per academic year, or pro rata for shorter courses. This is not permitted for qualifications with less than 10 Guided Learning Hours.

4.3. Assessors

To offer this qualification, Approved Centres must ensure that Assessors involved in assessment meet the criteria detailed in the Requirements for Centre Roles section and are familiar with the assessment requirements of the qualification for which they are assessing. The same individual can fulfil the role of Tutor and Assessor, especially regarding marking of theoretical assessments in workbooks or e-portfolios. The Centre can utilise different Assessors for different Units and, where a formal assessment forms part of the assessment strategy, may prefer to use an Assessor who hasn't previously assessed the Learner's work.

Evidence of qualifications and experience must be provided in the form of original certificates, detailed Curriculum Vitae (CV) and employer references. iPET Network reserves the right to request additional information in support of Centre/Assessor applications.

4.4. Internal Quality Assurers (IQAs)

Centres must also ensure that they have in place an Internal Quality Assurer who meets the criteria detailed in the Requirements for Centre Roles section and is familiar with the assessment requirements of the qualification for which they are the Internal Quality Assurer

Or,

Utilise iPET Network's Internal Quality Assurance service via Gold package registrations.

(Refer to Centre Fees)

Use of Unqualified Internal Quality Assurers

Where an Approved Centre has an unqualified Internal Quality Assurer, they must be registered on a relevant regulated IQA qualification (see Requirements for Centre Roles section) and actively working towards its completion. Until the qualification is fully achieved and certificated, the working-towards IQA must have their decisions checked by a qualified and approved IQA, who will provide feedback and ensure reports are only released to Assessors when the IQA decisions are valid and reliable. The qualified IQA will countersign all decisions to confirm the checks have taken place and the decision and feedback was satisfactory.

Centres must either:

- Appoint or employ a qualified IQA who has been approved by iPET Network to act as a countersignatory and provide appropriate support.

Or,

- Engage iPET Network to provide a qualified and approved countersignatory IQA for the duration of the support period, with all associated costs to be paid for by the centre.

Please refer to the ***Approved Centre Manual*** for more information on countersigning requirements.

4.5. Requirements for Centre Roles

Centres are responsible for ensuring that Tutors, Assessors and Internal Quality Assurers are occupationally competent, suitably qualified and stay current with industry developments and best practices.

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
Tutor	Hold one of the following: - A regulated Level 6 or above qualification in veterinary physiotherapy OR - By exception, a relevant regulated qualification at Level 6 or above (This will be accepted at the discretion of the Awarding Organisation)	- CV / career profile demonstrating relevant industry/subject-specific skills, knowledge, experience and achievements. - Have a minimum of 5 years' (full-time equivalent) demonstrable professional experience working within the animal/veterinary physiotherapy industry/working as a Veterinary Physiotherapist - Other combinations of qualification and experience may be accepted by iPET Network.	- Have completed 15 hours of Continuous Professional Improvement over the past year - CPD relevant to industry and applicable to role. - Types of CPD completed should be varied. For example, a range of webinars, journal reading, shadowing/industry days, workshops and reflective practice.	A teaching qualification at Level 3 or above, such as one of the following: - 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) - Level 3 Award in Education and Training - Level 4 or above Certificate in Education (CertEd/PGCERTEd)

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
				○ Level 3 Preparing to Teach in the Lifelong Learning Sector (PTLLS) ○ Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS) ○ Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) ○ Level 7 Veterinary Education Where no formal teaching qualification is held, it will be a requirement that a teaching qualification is achieved within 12 months of Centre Approval. The Tutor will require mentoring during this period.
Assessor	Hold one of the following: • A regulated Level 6 or above qualification in veterinary physiotherapy	• CV / career profile demonstrating relevant industry/subject-specific skills, knowledge, experience and achievements.	• Have completed 15 hours of Continuous Professional Improvement over the past year • CPD relevant to industry and applicable to role	A qualification in vocational assessment at Level 3 or above, such as one of the following:

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
	OR By exception, a relevant regulated qualification at Level 6 or above (This will be accepted at the discretion of the Awarding Organisation)	- Have a minimum of 5 years' (full-time equivalent) demonstrable professional experience working within the animal/veterinary physiotherapy industry/working as a Veterinary Physiotherapist - Other combinations of qualification and experience may be accepted by iPET Network.	Types of CPD completed should be varied. For example, a range of webinars, journal reading, shadowing/industry days, workshops and reflective practice.	- Level 3 Certificate in Assessing Vocational Achievement (CAVA) - D32/33 - A1 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 Centre 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

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
				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.
External Moderator	Hold one of the following: A regulated Level 6 or above qualification in veterinary physiotherapy OR By exception, a relevant regulated qualification at Level 6 or above (This will be accepted at the discretion of the Awarding Organisation)	- CV / career profile demonstrating relevant industry/subject-specific skills, knowledge, experience and achievements. - Have a minimum of 5 years' (full-time equivalent) demonstrable professional experience working within the animal/veterinary physiotherapy industry/working as a Veterinary Physiotherapist - Other combinations of qualification and experience may be accepted by iPET Network.		Must possess both of the following: - Experience of working within another Higher Education provider - CV / career profile demonstrating relevant industry/subject-specific skills, knowledge, experience and achievements within the education sector. (This will be accepted at the discretion of the Awarding Organisation)

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
				Desirable – Teaching Qualification Moderators ideally will possess one of the following: • 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) • Level 3 Award in Education and Training • Level 4 or above Certificate in Education (CertEd/PGCERTEd) • Level 3 Preparing to Teach in the Lifelong Learning Sector (PTLLS) • Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTLLS)

Role	Subject-specific knowledge	Vocationally relevant experience	Currency of knowledge	Role specific requirements
				- Level 5 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) - Level 7 Veterinary Education
Internal Quality Assurer	Has substantial experience of working in or assessing in the animal science / veterinary / animal physiotherapy industry (This will be accepted at the discretion of the Awarding Organisation)		- Have completed 15 hours of Continuous Professional Improvement over the past year - CPD relevant to industry and applicable to role - Types of CPD completed should be varied. For example, a range of webinars, journal reading, shadowing/industry days, workshops and reflective practice.	A qualification in Internal Quality Assurance, such as: - D34 - V1 - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (Level 4 Award in <i>Understanding the Internal Quality Assurance of Assessment Processes and Practices</i> will not be accepted unless accompanied by evidence of extensive IQA practice)

Applications that fall outside of the exact requirements above may still be considered on a case-by-case basis at the discretion of iPET Network.



External Moderators must complete the ***Conflicts of Interest Disclosure Form*** on an annual basis, unless any conflicts arise outside of this timeframe. Any conflicts between an External Moderator and a Learner must be identified and recorded upon registration.

4.6. Standardisation

Standardisation of Assessors and quality assurance personnel promotes consistency in the understanding and application of standards.

Assessors and quality assurance personnel will have their practise standardised through feedback and standardisation exercises and events. Centres should ensure that their internal teams are standardised and personnel are able to attend iPET Network standardisation events and complete standardisation exercises and training as required.

It is a requirement of the centre approval process that each centre offering units from iPET Network qualifications provides assessment materials and Learner evidence for standardisation if requested.

Common errors, good practice and recommendations arising from standardisation will be disseminated to Approved Centres by iPET Network.

4.7. Support for Centres

iPET Network provides all Approved Centres with on-going support, including:

- The requirements for assessment.
- Standardisation for Assessors and IQAs
- Training for centre admin staff on IT systems and processes
- Centre policies

5. Learner Requirements

5.1. Entry Requirements

All Learners must meet the following criteria:

1. Minimum Age and Requirements Learners must possess all of the following:	AND	2. Subject-specific Qualifications Learners must possess the following:	AND	3. First Aid Qualification Learners must possess the following:
- Minimum age of 18 years - Be capable of working at a Level 6 or above - Be able to complete the assessments for this qualification in English		- Holds the iPET Network Level 4 Diploma in Animal Sports Massage - Holds the iPET Network Level 5 Diploma in Animal Sports Massage and Rehabilitation		Holds, maintains* or is working towards ** a relevant regulated Level 3 or above animal first aid qualification *Maintenance of animal first aid qualifications - refers to keeping them current and valid. Some may require renewal at specified intervals. **If no first aid qualification is held prior to registration, it will be a requirement that it is achieved prior to the completion of this qualification and maintained throughout the duration.

Approved Centres must recruit Learners 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 Learners must be screened via robust admission processes to ensure their suitability for the registration on the qualification. Whilst the above criteria form the basis of eligibility, Approved Centres 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

Admissions processes will form part of External Quality Assurance audits.

6. Reasonable Adjustments

Assessment within this qualification is designed to be accessible and inclusive. 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 Learner registering for an iPET Network qualification, must be able to meet the assessment criteria, with appropriate reasonable adjustment where required, in order to be certificated.

Those Learners with additional educational or physical needs, should discuss their support requirements with their centre. Centres 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

7. Recognition of Prior Learning and Achievement

Recognition of Prior Learning and Achievement will be considered for this qualification. Depending on the prior learning or attainment a Learner may be exempted from some teaching sessions or even exempted from an assessment or unit.

Centres wishing to obtain further details regarding the process of recognising prior learning and achievement should refer to the iPET Network ***Recognition of Prior Learning and Achievement Policy*** and contact their EQA for further guidance.

Learners that have completed the following qualifications qualify for exemption from the units stated below:

8. Induction

At the induction of each Learner, the Centre should identify if the Learner has any specific learning or training needs.

Each Centre must carry out an induction so that Learners fully understand the requirements of the qualification, their responsibilities as a Learner, and the responsibilities of the Centre. Centres should manage expectations by outlining their timeframes for responding to communications from Learners, accepted platforms for communication and timeframes for marking. This information will need to be recorded e.g., within a contract.

During the induction, Learners 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 that iPET Network could take against Learners and Centres.

9. Achieving the Qualification

9.1. Duration of Registration

Qualification	Duration of Registration (months)
iPET Network Level 6 Diploma in Veterinary Physiotherapy	48

All Learners will be registered with iPET Network for a maximum period as outlined in the table above. Centres should refer to the **Approved Centre Manual** and their **iPET Network Terms and Conditions** for further guidance about re-registration or requesting an extension due to extenuating circumstances.

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 Approved Centre and the Learner and must not exceed the registration period set by iPET Network. This is a separate contractual agreement which iPET Network is not responsible for, including any associated costs.

9.2. Unit Registration

Standalone unit registration is not accepted for this qualification.

9.3. 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.

9.4. Recording Achievement

Centres must record the Learner's achievement of the unit on an appropriate form(s) or electronic system. Centres should record the Learner's achievement against the specific unit

assessment criteria evidenced by the task. Further information can be found in the Assessment Strategy.

10. Qualification Structure

10.1. Units

The structure of the qualification is as follows:

iPET Network Reference No.	Unit Title	Level	Credits	GLH	TQT	Unit Regulatory Number
601	Advanced Study Skills and Lifelong Learning	6	2	5	20	L/651/1180
602	Personal and Professional Development	6	10	16	100	M/651/1181
603	Wider Veterinary Awareness and the Multidisciplinary Team	6	20	49	200	R/651/1182
604	Advanced Physiotherapy Skills	6	30	29	300	T/651/1183
605	Electro-Physical Agents in Physiotherapy	6	30	29	300	Y/651/1184
606	Clinical Reasoning and Decision Making	6	15	11	150	A/651/1185
607	Veterinary Physiotherapy Clinical Competency and Practice	6	35	140	350	D/651/1186
608	Research Project	6	30	20	300	F/651/1187
TOTALS			172	299	1720	

10.2. Level Descriptor

Level	Knowledge Descriptor (the holder...)	Skills Descriptor (the holder can...)
Level 6	Has advanced practical, conceptual or technical knowledge and understanding of a subject or field of work to	Determine, refine, adapt and use appropriate methods and advanced cognitive and practical skills to address problems that

	create ways forward in contexts where there are many interacting factors. Understands different perspectives, approaches or schools of thought and the theories that underpin them. Can critically analyse, interpret and evaluate complex information, concepts and ideas.	have limited definition and involve many interacting factors. Use and, where appropriate, design relevant research and development to inform actions. Evaluate actions, methods and results and their implications.
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(Source: Ofqual, Handbook: General Conditions of Recognition, 2023)

11. Assessment

11.1. Assessment Process Overview

The iPET Network assessment process is as follows:

1. Assessments are developed by iPET Network and provided to the centre or, where permitted, devised by the Approved Centre and approved by iPET Network in advance (See Centre-Devised Assessments Section 11.5 of the ***Qualification Delivery Handbook***).
2. The assessment is then delivered and implemented by the relevant iPET Network Approved Centre.
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).
5. Completed portfolios of assessed evidence are then quality assured by an External Quality Assurer (EQA) approved by iPET Network.

11.2. General Assessment Principles

Assessments must be designed to ensure the following principles are met:

- Valid – the assessment/ work is relevant to the assessment criteria and set at the correct level.
- Authentic – the work is the Learner's own
- Reliable – the Learner can perform tasks or recall knowledge consistently over time. The Learner has completed the tasks as confirmed.
- Current - the work has been completed and assessed in a timely manner
- Sufficient – the assessment/ work covers all the assessment criteria of all the Units

11.3. Assessment Method and Strategy

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

When delivering iPET Network Qualifications and the units contained, Approved Centres must provide evidence that their Learners have met the assessment criteria and should include the following assessment method(s):

The core assessment methods for this qualification, in line with the regulator's defined categories, are a **Portfolio of Evidence, Practical Examination, Professional Discussion and Project.**

11.4. Specimen Assessment Materials

Specimen assessment materials are not applicable to this qualification and therefore are not provided.

Please refer to the assessment section in the ***Qualification Delivery Handbook*** for details of the assessment materials supplied by iPET Network.

11.5. Centre-Devised Assessments

Approved Centres that wish to develop their own assessments, instead of using those provided by iPET Network, are permitted to do so for this qualification, subject to the requirements set out in the assessment section of the ***Qualification Delivery Handbook***.

Where Centres develop their own assessments, all assessment materials must be subjected to pre-release moderation. Pre-release moderation ensures assessment materials are fit for purpose, consistent across Centres, and free from error before they are used with Learners. The process includes checking accuracy, clarity, validity, reliability, fairness, accessibility and alignment to the qualification's learning outcomes and assessment requirements.

Pre-release moderation must ensure that assessments meet the criteria, level and standard required. The Centre will need to provide evidence that pre-release moderation checks have taken place and that actions identified by the moderator have been acted upon. The

Approved Centre will also need to demonstrate, via a mapping document, that all assessment criteria will be assessed at some point during the qualification via the devised assessments. Pre-release moderation should ideally be completed by the Centre's Internal Quality Assurer where the Approved Centre employ their own. Alternatively, an individual who meets the Assessor requirements for the qualification can complete pre-release moderation of the assessment materials and checking of the mapping exercise, as long as they have experience in assessment moderation or have had additional training. iPET Network can provide pre-release moderation and mapping documentation templates. If an Approved Centre is unable to appoint a moderator, then the Approved Centre must discuss alternative arrangements and associated fees with iPET Network's Lead IQA or EQA team.

Approved Centres must make pre-release moderation and mapping records available for quality assurance when requested.

11.6. Marking

Please refer to ***iPET Network Artificial Intelligence and Protecting the Integrity of Qualifications Policy*** which governs the use of artificial intelligence in assessing any Learner's work.

These assessments are pass or fail and the Assessor's decision is final, subject to moderation.

Learners may undertake the formal assessments for this qualification a maximum of 6 times (per formal assessment).

Where re-assessment is required, it is expected that additional training/support by the centre is provided to the Learner to address the areas where improvement is required. There may be underlying reasons why the Learner has not been able to achieve the required pass mark. It is important that Approved Centres have regular sessions with Learners to identify these issues and put in place any necessary support or access arrangements. The Learner should only be re-entered for the re-assessment when all parties feel they have a

realistic chance of achievement. Clear tracking of progression and support must be evidenced.

Re-sits must take place during the qualification registration duration.

Please be aware that centres may charge additional fees for re-sits.

After 6 unsuccessful attempts at an assessment, the Learner will be withdrawn from the qualification by the Approved Centre and the Learner notified in writing.

11.7. External Moderation Strategy

Summative assessments within this qualification may be subject to moderation by an External Moderator provided by the Approved Centre and approved by iPET Network. The level of moderation will be agreed with iPET Network but will be at least the square root of the total assessments undertaken by Learners plus any fails.

For example, if there were 9 Learners in a cohort sitting the Professional Discussion, 3 assessments total would need to be moderated plus any that failed.

The External Moderation strategy will include:

- Sampling activity at a minimum the square root of the total assessments undertaken by Learners plus any fails.
- Feedback with tutors/assessors
- Feedback with Learners as appropriate
- Learner interviews according to risk rating status
- A point of contact for reassessment/appeals where required.

Evidence of External Moderation must be provided by the centre.

11.8. Qualification Grading

This qualification is graded pass or fail.

11.9. Appeals

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

11.10. What Constitutes a Fail?

It is at the Assessor's professional discretion if they confirm achievement or deny achievement to the Learner.

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

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

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

- Failure to address one or more of the assessment criteria
- Unsafe practice or behaviour
- Practice of behaviour that compromises animal welfare
- Failure to address key safety points and measures
- Poor standard of delivery
- Learner did not select appropriate equipment
- Assessment criteria were not achieved in the time allowed

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

12. Qualification Unit Breakdown

Unit 601: Advanced Study Skills and Lifelong Learning

IPN Code	601	Unit aim	The aim of this unit is to enable the Learner to develop the knowledge and understanding of study skills necessary to complete the iPET Network Level 6 Diploma in Veterinary Physiotherapy. This unit will also enable the Learner to further develop the reflective practice skills necessary for a successful career within the Veterinary Physiotherapy industry.
Reg Code	L/651/1180		
Level	6		
Credits	2		
GLH	5		
TQT	20		

Unit 601: Advanced Study Skills and Lifelong Learning

Learning Outcomes	Assessment Criteria
The Learner will:	The Learner can:
1. Understand various approaches to studying and learning	1.1. Explain thinking and learning styles
	1.2. Evaluate the concept of metacognition for the Veterinary Physiotherapist
2. Understand the requirements of academic writing	2.1. Evaluate Systemic and Cochrane reviews
	2.2. Evaluate the purpose of a research project
	2.3. Explain the purpose of a research project proposal
	2.4. Critically evaluate the use of animals in completing a research project
	2.5. Explain how to structure a research project
	3.1. Define research methodology
	3.2. Evaluate the importance of developing a research question

Unit 601: Advanced Study Skills and Lifelong Learning

3. Understand research methodology	3.3. Evaluate the importance of research design
	3.4. Explain types of research
	3.5. Evaluate quantitative and qualitative research methods
	3.6. Evaluate approaches to data gathering
	3.7. Evaluate research methods with consideration of ethical and legal frameworks when working with animals
	3.8. Critically evaluate the importance of understanding the limitations of research
4. Understand lifelong learning skills	4.1. Consider different forms of lifelong learning
	4.2. Critically evaluate the “4 Pillars” of lifelong learning in relation to own future development
	4.3. Consider the importance of lifelong learning and continuous professional development
5. Be able to critically reflect on own practice and lifelong learning	5.1. Critically reflect on own reflective activity to date
	5.2. Critically reflect on lifelong learning in relation to own future development

Unit 602: Personal and Professional Development

IPN Code	602	Unit aim	The aim of this unit is for Learners to gain knowledge and understanding of personal and professional development of the Veterinary Physiotherapist, preparing them for a career within the industry. This unit addresses key business skills, unique selling points and reflection on own personal and professional development.
Reg Code	M/651/1181		
Level	6		
Credits	10		
GLH	16		
TQT	100		

Unit 602: Personal and Professional Development

Learning Outcomes	Assessment Criteria
The Learner will:	The Learner can:
1. Understand the importance of wellbeing and good mental health hygiene and management	1.1. Critically compare the concepts of mental toughness and resilience
	1.2. Critically reflect on factors affecting own mental toughness and resilience
	1.3. Critically compare and evaluate the concepts of and importance of confidence and self esteem
	1.4. Critically reflect on factors affecting own confidence and self-esteem
	1.5. Evaluate the importance of setting healthy setting boundaries
	1.6. Critically evaluate the importance of being able to manage change
2. Understand the importance of good communication skills	2.1. Evaluate the skills required when communicating bad news or difficult messages
	2.2. Research and critically reflect on the causes of complaints
	2.3. Evaluate the skills required in handling complaints and conflict resolution
	2.4. Evaluate the effects on the practitioner of dealing with other people's distress, including considering the types of distress and how they might manifest

Unit 602: Personal and Professional Development

3. Understand the concept of Unique Selling Points	3.1. Evaluate the concept of Unique Selling Points (USP) and its importance in the veterinary physiotherapy industry
4. Be able to reflect on personal brand and professional identity	4.1. Critically reflect on own USP
	4.2. Critically reflect on own personal brand
	4.3. Critically reflect on professional identity
	4.4. Critically reflect on factors that might affect client choice of practitioner
5. Understand key business skills	5.1. Explain accounting methods
	5.2. Evaluate the factors affecting unit cost/cost of service
	5.3. Discuss and evaluate various pricing strategies
	5.4. Consider own approach to pricing
	5.5. Critically evaluate options for business financing
6. Be able to reflect on personal development	6.1. Reflect on own self-worth and value
	6.2. Reflect on previous SWOT
	6.3. Reflect on previous career goals
	6.4. Reflect on previous personal development plan
	6.5. Update Personal statement and CV

Unit 603: Wider Veterinary Awareness and the Multidisciplinary Team

IPN Code	603	Unit aim	The aim of this unit is to provide Learners with an appropriate understanding of the wider veterinary healthcare industry. This unit addresses the operation of the Multidisciplinary Team being of upmost importance within the animal therapy industry as a whole and is key to the success of the Veterinary Physiotherapist. This unit aims to introduce the learner to related professions within the industry.
Reg Code	R/651/1182		
Level	6		
Credits	20		
GLH	49		
TQT	200		

Unit 603: Wider Veterinary Awareness and the Multidisciplinary Team

Learning Outcomes	Assessment Criteria
The Learner will:	The Learner can:
1. Understand animal behavioural science	1.1. Explain animal behavioural science
	1.2. Evaluate the approach to affective states within animal behaviour
	1.3. Evaluate human-animal interactions
	1.4. Evaluate intelligence in animals
	1.5. Evaluate the role of emotions in animal behaviour
	1.6. Evaluate anthropomorphism in animal behaviour
	1.7. Critically evaluate the relevance of applied animal behaviour to the role of Veterinary Physiotherapist
2. Understand the principles of animal learning and training	2.1. Explain key principles of training and learning
	2.2. Differentiate between the meaning of the terms 'socialisation' and 'habituation' in the context of training
	2.3. Explain the differences between classical and operant conditioning

Unit 603: Wider Veterinary Awareness and the Multidisciplinary Team

	2.4. Explain the four methods of operant conditioning
	2.5. Critically evaluate pressure-release training
	2.6. Critically evaluate dominance theory
	2.7. Evaluate the relationship between animal learning and animal welfare
	2.8. Evaluate the importance of training and learning to the Veterinary Physiotherapist
	2.9. Compare the roles of trainer and behaviourist for both canine and equine
	2.10. Evaluate regulation, education and training in animal behaviour and training
3. Understand the principles of nutrition	3.1. Evaluate regulation, education and training in animal nutrition
	3.2. Describe macro and micronutrients
	3.3. Evaluate the different roles within nutrition of proteins, carbohydrates and fats
	3.4. Evaluate the role of the main micronutrients in nutrition
	3.5. Evaluate the role of water in overall nutrition
	3.6. Evaluate the different dietary requirements of cattle, horses, dogs and cats
	3.7. Evaluate the main sources of carbohydrates, proteins and fats in the average canine and equine diet
	3.8. Evaluate the main ingredients often found in canine and equine feeds
	3.9. Evaluate methods for calculating overall nutritional requirements for dogs and horses
	3.10. Evaluate the different nutritional requirements at various life stages of the dog and horse
	3.11. Evaluate the different nutritional requirements of large and small breed dogs

Unit 603: Wider Veterinary Awareness and the Multidisciplinary Team

	3.12. Evaluate health problems associated with nutritionally inadequate diets
	3.13. Critically evaluate the prevalence of equine gastric ulcer syndrome (EGUS) in horses
	3.14. Evaluate the role of nutrition in various conditions in canines and equines
	3.15. Critically evaluate the effects of obesity on horses and dogs
	3.16. Evaluate the management of obesity in horses and dogs
	3.17. Evaluate the feeding of a raw diet in dogs
	3.18. Define nutraceuticals
	3.19. Critically evaluate the use of nutraceuticals in canine and equine diets
4. Understand the role of farriery and hoof care	4.1. Evaluate regulation, education and training in equine farriery and podiatry
	4.2. Evaluate common hoof defects and issues
	4.3. Critically evaluate the effects of poor footcare on the overall horse
	4.4. Critically evaluate the effect of hoof balance on overall posture, and overall posture on hoof balance
	4.5. Evaluate remedial and corrective shoeing approaches
	4.6. Critically evaluate the effects of the shoe on the biomechanics of the hoof
	4.7. Critically evaluate the concept of bare foot in horses
5. Understand the role of dentistry	5.1. Evaluate regulation, education and training in the dentistry sector
	5.2. Compare canine and equine dentition
	5.3. Explain how a horse's age is assessed via dentistry
	5.4. Common equine procedures, problems and abnormalities
	5.5. Common canine procedures, problems and abnormalities

Unit 603: Wider Veterinary Awareness and the Multidisciplinary Team

	5.6. Critically evaluate the role the owner plays in good dental health for both horses, dogs and cats
6. Understand the principles of saddle fitting	6.1. Evaluate regulation, education and training in the saddle fitting sector
	6.2. Describe the anatomy of the English saddle
	6.3. Compare different saddle types
	6.4. Explain how saddles are measured and describe saddle sizing
	6.5. Explain the main points of saddle fit
	6.6. Evaluate signs and effects of poor saddle fit
	6.7. Evaluate common problems with saddle fit
	6.8. Critically evaluate issues of rider weight and saddle size
	6.9. Critically evaluate issues relating to mounting the saddled horse
	6.10. Critically evaluate the concept of fitting a saddle wide to allow for expansion and movement
	6.11. Critically evaluate the treeless saddle
	6.12. Critically evaluate current issues relating saddles, saddle fit and horse welfare
7. Understand lorinery and bit fitting	7.1. Describe the parts of a bridle
	7.2. Evaluate the importance of correct bridle fit
	7.3. Evaluate the signs and effects of poor bridle fit
	7.4. Describe the main types of bit and their action
	7.5. Critically evaluate current issues relating to lorinery, biting and horse welfare
8. Understand a range of other equipment and accessories used in equestrian sport	8.1. Critically evaluate the use of exercise boots and bandages for horses
	8.2. Critically evaluate the use of studs with horses
	8.3. Critically evaluate research relating to saddle accessories

Unit 603: Wider Veterinary Awareness and the Multidisciplinary Team

9. Understand the types of collars and harnesses commonly used with dogs	9.1. Critically evaluate types of dog collars and harnesses
	9.2. Critically evaluate the use of anti-bark collars in dogs
	9.3. Critically evaluate current issues relating to collars and harnesses and dog welfare
10. Understand the importance of companion animal grooming	10.1. Evaluate regulation, training and education in the grooming sector
	10.2. Evaluate the importance of grooming
11. Understand canine hydrotherapy	11.1. Evaluate regulation, training and education in the hydrotherapy sector
	11.2. Evaluate the benefits of small animal hydrotherapy
12. Understand the requirements of various sporting disciplines	12.1. Evaluate the requirements and effects on the horse, including common issues and injuries associated with various sporting disciplines
	12.2. Evaluate the requirements and effects on the dog, including common issues and injuries associated with various sporting disciplines
13. Understand the importance of the Multidisciplinary Team (MDT)	13.1. Critically evaluate the benefits of the multidisciplinary team
	13.2. Critically evaluate the concepts of the vet-led multidisciplinary team
	13.3. Critically evaluate the importance of the relationship between professionals within the multidisciplinary team and the Veterinary Physiotherapist
14. Understand complementary therapies	14.1. Explain complementary versus alternative therapies
	14.2. Explain the regulations regarding the use of complementary therapies with animals
	14.3. Evaluate a range of complementary therapies
	14.4. Evaluate the role of complementary therapies within the multidisciplinary team
	14.5. Critically evaluate the levels of education, training and regulation across complementary therapies in the animal sector

Unit 604: Advanced Physiotherapy Skills

IPN Code	604	Unit aim	The aim of this unit is to provide Learners with an understanding of advanced physiotherapy approaches and techniques. This unit addresses physiotherapy and rehabilitation of a range of patients including post-surgical, neurological, juvenile, geriatric, non-ambulatory and respiratory. The unit also covers physiotherapy for palliative and end of life care.
Reg Code	T/651/1183		
Level	6		
Credits	30		
GLH	29		
TQT	300		

Unit 604: Advanced Physiotherapy Skills

Learning Outcomes	Assessment Criteria
The Learner will:	The Learner can:
1. Understand advanced approaches to soft tissue pathology	1.1. Critically evaluate patterns of tightness and restriction in tissues
	1.2. Analyse the Biomechanical Stress Sequence
	1.3. Critically evaluate the effects of the biomechanical stress on fascia
2. Understand advanced approaches to tissue healing	2.1. Critically evaluate the concepts of anti-inflammatory and pro-inflammatory and the relevance to veterinary physiotherapy
	2.2. Critically evaluate cellular activity in line with wound healing
	2.3. Critically evaluate vascular and cellular activity in soft tissue healing
	2.4. Explain angiogenesis
	2.5. Critically compare recovery times of various tissue types
	2.6. Critically evaluate the factors affecting tissue healing and recovery times
	3.1.

Unit 604: Advanced Physiotherapy Skills

3. Understand advanced concepts of pain	3.2. Evaluate the role of neurotransmitters in pain facilitation and inhibition
	3.3. Research the factors that can increase or decrease pain perception
	3.4. Evaluate the concept of myofascial pain
	3.5. Evaluate chronic pain and the effects on overall health
4. Understand Thermotherapy (including Cryotherapy) and its use within veterinary physiotherapy	4.1. Evaluate the physiological effects of thermotherapy and cryotherapy on the musculoskeletal system
	4.2. Critically evaluate the use of thermotherapy and cryotherapy within the context of sporting activity, physiotherapy and rehabilitation
5. Understand advanced approaches to massage and soft tissue skills within veterinary physiotherapy	5.1. Evaluate the effects of massage on the sensory organs
	5.2. Evaluate the effects of massage on the autonomic nervous system
	5.3. Evaluate the effects of massage on the lymphatic system
	5.4. Critically evaluate the types and use of massage equipment
6. Understand approaches to manual lymphatic drainage with animals	6.1. Evaluate the concept of manual lymphatic drainage within physiotherapy
	6.2. Critically evaluate the application of manual lymphatic drainage techniques within veterinary physiotherapy
7. Understand advanced approaches to stretching within veterinary physiotherapy	7.1. Describe aspects of safe stretching technique
	7.2. Explain the stretch reflex
	7.3. Critically evaluate the effects of stretching
	7.4. Compare static and dynamic stretching
	7.5. Evaluate the uses of Passive Range of Motion (PROM) as a physiotherapy technique
	7.6. Explain Passive Range of Motion (PROM) End range feel

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	7.7. Evaluate Active Range of Motion (AROM) as a physiotherapy technique
	7.8. Critically evaluate the use of Passive Range of Motion (PROM) and Active Range of Motion (AROM) in animals
	7.9. Critically evaluate ballistic stretching as a physiotherapy technique
	7.10. Evaluate Proprioceptive Neuromuscular Facilitation (PNF) and its use in veterinary rehabilitation and physiotherapy
	7.11. Critically evaluate the application of Post Isometric Relaxation (PIR) / Muscle Energising Techniques (METs) on animals
	7.12. Critically evaluate the role of stretching and flexibility in overall fitness and performance
8. Understand mobilisation techniques within veterinary physiotherapy	8.1. Compare various types of joint mobilisation
	8.2. Evaluate physiological mobilisations as a physiotherapy technique
	8.3. Evaluate dynamic assessment and joint mobilisation as physiotherapy techniques
	8.4. Evaluate sustained mobilisations as a physiotherapy technique
	8.5. Critically evaluate the effect of mobilisation techniques used as a standalone therapy and in conjunction with other physiotherapy techniques
9. Understand the use of orthotics in physiotherapy and rehabilitation	9.1. Define orthotics and prosthetics
	9.2. Research different types of orthosis available for small/companion animals
	9.3. Critically evaluate the use of orthotics and prosthetics in veterinary physiotherapy
	9.4. Critically evaluate the role of the Veterinary Physiotherapist in the prescription, fitting and use of prosthetics and orthotics
10. Understand kinesiotaping and its application	10.1. Critically evaluate the use of kinesio-tape in rehabilitation and physiotherapy

Unit 604: Advanced Physiotherapy Skills

within physiotherapy	
11. Understand acupressure and its application within physiotherapy	11.1. Critically evaluate the use of acupressure in rehabilitation and physiotherapy
12. Understand physiotherapy and rehabilitation for the post-surgical patient	12.1. Evaluate the factors that need to be considered in physiotherapy and rehabilitation for the post-operative patient
	12.2. Critically evaluate approaches to post surgical physiotherapy and rehabilitation in large and small animals
13. Understand physiotherapy and rehabilitation for the neurological patient	13.1. Evaluate the use of neurological physiotherapy and rehabilitation in veterinary physiotherapy
	13.2. Evaluate the aims of neurological physiotherapy
	13.3. Evaluate various techniques used in neurological physiotherapy and rehabilitation
	13.4. Critically evaluate approaches to neurological rehabilitation and physiotherapy and their use with animals
14. Understand physiotherapy and rehabilitation of the juvenile patient	14.1. Evaluate the factors that need to be considered in physiotherapy and rehabilitation for the juvenile patient
15. Understand physiotherapy and rehabilitation of the geriatric patient	15.1. Evaluate the factors that need to be considered in physiotherapy and rehabilitation for the geriatric patient
16. Understand physiotherapy and rehabilitation of the non-	16.1. Evaluate the factors that need to be considered in physiotherapy and rehabilitation for the non-ambulatory patient

Unit 604: Advanced Physiotherapy Skills

ambulatory patient	
17. Understand rehabilitation of the respiratory patient	17.1. Evaluate the use of respiratory physiotherapy in veterinary physiotherapy
	17.2. Evaluate various techniques of respiratory physiotherapy
18. Understand physiotherapy for palliative and end of life care	18.1. Evaluate the role of veterinary physiotherapy in palliative care

Unit 605: Electro-Physical Agents in Physiotherapy

IPN Code	605	Unit aim	The aim of this unit is to provide Learners with the knowledge and understanding of the theory and practice of electro-physical agents (EPAs) in physiotherapy. This unit will address the history, current evidence base, dose calculations and safe and effective use of EPAs.
Reg Code	Y/651/1184		
Level	6		
Credits	30		
GLH	29		
TQT	300		

Unit 605: Electro-Physical Agents in Physiotherapy

Learning Outcomes	Assessment Criteria
The Learner will:	The Learner can:
1. Understand underpinning scientific concepts of electro-physical agents (EPAs)	1.1. Explain the electromagnetic spectrum
	1.2. Explain wavelengths
	1.3. Explain frequency
	1.4. Explain intensity
	1.5. Explain angle of incidence, reflection and refraction
	1.6. Explain polarisation
	1.7. Explain attenuation
	1.8. Explain endogenous electrical activity within the body
	1.9. Describe the classification of Electro-Physical Agents (EPAs)
	1.10. Evaluate the generic purpose of EPAs
	2.1. Evaluate the relevance of the therapeutic window for EPAs

Unit 605: Electro-Physical Agents in Physiotherapy

2. Understand the concepts of therapeutic window and dose	2.2. Evaluate the importance of dose in the application of EPAs
	2.3. Critically evaluate the differing effects of high power versus low power devices
3. Understand the use of light therapies in physiotherapy	3.1. Define photobiomodulation
	3.2. Critically compare LED versus LASER
	3.3. Evaluate the classification LASER and the implications for therapeutic effect
	3.4. Critically evaluate the absorption of light energy in the tissues
	3.5. Evaluate the effects of phototherapy on the tissues
	3.6. Evaluate the use of blue light phototherapy in physiotherapy
	3.7. Evaluate the use of red and infrared phototherapy in veterinary physiotherapy
	3.8. Explain the precautions and contraindications for phototherapy
	3.9. Calculate a dose for photobiomodulation
	3.10. Evaluate a case scenario and recommend appropriate phototherapy interventions
4. Understand the use of electrical therapies in physiotherapy	4.1. Define electrotherapies
	4.2. Evaluate the use of transcutaneous electrical nerve stimulation (TENS) in physiotherapy
	4.3. Explain the precautions and contraindications for transcutaneous electrical nerve stimulation (TENS)
	4.4. Evaluate the use of Neuro-muscular electrical stimulation (NMES) in physiotherapy
	4.5. Explain the precautions and contraindications for NEMS
	4.6. Critically compare H-Wave to other electrotherapy modalities
	4.7. Evaluate the use of Interferential in physiotherapy
	4.8. Evaluate the use of Microcurrent in physiotherapy

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	4.9. Explain Diathermy
	4.10. Evaluate the use of Radiofrequency in physiotherapy
	4.11. Evaluate the use of pulsed shortwave in physiotherapy
	4.12. Evaluate a case scenario and recommend appropriate electrotherapy interventions
5. Understand the use of sound therapies in physiotherapy	5.1. Define ultrasound energy
	5.2. Critically compare shortwave versus longwave ultrasound
	5.3. Evaluate the effects of ultrasound on the tissues
	5.4. Evaluate the transmission of ultrasound to the tissues
	5.5. Evaluate the research relating to the thermal, non-thermal effects of ultrasound
	5.6. Evaluate the use of ultrasound in veterinary physiotherapy
	5.7. Explain the precautions and contraindications for ultrasound
	5.8. Calculate a dose for shortwave ultrasound
	5.9. Evaluate a case scenario and recommend appropriate ultrasound interventions
	5.10. Evaluate the use of shockwave therapy in physiotherapy
6. Understand the use of magnetic therapies in physiotherapy	6.1. Explain magnetic field strength
	6.2. Evaluate the use of static magnets in physiotherapy
	6.3. Define Pulsed Electro-Magnetic Field Therapy (PEMFT)
	6.4. Evaluate the effect of Pulsed Electro-Magnetic Field Therapy (PEMFT) on the tissues
	6.5. Evaluate the use of PEMFT in veterinary physiotherapy
	6.6. Explain the precautions and contraindications for PEMFT
	6.7. Evaluate a case scenario and recommend appropriate PEMFT interventions

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	6.8. Critically evaluate the evidence base for high and low level PEMFT
7. Understand the use of vibration therapies in physiotherapy	7.1. Describe types of vibration therapy
	7.2. Evaluate the use of vibration therapies in physiotherapy
8. Understand the evidence base and choice of Electro-Physical Agents (EPAs)	8.1. Critically evaluate the validity of using human research findings in the context of animal therapy
	8.2. Critically compare EPAs in relation to depth penetration and affinity to tissue type and consider the relevance to your choice of EPA as a Veterinary Physiotherapist
9. Understand the use of electrotherapies in a range of scenarios	9.1. Evaluate a pain management scenario, assimilate and apply knowledge of EPAs
	9.2. Evaluate a wound management scenario, assimilate and apply knowledge of EPAs
	9.3. Evaluate a chronic inflammation scenario, assimilate and apply knowledge of EPAs
	9.4. Evaluate a tissue healing scenario, assimilate and apply knowledge of EPAs
	9.5. Evaluate a complex, multifactorial scenario, assimilate and apply knowledge of EPAs
10. Understand requirements when purchasing and using EPAs	10.1. Describe the requirements for a practitioner in relation to manufacturers training, insurance etc when using EPAs
11. Understand the requirement when loaning EPAs to clients	11.1. Evaluate the essential steps when loaning EPA equipment to clients
12. Understanding the environment within which the Veterinary Physiotherapist operates	12.1. Critically evaluate and differentiate between marketing, promotion, pseudo-science and the evidence base
	12.2. Critically evaluate the use of EPAs within the NHS and private sector in human care, and the veterinary sector

Unit 606: Clinical Reasoning and Decision Making

IPN Code	606	Unit aim	The aim of this unit is to enable Learners to develop the essential clinical reasoning and decision making skills, effectively combining their knowledge of anatomy, physiology, function, dysfunction and disease, a range of common conditions, treatment options and contraindications, and apply this knowledge to a range of complex scenarios.
Reg Code	A/651/1185		
Level	6		
Credits	15		
GLH	11		
TQT	150		

Unit 606: Clinical Reasoning and Decision Making

Learning Outcomes	Assessment Criteria
The Learner will:	The Learner can:
1. Understand the meaning of clinical reasoning	1.1. Explain clinical reasoning in the context of veterinary physiotherapy
	1.2. Consider why clinical reasoning skills are necessary in Veterinary Physiotherapy
2. Understand the generic clinical reasoning cycle	2.1. Explain approaches to clinical reasoning
	2.2. Evaluate the models of novice-expert and conscious-competence in the context of clinical reasoning in veterinary physiotherapy
	2.3. Critically reflect on how the novice-expert and conscious-competence models relate to your current understanding of veterinary physiotherapy
3. Understand various models of clinical reasoning	3.1. Explain various models of clinical reasoning
	3.2. Critically evaluate models of clinical reasoning in the specific context of veterinary physiotherapy
4. Understand a tissue healing based and physiotherapy	4.1. Summarise the stages of tissue healing
	4.2. Evaluate veterinary physiotherapy aims by stage of tissue healing
	4.3. Explain the approach to selecting an appropriate modality

Unit 606: Clinical Reasoning and Decision Making

aims approach to clinical reasoning	4.4. Evaluate contraindications in relation to a specific situation
	4.5. Consider the choice of EPA and determine correct usage
5. Understand clinical reasoning in specific relation to electro-physical agents (EPAs)	5.1. Evaluate Watson's model of electrotherapy intervention
6. Understand the process of designing treatment plans for individual animals	6.1. Explain the key factors in designing treatment plans for specific patients
	6.2. Critically evaluate example treatment plans
7. Be able to design treatment plans for individual animals	7.1. Design treatment plans for a range of given scenarios
8. Understand the role of the multidisciplinary team (MDT) throughout clinical practice	8.1. Explain best practice in obtaining vet consent, approval and referral
	8.2. Explain the appropriate incorporation of the wider multidisciplinary team in clinical reasoning and planning

Unit 607: Veterinary Physiotherapy Clinical Competency and Practice

IPN Code	607	Unit aim	The aim of this unit is to provide Learners with the clinical competence and practical skills required as a Veterinary Physiotherapist. Learners will be able to combine and synthesise knowledge and underpinning theory of massage, rehabilitation, advanced physiotherapy techniques and EPAs and apply them to a wide range of specific and complex cases.
Reg Code	D/651/1186		
Level	6		
Credits	35		
GLH	140		
TQT	350		

Unit 607: Veterinary Physiotherapy Clinical Competency and Practice

Learning Outcomes	Assessment Criteria
The Learner will:	The Learner can:
1. Be able to work in a way that maintains health and safety, animal health and biosecurity	1.1. Demonstrate appropriate regard for health and safety when working with animals
	1.2. Demonstrate appropriate regard for Animal Health and Welfare when working with animals
	1.3. Demonstrate appropriate biosecurity when handling animals
2. Be able to handle animals in a safe and effective manner with appropriate regard for welfare	2.1. Demonstrate effective, appropriate and safe handling skills and techniques with dogs
	2.2. Demonstrate effective, appropriate and safe handling skills and techniques with horses
3. Be able to demonstrate advanced physiotherapy skills	3.1. Demonstrate spinal and pelvic assessment of a dog
	3.2. Demonstrate spinal and pelvic assessment of a horse
	3.3. Identify patterns of dysfunction and restriction in the dog
	3.4. Identify patterns of dysfunction and restriction in the horse

Unit 607: Veterinary Physiotherapy Clinical Competency and Practice

	3.5. Demonstrate safe and effective use of advanced physiotherapy techniques on a dog
	3.6. Demonstrate safe and effective use of advanced physiotherapy techniques on a horse
4. Be able to demonstrate safe and effective use of electro-physical agents (EPAs)	4.1. Demonstrate safe and effective use of EPAs on a dog
	4.2. Demonstrate safe and effective use of EPAs on a horse
5. Be able to combine and synthesise knowledge and underpinning theory of massage, rehabilitation, advanced physiotherapy techniques and EPAs and apply to a wide range of specific and complex cases	5.1. Conduct a full physiotherapy assessment and treatment for a specific canine case
	5.2. Conduct a full physiotherapy assessment and treatment for a specific equine case
6. Be able to assess a saddle	6.1. Assess a saddle for defects
7. Be able to assess the equine hoof	7.1. Assess the general condition of the equine hoof
	7.2. Identify common types of shoeing
8. Be able to complete practical hours in a Veterinary Physiotherapist environment	8.1. Complete a minimum of 375 hours of practical training

Unit 607: Veterinary Physiotherapy Clinical Competency and Practice

9. Be able to demonstrate awareness of an ability to work with Multidisciplinary team (MDT) throughout clinical practice	9.1. Obtain appropriate consent, approval or referral for all case work
	9.2. Demonstrate appropriate incorporation of the wider MDT in case work
10. Be able to demonstrate reflective practice and self-awareness	10.1. Reflect on own performance
	10.2. Analyse own strength and weaknesses and areas for development
	10.3. Set objectives, goals, targets for future performance

Unit 608: Research Project

IPN Code	608	Unit aim	The aim of this unit is for Learners to develop essential research skills in the field of Veterinary Physiotherapy through undertaking a research project (dissertation).
Reg Code	F/651/1187		
Level	6		
Credits	30		
GLH	20		
TQT	300		

Unit 608: Research Project

Learning Outcomes	Assessment Criteria
The Learner will:	The Learner can:
1. Be able to submit a research proposal	1.1. Draft a research proposal
	1.2. Seek feedback on the research proposal
	1.3. Achieve approval for a research topic
2. Be able to complete a research project	2.1. Structure a research project (dissertation)
	2.2. Use referencing appropriately
	2.3. Propose an appropriate research question
	2.4. Appropriately use evidence base/literature to undertake a literature review
	2.5. Appropriately design research methods
	2.6. Conduct research appropriately
	2.7. Critically evaluate the research findings
	2.8. Synthesise research findings with literature review
	2.9. Draw reasonable conclusions

Assessment information

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

Sector Subject Area (SSA)	Date from which qualification will be available for learners	Qualification review date
3.3	28/03/2024	28/03/2029

13. Suggested Learning Resources

A range of textbooks, journals, digital resources, professional bodies, and practical tools may support Learners in achieving this qualification. These resources are recommended only and are correct at the time of publication.

Educators are encouraged to select resources appropriate to Learners' prior knowledge and learning contexts, and Learners should engage with a combination of materials to fully develop the competencies outlined in this qualification. Centres and Learners should verify currency, editions, and relevance to ensure alignment with current best practice and industry standards.

Literature

Animal Physiotherapy: Assessment, Treatment and Rehabilitation of Animals. Published by: Wiley-Blackwell (2016) 2nd ed. ISBN-10: 9781118852323 – McGowan, C. and Goff, L.

Canine Rehabilitation and Physical Therapy. Published by: Saunders (2013) 2nd ed. ISBN-10: 9781437703092 – Millis, D.L. and Levine, D.

Electrophysical Agents: Evidence-based Practice. Published by: Elsevier (2020) 13th ed. ISBN-10: 0702051519 – Watson, T. and Nussbaum, E.L.

Physical Therapy and Massage for the Horse. Published by: Manson Publishing (2009) 2nd ed. Denoix, J.-M. and Paillioux, J.-P.

Websites

<https://www.rampregister.org/education>

<https://www.irvap.org.uk/>

Legislation

www.defra.gov.uk

Peer-reviewed published journal articles

14. Supporting Documents

The following documents contain essential information for Approved Centres 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, the web portal or SharePoint.

- iPET Network Approved Centre Manual
- iPET Network's quality assurance requirements
- Malpractice and Maladministration Policy and Procedure (including Sanctions)

15. Glossary of Terms

Term	Definition
Portfolio of Evidence	This is a structured collection of a Learner's work that demonstrates the Learner has met all required learning outcomes and assessment criteria.
Assignment	A formal piece of work set by the awarding organisation or centre, requiring the Learner to apply knowledge and understanding to meet specific learning outcomes and assessment criteria. Assignments are usually written.
Reflective Log	The reflective log/journal is a work where Learners reflect on their actions, experiences, or learning, considering their implications to identify key areas for future development, learning, or practice.
Practical Demonstration	A practical demonstration is an assessment method where the Learner performs a task or series of tasks in a controlled or real-world environment to show their ability to apply skills, techniques, or procedures in line with specific learning outcomes and assessment criteria. The demonstration provides observable evidence of competence and may be accompanied by commentary or explanation of the actions taken.
Assessment and Delivery Guidance	Also referred to as indicative content, assessment and delivery guidance provides additional explanation to support the interpretation and delivery of learning outcomes and assessment criteria within a qualification. It outlines the scope, depth, and key areas of knowledge, skills, and understanding that may be taught and that Learners are expected to demonstrate. The guidance

	helps give Centres support in planning and delivering learning and gives a clearer understanding of what is expected. It also supports Assessors in making consistent and fair assessment decisions. It is not intended to be exhaustive or restrictive, or to prescribe specific answers or teaching, but rather to illustrate the range and level of evidence that would meet the requirements of the assessment criteria.
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Version Control

Date of Amendment	Version Number	Amendments
	1.0	First release of document
24/06/2026	2.0	Document updated to new design. IRVAP statement added. Duration of registration clarified. Review date updated.