

Level 3 Advanced Technical Diploma in Complementary Therapies (540)

(6004-30)

January 2018 Version 1.4

Qualification Handbook

Qualification at a glance

Industry area	Complementary Therapies
City & Guilds qualification number	6004
Age group	16-19 (Key Stage 5), 19+
Entry requirements	Centres must ensure that any pre-requisites stated in the <i>What is this qualification about?</i> section are met.
Assessment	To gain this qualification, candidates must successfully achieve the following assessments: <ul style="list-style-type: none"> • One externally set, externally moderated assignment • Two externally set, externally marked exams, sat under examination conditions
Additional requirements to gain this qualification	Employer involvement in the delivery and/or assessment of this qualification is essential for all candidates and will be externally quality assured.
Grading	This qualification is graded Pass/Merit/Distinction/Distinction* For more information on grading, please see Section 7: Grading.
Approvals	These qualifications require full centre and qualification approval
Support materials	Sample assessments Guidance for delivery Guidance on use of marking grids
Registration and certification	Registration and certification of this qualification is through the Walled Garden, and is subject to end dates.
External quality assurance	This qualification is externally quality assured by City & Guilds, and its internally marked assignments are subject to external moderation. There is no direct claim status available for this qualification.

Title and level	Size (GLH)	TQT	City & Guilds qualification number	Ofqual accreditation number
Level 3 Advanced Technical Diploma in Complementary Therapies	540	900	6004-30	601/7355/5

Version and date	Change detail	Section
1.1 May 2016	Small typographical errors	Throughout
	TQT added for qualifications Assessment component titles amended	1. Introduction
	Employer involvement guidance updated throughout	4. Employer involvement
	Summary of assessment methods and conditions	5. Assessment
	Moderation and standardisation of assessment updated throughout	6. Moderation and standardisation of assessment
	Awarding individual assessments Awarding grades and reporting results	7. Grading
	Enquiries about results Re-sits and shelf-life of assessment results Malpractice Access arrangements and special consideration	8. Administration
	1.2 June 2017	Addition of the examination paper based module number
Removal of AO 6-8 from Synoptic Assignments and readjusted approximate weightings		5. Assessment – Assessment Objectives
Addition of Provisional Grade Boundaries for the Synoptic Assignment		7. Grading
Revised Exam Specification and AO weightings		5. Assessment – Exam Specification
Branding Changes		Throughout

1.3 August 2017	Revised Exam Specification and AO weightings	5. Assessment – Exam Specification
	Amends to learning outcomes and topic	Unit 303 - throughout
1.4 January 2018	Removal of ‘facial electrical, body electrical, wrap and body brush treatments’ in range of treatments for synoptic assignment	5 Assessment - How the assignment is synoptic for this qualification
	Removed ‘Aromatherapy and Allied Practitioners’ Association (APPA)’ from range and added ‘The International Federation of Aromatherapists’	Unit 301 topic 2.3
	Addition of Solar Plexus and Heart reflex into zones of hands and feet.	Unit 306 topic 2.3

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1 Introduction

What is this qualification about?

The following purpose is for the **Advanced Technical Diploma in Complementary Therapies (540) (601/7355/5)**.

Area	Description
OVERVIEW	
Who is this qualification for?	<p>This qualification is aimed at you if you are looking to work in the Complementary Therapies sector.</p> <p>This Level 3 Advanced Technical Diploma in Complementary Therapies aims to provide you with a range of specialist practical skills and technical knowledge, which will equip you to seek employment or further training within the Complementary Therapies Industry.</p> <p>A Level 2 Diploma in Complementary Therapies or equivalent industry experience is a recommended entry requirement.</p> <p>This qualification is suitable for anyone over the age of 16 years.</p>
What does this qualification cover?	<p>This qualification covers a very wide range of skills and knowledge required for working in the complementary therapies sector.</p> <p>These are compulsory areas:</p> <ul style="list-style-type: none">• Principles and Practices for Complementary Therapies• Business Practice for Complementary Therapies• Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies• Provide Body Massage for Complementary Therapies• Provide Aromatherapy for Complementary Therapies• Provide Reflexology for Complementary Therapies <p>Centres and providers work with local employers who will contribute to the knowledge and delivery of training. Employers will provide demonstrations and talks on the industry and where possible work placements will also be provided by the employers. This practically based training is ideal preparation for gaining employment in the complementary therapies sector or specialist further study.</p>

WHAT COULD THIS QUALIFICATION LEAD TO?

Will the qualification lead to employment, and if so, in which job role and at what level?

Achievement of this qualification demonstrates to an employer that you have the necessary advanced technical skills to be employed as a Senior Complementary Therapist.

This qualification could lead to a job as a Senior Complementary Therapist working in one of the following areas:

- Salon
- Health resort
- Integrated healthcare sector
- Product manufacturing

Why choose this qualification over similar qualifications?

You would choose this qualification if you want to work as a Senior Complementary Therapist within the integrated health care sector as the complementary therapist sector rather than a beauty and spa therapist within the beauty and spa industry.

This qualification contains specialist skills and knowledge which equips you to carry out the job role as a complementary therapist. If you would prefer to work within the beauty or spa industry then it is recommended that you look at the following City & Guilds qualification:

City & Guilds Advanced Technical Diploma in Beauty and Spa Therapy (540)

Will the qualification lead to further learning?

The learner could progress into employment or into Higher Education, to go on to study subjects such as:

- Complementary medicine
- Business management
- Health care

WHO SUPPORTS THIS QUALIFICATION?

Employer/Higher Education Institutions

British Association of Beauty Therapy & Cosmetology (BABTAC) – professional association
Federation of Holistic Therapists (FHT) – professional association
Complementary and Natural Healthcare Council (CNHC) - professional association

Qualification structure

For the **Level 3 Advanced Technical Diploma in Complementary Therapies (540)** the teaching programme must cover the content detailed in the structure below:

Unit number	Unit title	GLH
Mandatory		
301	Principles and practices for complementary therapies	30
302	Business practice for complementary therapies	60
303	Knowledge of anatomy, physiology and pathology for complementary therapies	90
304	Provide body massage for complementary therapies	120
305	Provide aromatherapy for complementary therapies	120
306	Provide reflexology for complementary therapies	120

Total qualification time (TQT)

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 3 Advanced Technical Diploma in Complementary Therapies (540)	540	900

Assessment requirements and employer involvement

To achieve the **Level 3 Advanced Technical Diploma in Complementary Therapies (540)** candidates must successfully complete **all** the mandatory assessment components.

Component number	Title
Mandatory	
030 or 530	Level 3 Complementary Therapies - Theory exam (1)
031	Level 3 Complementary Therapies - Synoptic assignment (1)
032 or 532	Level 3 Complementary Therapies - Theory exam (2)

In addition, candidates **must** achieve the mandatory employer involvement requirement for this qualification **before** they can be awarded a qualification grade. For more information, please see guidance in *Section 4: Employer involvement*.

Employer involvement

Component number	Title
Mandatory	
830	Employer involvement

2 Centre requirements

Approval

New centres will need to gain centre approval. Existing centres who wish to offer this qualification must go through City & Guilds' **full** Qualification Approval Process. There is no fast track approval for this qualification. Please refer to the City & Guilds website for further information on the approval process: www.cityandguilds.com

Resource requirements

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following requirements:

- be technically competent in the areas in which they are delivering
- be able to deliver across the breadth and depth of the content of the qualification being taught
- have recent relevant teaching and assessment experience in the specific area they will be teaching, or be working towards this
- demonstrate continuing CPD.

Physical resources

Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver this qualification and its assessment.

Internal Quality Assurance

Internal quality assurance is key to ensuring accuracy and consistency of tutors and markers. Internal Quality Assurers (IQAs) monitor the work of all tutors involved with a qualification to ensure they are applying standards consistently throughout assessment activities. IQAs must have, and maintain, an appropriate level of technical competence and be qualified to make both marking and quality assurance decisions through a teaching qualification or recent, relevant experience.

Learner entry requirements

Centres must ensure that all learners have the opportunity to gain the qualification through appropriate study and training, and that any prerequisites stated in the *What is this qualification about?* section are met when registering on this qualification.

Age restrictions

This qualification is approved for learners aged 16 – 19, 19+.

3 Delivering technical qualifications

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific learning or training needs,
- support and guidance they may need when working towards their qualification,
- the appropriate type and level of qualification.

We recommend that centres provide an introduction so that learners fully understand the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Employer involvement

Employer involvement is essential to maximise the value of each learner's experience. Centres are required to involve employers in the delivery of technical qualifications at Key Stage 5 and/or their assessment, for every learner. This must be in place or planned before delivery programmes begin in order to gain qualification approval. See *Section 4: Employer involvement* for more detail.

Support materials

The following resources are available for this qualification:

Description	How to access
Sample assessments	
Guidance for delivery	Available 2016 on the qualification pages on the City & Guilds
Guidance on use of marking grids	Website: www.cityandguilds.com

4 Employer involvement

Employer involvement is a formal component of Key Stage 5 Technical qualifications. It does not contribute to the overall qualification grading, but is a mandatory requirement that all learners must meet. As such it is subject to external quality assurance by City & Guilds.

Department for Education (DfE) requirements state:

Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and students and furthers collaboration between the learning and skills sector and industry.

[Technical qualifications] must:

- *require all students to undertake meaningful activity involving employers during their study; and*
- *be governed by quality assurance procedures run by the awarding organisation to confirm that education providers have secured employer involvement for every student.*

Extract from: **Vocational qualifications for 16 to 19 year olds, 2017 and 2018 performance tables: technical guidance for awarding organisations, paragraphs 89-90.**

City & Guilds will provide support, guidance and quality assurance of employer involvement.

Qualification approval

To be approved to offer City & Guilds technicals, centres must provide an Employer Involvement planner and tracker showing how every learner will be able to experience meaningful employer involvement, and from where sufficient and suitable employer representatives are expected to be sourced.

Centres must include in their planner a sufficient range of activities throughout the learning programme that provide a range of employer interactions for learners. Centres must also plan contingencies for learners who may be absent for employer involvement activities, so that they are not disadvantaged.

As part of the approval process, City & Guilds will review this planner and tracker. Centres which cannot show sufficient commitment from employers and/or a credible planner and tracker will be given an action for improvement with a realistic timescale for completion. **Approval will not be given** if employer involvement cannot be assured either at the start of the qualification, or through an appropriate plan of action to address this requirement before the learner is certificated.

Monitoring and reporting learner engagement

Employer involvement is a formal component of this qualification and is subject to quality assurance monitoring. Centres must record evidence that demonstrates that each learner has been involved in meaningful employer based activities against the mandatory content before claiming the employer involvement component for learners.

Centres must record the range and type of employer involvement each learner has experienced and submit confirmation that all learners have met the requirements to City & Guilds. If a centre cannot provide evidence that learners have met the requirements to achieve the component, then the learner will not be able to achieve the overall Technical Qualification.

Types of involvement

Centres should note that to be eligible, employer involvement activities **must** relate to one or more elements of the mandatory content of this qualification.

As the aim of employer involvement is to enrich learning and to give learners a taste of the expectations of employers in the industry area they are studying, centres are encouraged to work creatively with local employers.

Employers can identify the areas of skills and knowledge in their particular industry that they would wish to see emphasised for learners who may apply to work with them in the future. Centres and employers can then establish the type of input, and which employer representative might be able to best support these aims.

To be of most benefit this must add to, rather than replace the centre's programme of learning.

Some examples of meaningful employer involvement are listed below. Employer involvement not related to the mandatory element of the qualification, although valuable in other ways, does not count towards this element of the qualification.

The DfE has provided the following examples of what does and does not count as meaningful employer involvement, as follows^{1,2}:

The following activities meet the requirement for meaningful employer involvement:

- *students undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification³;*
- *students undertake project(s), exercise(s) and/or assessments/examination(s) set with input from industry practitioner(s);*
- *students take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures;*
- *industry practitioners operate as 'expert witnesses' that contribute to the assessment of a student's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.*

In all cases participating industry practitioners and employers must be relevant to the industry sector or occupation/occupational group to which the qualification relates.

The following activities, whilst valuable, do not meet the requirement for meaningful employer involvement:

- *employers' or industry practitioners' input to the initial design and content of a qualification;*
- *employers hosting visits, providing premises, facilities or equipment;*
- *employers or industry practitioners providing talks or contributing to delivery on employability, general careers advice, CV writing, interview training etc.*
- *student attendance at career fairs, events or other networking opportunities;*
- *simulated or provider-based working environments e.g. hairdressing salons, florists, restaurants, travel agents, small manufacturing units, car servicing facilities;*
- *employers providing students with job references.*

Types of evidence

For each employer involvement activity, centres are required to provide evidence of which learners undertook it, e.g. a candidate attendance register. The types of additional evidence required to support a claim for this component will vary depending on the nature of the involvement. E.g. for a

¹ As extracted from: Vocational qualifications for 16 to 19 year olds
2017 and 2018 performance tables: technical guidance for awarding organisations

²This list has been informed by a call for examples of good practice in employer involvement in the delivery and assessment of technical qualifications - **Employer involvement in the delivery and assessment of vocational qualifications**

³ **DfE work experience guidance**

guest lecture it is expected that a synopsis of the lecture and register would be taken which each learner and the guest speaker will have signed; expert witnesses will be identified and will have signed the relevant assessment paperwork for each learner they have been involved in assessing; evidence of contribution from employers to the development of locally set or adapted assignments.

Quality assurance process

As the employer involvement component is a requirement for achieving the KS5 Technical qualifications, it is subject to external quality assurance by City & Guilds at the approval stage and when centres wish to claim certification for learners.

Evidence will be validated by City & Guilds before learners can achieve the employer involvement component. Where employer involvement is not judged to be sufficient, certificates cannot be claimed for learners.

Sufficiency of involvement for each learner

It is expected that the centre will plan a range of activities that provide sufficient opportunities for each learner to interact directly with a range of individuals employed in the related industry. Centres must also provide contingencies for learners who may be absent for part of their teaching, so they are not disadvantaged. Any absence that results in a learner missing arranged activities must be documented. Where learners are unable to undertake all employer involvement activities due to temporary illness, temporary injury or other indisposition, centres should contact City & Guilds for further guidance.

Live involvement

Learners will gain most benefit from direct interaction with employers and/or their staff; however the use of technology (eg the use of live webinars) is encouraged to maximise the range of interactions. Where learners are able to interact in real time with employers, including through the use of technology, this will be classed as 'live involvement'.

It is considered good practice to record learning activities, where possible, to allow learners to revisit their experience and to provide a contingency for absent learners. This is not classed as live involvement however, and any involvement of this type for a learner must be identified as contingency.

Timing

A learner who has not met the minimum requirements cannot be awarded the component, and will therefore not achieve the qualification. It is therefore important that centres give consideration to scheduling employer involvement activities, and that enough time is allotted throughout delivery and assessment of the qualification to ensure that requirements are fully met.

5 Assessment

Summary of assessment methods and conditions

Component numbers	Assessment method	Description and conditions
030/530, 032/532	Externally marked exams	<p>The exams are externally set and externally marked, and will be taken online through City & Guilds' computer-based testing platform (030/032) or as a paper based exam (530/532).</p> <p>The exams are designed to assess the candidate's depth and breadth of understanding across content in the qualification at the end of the period of learning, using a range of question types and will be sat under invigilated examination conditions. See JCQ requirements for details: http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations</p> <p>The exam specifications show the coverage of the exams across the qualification content.</p> <p>Candidates who fail the exams at the first sitting will have one opportunity to re-sit. If the re-sit is failed the candidate will fail the qualification. For exam dates, please refer to the Assessment and Examination timetable.</p>
031	Synoptic assignment	<p>The synoptic assignment is externally set, internally marked and externally moderated. The assignment requires candidates to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories and knowledge from across the content area. Candidates will be judged against the assessment objectives.</p> <p>Assignments will be released to centres as per dates indicated in the Assessment and Examination timetable published on our website.</p> <p>Centres will be required to maintain the security of all live assessment materials. Assignments will be password protected and released to centres through a secure method.</p> <p>There will be one opportunity within each academic year to sit the assignment. Candidates who fail the assignment will have one re-sit opportunity. The re-sit opportunity will be in the next academic year, and will be the assignment set for that academic year once released to centres. If the re-sit is failed, the candidate will fail the qualification.</p> <p>Please note that for externally set assignments City & Guilds provides guidance and support to centres on the marking and moderation process.</p>

What is synoptic assessment?

Technical qualifications are based around the development of a toolkit of knowledge, understanding and skills that an individual needs in order to have the capability to work in a particular industry or occupational area. Individuals in all technical areas are expected to be able to apply their knowledge, understanding and skills in decision making to solve problems and achieve given outcomes independently and confidently.

City & Guilds technical qualifications require candidates to draw together their learning from across the qualification to solve problems or achieve specific outcomes by explicitly assessing this through the synoptic assignment component.

In this externally set, internally marked and externally moderated assessment the focus is on bringing together, selecting and applying learning from across the qualification rather than demonstrating achievement against units or subsets of the qualification content. The candidate will be given an appropriately levelled, substantial, occupationally relevant problem to solve or outcome to achieve. For example this might be in the form of a briefing from a client, leaving the candidate with the scope to select and carry out the processes required to achieve the client's wishes, as they would in the workplace.

Candidates will be marked against assessment objectives (AOs) such as their breadth and accuracy of knowledge, understanding of concepts, and the quality of their technical skills as well as their ability to use what they have learned in an integrated way to achieve a considered and high quality outcome.

How the assignment is synoptic for this qualification

The typical assignment brief could be to complete a business plan for a complementary therapies business, including researching the location and the proposed clientele, taking into account the type and size of business, and including financial forecasting.

In addition the candidate would carry out a range of treatments on at least three separate clients. This will require the candidate to use their skills and knowledge of a range of treatments from across the qualification, including body massage and aromatherapy. The candidate will be required to draw from their knowledge and understanding across the range of the qualification content to effectively carry out the treatments, including client care, promotion and selling, evaluation of service and aftercare advice.

External exam for stretch, challenge and integration

The external assessment will draw from across the mandatory content of the qualification, using a range of shorter questions to confirm breadth of knowledge and understanding. Extended response questions are included, giving candidates the opportunity to demonstrate higher level understanding and integration through discussion, analysis and evaluation, and ensuring the assessment can differentiate between 'just able' and higher achieving candidates.

Assessment objectives

The assessments for this qualification are set against a set of assessment objectives (AOs) which are used across all City & Guilds Technicals to promote consistency among qualifications of a similar purpose. They are designed to allow judgement of the candidate to be made across a number of different categories of performance.

Each assessment for the qualification has been allocated a set number of marks against these AOs based on weightings recommended by stakeholders of the qualification. This mark allocation remains the same for all versions of the assessments, ensuring consistency across assessment versions and over time.

The following table explains all AOs in detail, including weightings for the synoptic assignments. In some cases, due to the nature of a qualification's content, it is not appropriate to award marks for some AOs. Where this is the case these have been marked as N/A. Weightings for exams (AOs 1, 2 and 4 only) can be found with the exam specifications.

Assessment objective	Level 3 Advanced Technical Diploma in Complementary Therapies (540) Typical expected evidence of knowledge, understanding and skills	Approximate weighting (Assignment)
A01 Recalls knowledge from across the breadth of the qualification.	Treatment objectives, features and benefits, contra-indications, contra-actions, advice and recommendations, skin types, skin conditions, health and safety, equality, diversity, modesty, legal requirements within a business, types of employments and business, fixed and variable cost, financial forecast, works with sustainable working practice (for example waste disposal, efficient use of utilities), personal presentation and hygiene.	10%
A02 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	Treatment planning and adaptation, products and treatments understanding, advice and recommendations, application of techniques, consultation techniques, technical terminology, preparation of self, client and work area and closing down procedures, hygiene procedures, impact of legal requirements within a business, health and safety of working practices related to running a business, profit and loss, creation of business plan	20%
A03 Demonstrates technical skills from across the breadth of the qualification.	Application and adaptation techniques, following methodical processes, demonstration of correct blending of a range of carrier oils and essences, able to locate reflexology zones / points, attention to detail, dexterity, organisation of working area, compliance to health and safety, hygiene, handling skills.	30%
A04 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	Evidence of amalgamation of consultation, treatment plan, skill in application of appropriate aromatherapy essences blends, reflex points, massage techniques, problem solving application, adaption, advice and recommendation best suited to the individual; evaluation and reflection on the outcomes, independent learning, time management, planning, problem solving, adaptation, organisational skills, holistic approach, ability to be able to be stretched and challenged, analysing and responding and adapting to factors that may affect treatments.	30%

Assessment objective	Level 3 Advanced Technical Diploma in Complementary Therapies (540) Typical expected evidence of knowledge, understanding and skills	Approximate weighting (Assignment)
<p>A05 Demonstrates perseverance in achieving high standards and attention to detail while showing an understanding of wider impact of their actions.</p>	<p>Thinking about and attending to specific requirements of client's needs and treatment/s objectives, dexterity and attention to detail and client care during treatment/s application, adaption, professional practice, identification of factors and scope of business plan.</p>	<p>10%</p>

Exam specifications

AO weightings per exam

AO	Exam 030/530 weighting (approx. %)	Exam 032/532 weighting (approx. %)
AO1 Recalls knowledge from across the breadth of the qualification.	50	33
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	50	47
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	NA	20

The way the exams cover the content of the qualification is laid out in the tables below:

Assessment type: Examiner marked, written exam *

Assessment conditions: Invigilated examination conditions

Grading: X/P/M/D

030/530	Duration: 2 hours		
Unit	Outcome	Number of marks	%
303	1. Understand the organisation of the body, the structure and functions of cells	8	13
	2. Understand the structure and functions the skin, nails and hair	3	5
	3. Understand the structure and functions of the skeletal system	11	19
	4. Understand the structure and function of the muscular system	4	7
	5. Identify the structure and functions of the cardiovascular system	8	13
	6. Understand the structure and functions of the lymphatic system	3	5
	7. Understand the structure and functions of the nervous system	7	12
	8. Understand the structure and functions of the respiratory system	3	5
	9. Understand the structure and functions of the digestive system	6	10
	10. Understand the structure and functions of the endocrine system	2	3

	11. Understand the structure and functions of the renal system	5	8
	12. Understand the structure and functions of the reproductive system		
N/A	Integration across the units	NA	NA
Total		60	100

Assessment type: Examiner marked, written exam*

Assessment conditions: Invigilated examination conditions

Grading: X/P/M/D

032/532	Duration: 2 hours		
Unit	Outcome	Number of marks	%
301	1. Understand historical factors and theoretical background of complementary therapies		
	2. Understand factors to consider when working within complementary therapies industry	7	12
	3. Understand the key aspects of professional clinical practice		
304	1. Prepare for body massage treatments		
	2. Provide body massage treatments	8	13
305	1. Prepare for aromatherapy		
	2. Provide aromatherapy	12	20
306	1. Prepare for reflexology		
	2. Provide reflexology	9	15
304 / 305 / 306	1. Prepare for body massage treatments / 1. Prepare for aromatherapy treatments / 1. Prepare for reflexology treatments		
	3. Provide advice, evaluate and reflect upon body massage treatments / 3. Provide advice, evaluate and reflect upon aromatherapy treatments / 3. Provide advice, evaluate and reflect upon reflexology treatments	12	20
N/A	Integration across the units	12	20
Total		60	100

*These exams are sat under invigilated examination conditions, as defined by the JCQ:

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>.

Entry for exams can be made through the City & Guilds Walled Garden.

6 Moderation and standardisation of assessment

City & Guilds' externally set assignments for technical qualifications are designed to draw from across the qualification's content, and to contribute a significant proportion towards the learner's final qualification grade. They are subject to a rigorous external quality assurance process known as external moderation. This process is outlined below. For more detailed information, please refer to 'Marking and moderation - Technicals centre guidance' available to download on the City & Guilds website.

It is vital that centres familiarise themselves with this process, and how it impacts on their delivery plan within the academic year.

Supervision and authentication of internally assessed work

The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with City & Guilds' requirements.

City & Guilds requires both tutors and candidates to sign declarations of authenticity. If the tutor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

Internal standardisation

For internally marked work the centre is required to conduct internal standardisation to ensure that all work at the centre has been marked to the same standard. It is the Internal Quality Assurer's (IQA's) responsibility to ensure that standardisation has taken place, and that the training includes the use of reference and archive materials such as work from previous years as appropriate.

Provision for reworking evidence after submission for marking by the tutor

It is expected that in many cases a candidate who is struggling with a specific piece of work may themselves choose to restart and rectify the situation during their normal allocated time, and before it gets to the stage of it being handed in for final marking by the tutor.

In exceptional circumstances however, where a candidate has completed the assignment in the required timescales, and has handed it in for marking by the tutor but is judged to have significantly underperformed, may be allowed to rework or supplement their original evidence for remarking prior to submission for moderation. For this to be allowed, the centre must be confident that the candidate will be able to improve their performance without additional feedback from their tutor and within the required timescales i.e. the candidate has shown they can perform sufficiently better previously in formative assessments.

The reworked and/or supplemented original evidence must be remarked by the tutor in advance of the original moderation deadline and the moderator informed of any candidates who have been allowed to resubmit evidence.

The process must be managed through the IQA. The justification for allowing a resubmission should be recorded and made available on request. The use of this provision will be monitored by City & Guilds.

Internal appeal

Centres must have an internal process in place for candidates to appeal the marking of internally marked components, ie the synoptic assignment and any optional unit assignments. This must take

place before the submission of marks for moderation. The internal process must include candidates being informed of the marks (or grades) the centre has given for internally assessed components, as they will need these to make the decision about whether or not to appeal.

Centres cannot appeal the outcome of moderation for individual candidates, only the moderation process itself. A request for a review of the moderation process should be made to **appeals@cityandguilds.com**.

Moderation

Moderation is the process where external markers are standardised to a national standard in order to review centre marking of internally marked assessments. These markers are referred to as 'moderators'. Moderators will mark a representative sample of candidates' work from every centre. Their marks act as a benchmark to inform City & Guilds whether centre marking is in line with City & Guilds' national standard.

Where moderation shows that the centre is applying the marking criteria correctly, centre marks for the whole cohort will be accepted.

Where moderation shows that the centre is either consistently too lenient or consistently too harsh in comparison to the national standard, an appropriate adjustment will be made to the marks of the whole cohort, retaining the centre's rank ordering.

Where centre application of the marking criteria is inconsistent, an appropriate adjustment for the whole cohort may not be possible on the basis of the sample of candidate work. In these instances a complete remark of the candidate work may be necessary. This may be carried out by the centre based on feedback provided by the moderator, or carried out by the moderator directly.

Moderation applies to all internally marked assignments. Following standardisation and marking, the centre submits all marks and candidate work to City & Guilds via the moderation platform. The deadline for submission of evidence will be available on Walled Garden. See the *Marking and moderation - Technicals Centre Guidance* document for full details of the requirements and process.

In most cases candidate work will be submitted directly to the moderator for moderation. This includes written work, photographic and pictorial evidence, or video and audio evidence. For some qualifications there will be a requirement for moderators to visit centres to observe practical assessments being undertaken. This will be for qualifications where the assessment of essential learner skills can only be demonstrated through live observation. The purpose of these visits is to ensure that the centre is assessing the practical skills to the required standards, and to provide the moderators with additional evidence to be used during moderation. These visits will be planned in advance with the centre for all relevant qualifications.

Post-moderation procedures

Once the moderation process has been completed, the confirmed marks for the cohort are provided to the centre along with feedback from the moderator on the standard of marking at the centre, highlighting areas of good practice, and potential areas for improvement. This will inform future marking and internal standardisation activities.

City & Guilds will then carry out awarding, the process by which grade boundaries are set with reference to the candidate evidence available on the platform.

Centres retaining evidence

Centres must retain assessment records for each candidate for a minimum of three years. To help prevent plagiarism or unfair advantage in future versions, candidate work may not be returned to candidates. Samples may however be retained by the centre as examples for future standardisation of marking.

7 Grading

Awarding individual assessments

Individual assessments will be graded, by City & Guilds, as pass/merit/distinction where relevant. The grade boundaries for pass and distinction for each assessment will be set through a process of professional judgement by technical experts. Merit will usually be set at the midpoint between pass and distinction. The grade descriptors for pass and distinction, and other relevant information (eg archived samples of candidate work and statistical evidence) will be used to determine the mark at which candidate performance in the assessment best aligns with the grade descriptor in the context of the qualification's purpose. Boundaries will be set for each version of each assessment to take into account relative difficulty.

Please note that as the Merit grade will usually be set at the arithmetical midpoint between pass and distinction, there are no descriptors for the Merit grade for the qualification overall.

Grade descriptors

To achieve a pass, a candidate will be able to

- Demonstrate the knowledge and understanding required to work in the occupational area, its principles, practices and legislation.
- Describe some of the main factors impacting on the occupation to show good understanding of how work tasks are shaped by the broader social, environmental and business environment it operates within.
- Use the technical industry specific terminology used in the industry accurately.
- Demonstrate the application of relevant theory and understanding to solve non-routine problems.
- Interpret a brief for complex work related tasks, identifying the key aspects, and showing a secure understanding of the application of concepts to specific work related tasks.
- Carry out planning which shows an ability to identify and analyse the relevant information in the brief and use knowledge and understanding from across the qualification (including complex technical information) to interpret what a fit for purpose outcome would be and develop a plausible plan to achieve it.
- Achieve an outcome which successfully meets the key requirements of the brief.
- Identify and reflect on the most obvious measures of success for the task and evaluate how successful they have been in meeting the intentions of the plan.
- Work safely throughout, independently carrying out tasks and procedures, and having some confidence in attempting the more complex tasks.

To achieve a distinction, a candidate will be able to

- Demonstrate the excellent knowledge and understanding required to work to a high level in the occupational area, its principles, practices and legislation.
- Analyse the impact of different factors on the occupation to show deep understanding of how work tasks are shaped by the broader social, environmental, and business environment it operates within.
- Demonstrate the application of relevant theory and understanding to provide efficient and effective solutions to complex and non-routine problems.
- Analyse the brief in detail, showing confident understanding of concepts and themes from across the qualification content, bringing these together to develop a clear and stretching plan that would credibly achieve an outcome that is highly fit for purpose.
- Achieve an outcome which shows an attention to detail in its planning, development and completion, so that it completely meets or exceeds the expectations of the brief to a high standard.

- Carry out an evaluation in a systematic way, focussing on relevant quality points, identifying areas of development/ improvement as well as assessing the fitness for purpose of the outcome.

Awarding grades and reporting results

The overall qualification grade will be calculated based on aggregation of the candidate's achievement in each of the assessments for the mandatory units, taking into account the assessments' weighting. The **Level 3 Advanced Technical Diploma in Complementary Therapies** will be reported on a four grade scale: Pass, Merit, Distinction, Distinction*.

All assessments **must** be achieved at a minimum of Pass for the qualification to be awarded. Candidates who fail to reach the minimum standard for grade Pass for an assessment(s) will not have a qualification grade awarded and will not receive a qualification certificate.

The approximate pass grade boundary for the synoptic assignment in this qualification is:

Synoptic Assignment	Pass Mark (%)
031	40

Please note that each synoptic assignment is subject to an awarding process before final grade boundaries are confirmed.

The contribution of assessments towards the overall qualification grade is as follows:

Assessment method	Grade scale	% contribution
Synoptic Assignment (031)	X/P/M/D	60%
Exam (030/530)	X/P/M/D	25%
Exam (032/532)	X/P/M/D	15%

Both synoptic assignments and exams are awarded (see 'Awarding individual assessments', at the start of Section 7, above), and candidates' grades converted to points. The minimum points available for each assessment grade is listed in the table below. A range of points between the Pass, Merit and Distinction boundaries will be accessible to candidates. For example a candidate that achieves a middle to high Pass in an assessment will receive between 8 and 10 points, a candidate that achieves a low to middle Merit in an assessment will receive between 12 and 14 points. The points above the minimum for the grade for each assessment are calculated based on the candidate's score in that assessment.

	Pass	Merit	Distinction
Assignment: 60%	6	12	18
Exam: 25%	6	12	18
Exam: 15%	6	12	18

The candidate's points for each assessment are multiplied by the % contribution of the assessment and then aggregated. The minimum points required for each qualification grade are as follows:

Qualification Grade	Minimum points
Distinction*	20.5
Distinction	17
Merit	11
Pass	6

Candidates achieving Distinction* will be the highest achieving of the Distinction candidates.

8 Administration

Approved centres must have effective quality assurance systems to ensure valid and reliable delivery and assessment of qualifications. Quality assurance includes initial centre registration by City & Guilds and the centre's own internal procedures for monitoring quality assurance procedures.

Consistent quality assurance requires City & Guilds and its associated centres to work together closely; our Quality Assurance Model encompasses both internal quality assurance (activities and processes undertaken within centres) and external quality assurance (activities and processes undertaken by City & Guilds).

For this qualification, standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance
- City & Guilds external moderation.

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must have and maintain an appropriate level of technical competence and have recent relevant assessment experience. For more information on the requirements, refer to *Section 2: Centre requirements* in this handbook.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:

- suitable training of staff involved in the assessment of the qualification to ensure they understand the process of marking and standardisation
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place
- the completion by candidates and supervisors/tutors of the record form for each candidate's work.

External quality assurance

City & Guilds will undertake external moderation activities to ensure that the quality assurance criteria for this qualification are being met. Centres must ensure that they co-operate with City & Guilds staff and representatives when undertaking these activities.

City & Guilds requires the Head of Centre to

- facilitate any inspection of the centre which is undertaken on behalf of City & Guilds
- make arrangements to receive, check and keep assessment material secure at all times,
- maintain the security of City & Guilds confidential material from receipt to the time when it is no longer confidential and
- keep completed assignment work and examination scripts secure from the time they are collected from the candidates to their dispatch to City & Guilds.

Enquiries about results

The services available for enquiries about results include a review of marking for exam results and review of moderation for internally marked assessments.

For further details on enquiries and appeals process and for copies of the application forms, please visit the **appeals page** of the City & Guilds website at **www.cityandguilds.com**.

Re-sits and shelf-life of assessment results

Candidates who have failed an assessment or wish to re-take it in an attempt to improve their grade, can re-sit this assessments **once only**. The best result will count towards the final qualification. See guidance on individual assessment types in Section 5.

Factors affecting individual learners

If work is lost, City & Guilds should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form, JCQ/LCW, to inform City & Guilds Customer Services of the circumstances.

Learners who move from one centre to another during the course may require individual attention. Possible courses of action depend on the stage at which the move takes place. Centres should contact City & Guilds at the earliest possible stage for advice about appropriate arrangements in individual cases.

Malpractice

Please refer to the City & Guilds guidance notes *Managing cases of suspected malpractice in examinations and assessments*. This document sets out the procedures to be followed in identifying and reporting malpractice by candidates and/or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of candidate and centre malpractice and explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.

Examples of candidate malpractice are detailed below (please note that this is not an exhaustive list):

- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others
- copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation.

These actions constitute malpractice, for which a penalty (eg disqualification from the assessment) will be applied.

Where suspected malpractice is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to City & Guilds at the earliest opportunity. Please refer to the form in the document *Managing cases of suspected malpractice in examinations and assessments*.

Access arrangements and special consideration

Access arrangements are adjustments that allow candidates with disabilities, special educational needs and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the *JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds* for more information. Both are available on the City & Guilds website: <http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments>

Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given after the examination.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer at the centre. For more information please consult the current version of the JCQ document, *A guide to the special consideration process*. This document is available on the City & Guilds website: <http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments>

Unit 301

Principles and practices for complementary therapies

UAN:	R/507/5854
Level:	3
GLH:	30

What is this unit about?

The purpose of this unit is to provide the learner with the underpinning knowledge regarding the history and philosophy of the CAM disciplines. The learner will research and be able to identify the key historical factors and theoretical background for complementary therapies. Learners will summarise legal obligations of working with the general public and the roles and regulations of complementary therapies. Learners must also understand the key aspects of good clinical practice to including how to accurately store records referral procedures and protocols and effective methods of communication with clients and colleagues.

Learners may be introduced to this unit by asking themselves questions such as:

- Where do complementary therapies originate from and how do they work?
- Which professional organisations that regulate complementary therapies?
- What are the codes of ethics related to complementary therapies?
- How do I communicate professionally with other health professionals?

Learning outcomes

In this unit, learners will be able to

1. Understand historical factors and theoretical background of complementary therapies
2. Understand factors to consider when working within the complementary therapies industry
3. Understand the key aspects of professional clinical practice.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome 1: Understand historical factors and theoretical background of complementary therapies

Topics

1.1 History and origins of complementary therapies

1.2 Theory of techniques used in:

- body massage
- aromatherapy
- reflexology.

1.3 Complementary and Alternative Medicines (CAM)

Topic 1.1

Learners need to explore the history development and origins of complementary therapies to include:

- body massage:
 - China, India, Japan, The Greeks/Romans, Europe, America, 15 to 18th century, Society Of Trained Masseuses, Institute Of Massage and Remedial Exercise, Development of massage therapy industry 1970-date, Physiotherapy
 - key people - Pare, Sydenham, Grosvenor, Beveridge, Mezger, Kellogg, Mennell, Bennett, Hoffa, Ling
- aromatherapy:
 - China, Mesopotamia, Greece, Egypt, The Romans, Arabia, Middle East, Middle Ages, importance of herbalists work in the 16th/17th Century, 19th Century Medicine and the effects of the industrial revolution, the modern role of aromatherapy and regulation of the profession
 - key people - Gattefosse, Valnet, Maury
- reflexology
 - Egyptians 2330BC, China, Japan, Far East, India, North America, Europe and Africa
 - Key people - Sir Head, Sir Sherrington, Fitzgerald, Bowers, Riley, Corvo, Ingham, Byers, Bayly, Tanner, Marquardt, Dougen.

Topic 1.2

Learners will need to evaluate the theory of techniques used in the following:

- body massage - effleurage, petrissage, (vibration, friction), tapotement, passive movements
- aromatherapy - eg neuromuscular, lymphatic massage, pressure point,
- reflexology - reflex points and zones.

Topic 1.3

Learners will need to be able to identify the recognised Complementary and Alternative Medicines (CAM), including the following:

- Ayurveda, Acupuncture, Alexander Technique, Aromatherapy, Bach Flower Remedies, Body work (traditional massage therapies), Bowen Technique, Chiropractic, Healing (spiritual and natural), Counselling, Herbalism, Homeopathy, Hypnotherapy, Iridology, Kinesiology, Manual Lymph Drainage (Vodder), Neurolinguistic Programming (NLP), Neuroskeletal Re-alignment Therapy, Osteopathy, Physiotherapy, Reiki, Reflexology, Remedial and Therapeutic Massage, Therapeutic Touch, Shiatsu, Traditional Chinese Medicine.

Learning outcome 2: Understand factors to consider when working within the complementary therapies industry

Topics

2.1 Legal obligations

2.2 Codes of practice and ethics relating to complementary therapies

2.3 Roles of professional organisations relating to complementary therapies

Topic 2.1

Learners need to understand legal obligations including the following:

- disclosure, insurance, treatment of minors, treatment of those with special needs, codes of ethics, licensing, voluntary registration, codes of conduct, consent, business records.

Learners will need to have knowledge of legislations and consider their influence to the provision of complementary therapies including the following:

- The Health and Safety At Work Act, Management of Health and Safety at Work Regulations, Health and Safety (First Aid) Regulations , Personal Protective Equipment At Work Regulations, Provision and Use of Work Equipment Regulations, COSHH, RIDDOR , Environmental Protection Act , Work Place Regulations (Health, Safety & Welfare) , Electricity at Work Regulations , Fire Precautions Act , Fire Precautions (Workplace) Regulations , Manual Handling Operations Regulations , Employers Liability Act , Working Times Regulations , General Products Safety Regulations, The EU Cosmetics Directive, Supply of Goods and Services Act , Sale and Supply of Goods Act , Consumer Protection Act, Trades Description Act,Local Government (Miscellaneous Provisions) Act , Data Protection Act, Equality Act.

Topic 2.2

Learners must understand and be able to explain the codes of practice and ethics relating to complementary therapies including the following:

- body massage - refer to the General Council of Massage Therapists (GCMT)
- aromatherapy - refer to the Aromatherapy Council
- reflexology - refer to the Reflexology Forum.

Topic 2.3: Learners must be able to identify the role of professional organisations associated with complementary therapies including:

- Complementary and Natural Healthcare Council (CNHC), General Council for Massage Therapy (GCMT), Reflexology Forum (RF), The International Federation of Aromatherapists (IFA),International Federation of Reflexologists (IFR), Complementary Therapists Association (CThA), Federation of Holistic Therapists (FHT), General Osteopathy Council (GOsC), General Chiropractic Council (GCC), General Medical Council (GMC), Health Professions Council (HPC), Nursing and Midwifery Council (NMC), Disclosure and Barring Service (DBS), National Occupational Standards (NOS), National Qualifications, and the relationship and importance to CPD.

Learning outcome 3: Understand the key aspects of professional clinical practice

Topics

- 3.1 Communication skills when dealing with clients and colleagues in maintaining professional practice
- 3.2 Assessment and treatment planning
- 3.3 Recording information and storing records
- 3.4 Referral procedures and protocols to use with clients and others involved in integrated healthcare

Topic 3.1

Learners must understand the importance of communication skills when dealing with clients and colleagues including:

- verbal - questioning techniques, language used, tone of voice
- non-verbal - listening techniques, body language, including eye contact, facial expressions
- use of - visual aids, client records
- barriers to communication.

Topic 3.2

Learners must identify the information required for assessment and treatment planning including:

- contact details, biographical details, medical history, treatment aims and objectives, client consent, confidentiality.

Topic 3.3

Learners must understand the importance of managing client's records including:

- Data Protection Act, methods of recording information (written, electronic), codes of conduct.
- current NHS confidentiality policy.

Topic 3.4

Learners must be able to identify the appropriate referral procedures and protocols to use with clients and others involved in integrated healthcare including:

- etiquette, methods of referral, working within limits of own responsibility and qualifications, professionalism, know when to refer a client to an outside team/practitioner (Medical Practitioner/ Pharmacist/ CAM therapist).

Guidance for delivery

Learners will require guidance and support through this unit to ensure the correct techniques are developed and all practices are safe and following relevant legislation. Ensuring all practical content of this unit are demonstrated and regularly revisited is vital to make certain of consistent progression. However it is strongly recommended that the learners are encouraged to practice their skills outside of the session in order to gain the competence that only comes with repetition.

Learners should be encouraged to work independently, in partnerships and in groups to complete theory and practical tasks in order to reinforce employer expectations for an employee to be able to work as an individual and as part of a team.

This unit lends itself to a variety of assessment methods including, but not limited to, observations, case studies, assignments and informal lesson based activities to build up a strong portfolio of evidence.

Stressing the importance of using a wide range of study material when completing research and assignments is essential in ensuring the most competent therapists. Gaining a variety of views, opinions and experiences from media such as books, magazines, journals, newspapers, the internet, television programs and research papers allows the learner opportunity to engage in CPD as well as reinforcing functional skills in literacy and ICT.

Exceptions to client confidentiality:

The exceptions to the general rule of client confidentiality are that the therapist may disclose information to a third party relating to a client

- if the therapist believes it to be in the client's interest to disclose information to another health professional
- if the therapist believes that disclosure to someone other than another health professional is essential for the sake of the client's health

In each case where disclosure is made by a therapist in accordance with an exception to the general rule of confidentiality, the therapist shall:

- inform the client before disclosure takes place
- make clear to the client the extent of the information to be disclosed and the reason for the disclosure
- disclose only such information as is relevant
- record in writing the reasons for such disclosure.

See this link for current (as of 2015) NHS policy:

<http://www.england.nhs.uk/wp-content/uploads/2013/06/conf-policy-1.pdf>

Suggested learning resources

Books

New city & guilds endorsed level 3 beauty and spa therapy text book

Adams, R. *Foundations of Complementary Therapies and Alternative Medicine*

Published by: Palgrave Macmillan, 2009

ISBN-10: 0230211437

Cumming, A. *Complementary and Alternative Medicine: An Illustrated Colour Text*

Published by: Churchill Livingstone Elsevier, 2007

ISBN-10: 0443073740

Di, Stefano, V. *Holism and Complementary Medicine: Origins and Principle*

Published by: Allen & Unwin, 2006

ISBN-10: 1741148464

Beckmann, H; & L, E, Quesne, S; *The Essential Guide To Holistic and Complementary Therapy*

Published by: Cengage Learning, 2005

ISBN-10: 1844800261

Stone, J *An Ethical Framework For Complementary and Alternative Therapists*. Published by:

Published by: Routledge, 2002

ISBN-10: 0415279003

Journals and magazines

- Alternative Therapies in Health Medicine
- Aromatherapy Times
- Complementary Therapies in Clinical Practice
- Complementary Therapies in Medicine
- International Therapist
- Journal of Holistic Healthcare
- Therapy Today
- Positive Health Magazine
- Today's Therapist Magazine
- Massage Therapy UK
- Therapy Magazine
- Massage World
- Guild Gazette (Guild of professional Beauty Therapists)
- Health and Beauty Magazine (Reed Business Information)
- Professional Beauty Magazine (Professional Beauty)

Websites

City & Guilds Learning resource

www.smartscreen.co.uk

Massage world

www.massageworld.co.uk

Therapy magazine

www.therapymagazine.co.uk

Massage therapy UK

www.massagetherapy.co.uk

Today's therapist

www.todaystherapist.com

Positive Health

www.positivehealth.com

National Centre for Complementary and Integrated Health

www.nccam.nih.gov

Holistic pages

www.holisticpages.co.uk

Complementary and Natural Healthcare Council (CNHC)

www.cnhc.org.uk

Gov.UK National archives

webarchive.nationalarchives.gov.uk/+/www.dh.gov.uk/en/publicationsandstatistics/publications/publicationspolicyandguidance/browsable/DH_5803173

NHS version confidentiality policy (2014)

[/www.england.nhs.uk/wp-content/uploads/2013/06/conf-policy-1.pdf](http://www.england.nhs.uk/wp-content/uploads/2013/06/conf-policy-1.pdf)

Unit 302

Business practice for complementary therapies

UAN:	Y/507/5855
Level:	3
GLH:	60

What is this unit about?

The purpose of this unit is for learners to understand that following the completion of the course, learners will be contemplating what their next steps into the world of work may be. Some may further their education and some may be excited about going to work for an employer, however, eventually the learner may want to bring their own skills and ideas to the industry through a business of their own. The aim of this unit is to provide those learners with the knowledge and skills to successfully set up, maintain and market a business in the complementary therapy industry.

To achieve this unit the learner will have to develop research skills that can be applied the conception and maintenance of a business which will include communicating effectively with clients and members of the public and other healthcare professionals. The knowledge acquired by the learner will enable them to develop a business plan, recognise any limitations, set up, maintain and market a business.

This is a wide reaching unit that opens opportunities to using functional skills such as ICT, communication, literacy and maths as well as development of organisation skills, business, marketing, observation and research skills, and recognising the need for time management and target setting.

Through a range of activities the learner will cover the following areas:

- Types of research and research skills
- Types of business
- Marketing
- SWOT analysis
- Profit and loss margins

Learners may be introduced to this unit by asking themselves questions such as:

- What am I going to do with my new skills when I finish this course?
- Would I be able to set up my own business?
- What type of business would suit my plans?
- How could I find out if my business ideas would work?

Learning outcomes

In this unit, learners will be able to

1. Understand factors to consider when planning a business idea
2. Understand the importance of research in planning a business concept
3. Create a business plan.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome 1: Understand factors to consider when planning a business idea

Topics

- 1.1 Legal requirements of running a business
- 1.2 How marketing and public relations are used in businesses and how to promote complementary therapies
- 1.3 Employment opportunities within complementary therapies industry including the advantages and disadvantages of each

Topic 1.1

Learners must understand that in order to responsibly set up and maintain a successful business there are several pieces of legislation that must be considered. Learners need to be familiar with all the legal requirements that must be applied as well as various insurances that can be purchased to ensure safe working practices and protection for the business, staff and clients.

- Legal requirements of running a business:
 - The Health and Safety at Work Act, Management of Health and Safety at Work Regulations, Health and Safety (First Aid) Regulations, Personal Protective Equipment at Work Regulations, Provision and Use of Work Equipment Regulations, COSHH, RIDDOR, Environmental Protection Act, Work Place Regulations (Health, Safety & Welfare), Electricity At Work Regulations, Fire Precautions Act, Fire Precautions (Workplace) Regulations, Manual Handling Operations Regulations, Employers Liability Act, Working Times Regulations, General Products Safety Regulations, The EU Cosmetics Directive, Supply of Goods and Services Act, Sale and Supply of Goods Act, Consumer Protection Act, Trades Description Act, Local Government (Miscellaneous Provisions) Act, Data Protection Act, Equality Act.
- Insurance:
 - public liability, product and treatment liability, employer's liability, car insurance, contents insurance, building insurance.

Topic 1.2

To ensure any business is successful it is important that the services and products provided are promoted through advertising and public relations. For the business to become instantly recognisable it is vital that the promotional materials developed showcases the brand of the organisation. Learners need to know how to develop promotional materials for their business taking into account the following considerations:

- business identity
 - name
 - theme
 - brand
 - mission statement
 - logo
- marketing and public relations
- advertising, public relations, referrals, word of mouth, promotional materials, endorsement, networking, market research, open day, charity events
- promote

- o business cards, leaflets, flyers, price lists, adverts, letterheads, e-commerce, social media, logo, branding, press release, gift vouchers, unique selling points (USP), presentations, demonstrations, loyalty cards, questionnaires.

Topic 1.3

It is important that learners recognise what the future may offer on completion of the course. Learners must explore the opportunities open to them and how to utilise their skills in order to progress.

- Education:
 - o CPD courses
 - o level 4/level 5 courses
 - o university degree/ diploma in related subject (or alternatively business or education)
 - o apprenticeship
- employment opportunities:
 - o spa
 - o salon
 - o hotels
 - o hospitals and hospices
 - o voluntary/charitable work
 - o training establishment.
 - o

Learners may feel that they are confident to want to set up and develop their own business. In order to achieve this learners must understand the advantages and disadvantages of a variety of business opportunities including:

- employment
- self-employment
 - o mobile
 - o working from home
 - o renting a room
 - o owning a clinic
 - o buying into a franchise
- partnership
- limited company.

Learners need to be confident in recognising the roles and responsibilities within their chosen vocation.

Learning outcome 2: Understand the importance of research in planning a business concept

Topics

2.1 How to research a business opportunity using a range of sources

2.2 How to research potential premises, staff, products and resource requirements

Topic 2.1

In order to set up and maintain a profitable business learners need to know how to research business opportunities, through the following:

- methods of research:
 - quantitative/ qualitative / a combination of both
 - primary:
 - surveys
 - questionnaires
 - interviews
 - forums
 - panels
 - feedback
 - SWOT analysis
 - secondary:
 - books
 - journals
 - newspapers
 - reports eg business and news
 - Media - television radio / podcasts
 - websites
 - social media
- business opportunities:
 - premises
 - staffing
 - treatment menu
 - products and resources.

Topic 2.2

Learners need understand how to examine a variety of business opportunities and analyse the viability of each. Learners must take into account the following:

- location:
 - type of premises
 - theme
- staffing requirements:
 - contracts of employment:
 - job description
 - hours of work
 - holiday entitlement
 - probationary period
 - disciplinary procedures
 - maternity/paternity leave
 - sickness policy
 - grievance policy
- products:
 - consumables
 - professional products
 - retail products.

Learning outcome 3: Create a business plan

Topics

3.1 Professional services, staff and resources that may be required for a business plan

3.2 Prepare a business plan for self-employment

Topic 3.1

Learners must be able to produce a business plan considering all the factors stated in Topic 2.1 and 2.2, also incorporating the following:

- evidence of market research to identify:
 - treatments offered
 - products
 - pricing
 - timings
 - fixtures and fittings
 - consumables:
 - choosing responsible products (Fairtrade tea and coffee)
 - recycled materials where possible
- access to parking, public transport, accessibility.

Topic 3.2

As part of a business plan learners must be able to prepare a mission statement that outlines the aims, morals and directives of the organisation. Learners need to be able to use the statement to analyse what they are aiming to achieve.

Learners need to consider potential premises, staffing, products and resource requirements as part of their business plan discussed in topic 2.2.

Learners must be able to prepare a SWOT analysis as part of a business plan that outlines the potential strengths, weaknesses, opportunities and threats of the organisation. Learners need to be able to use the research methods examined in topic 2.1.

The ultimate aim of a business is to make a profit so that the organisation can continue in its success and grow from strength to strength. Within this topic learners are required to identify how to set out a basic financial record using estimation, spreadsheets, and profit and loss that shows the start up and running costs of a complementary therapy business. Areas learners need to include:

- profit and loss:
 - cash flow forecast:
 - start up
- fixed costs:
 - premises, rent, utilities, insurance, licensing, professional association fees
- variable costs:
 - staffing, tax (PAYE and VAT), personal pension, travel expenses, personal living cost, products, equipment and stock, advertising and promotional materials , treatments revenue.

Guidance for delivery

Learners will require guidance and support through this unit to ensure the correct theories are developed and all ideas are practical and following relevant legislation.

Learners should be encouraged to work independently, in partnerships and in groups to complete theory and practical tasks. This will reinforce employer expectations for an employee or, in this case, self-employment requirements to be able to work as an individual and as part of a team.

This unit lends itself to a variety of assessment methods including, but not limited to, assignments and informal lesson based activities to build up a strong portfolio of evidence.

Stressing the importance of using a wide range of study material when completing research and assignments is essential in ensuring the most competent business plans. Gaining a variety of views, opinions and experiences from media such as books, journals, magazines, newspapers, the internet, television programs and research papers allows the learner opportunity to engage in CPD as well as reinforcing functional skills in literacy, numeracy and ICT.

Suggested learning resources

Books

VRQ level 3 text book

Ward, H; Ultimate Salon Management - Book 1: Getting Established
Published by: City and Guilds
ISBN-10: 0851932134

Ward, H; Ultimate Salon Management - Book 2: Managing Finances
Published by: City and Guilds, 2012
ISBN-10: 0851932142

Ashley, V; & Ashley, S; The City and Guilds Textbook: Diploma in Business and Administration level 3
Published by: City and Guilds, 2013
ISBN-10: 0851932533

Davies, M B & Hughes, N;) Doing a Successful Research Project; Using Qualitative or Quantitative Methods.
Published by: Palgrave Macmillan, 2014
ISBN-10: 1137306424

FSB Good Small Business Guide 2013, 7th Edition: How to Start and Grow Your Own Business.
Published by Bloomsbury publishing, 2012
ISBN-10: 1408159597

Start Your Own Business 2012: How to plan, fund and set up your business (Startups) Eds Whiteling, I; & Welsted; S
Published by: Crimson Publishing 2011

The Financial Times Guide to Business Start Up 2008. 21st ed

Williams, S

Published by: Financial Times Prentice Hall 2011
ISBN-10: 0273714872
Williams, S; The FT Guide to Business Start Up 2015.
Published by: Pearson FT Publishers 2015
ISBN-10: 1292066466

The Start-Up Guide for Opening, Remodelling & Running a Successful Beauty Salon
Grissier, J; Ryant, E
Published by: Ready, Set, Go Publishing LLC, 2002
ISBN: 0615563589 (10)
ISBN: 978-0615563589 (13)

Start and Run a Successful Beauty Salon: A comprehensive guide to managing or acquiring your own salon
Yousef-Zadeh, B; Medcalf, S
Publisher by: How To Books, 2009
ISBN: 1845283767 (10)
ISBN: 978-1845283766 (13)

Open Your Own Salon... The Right Way! - A step-by-step guide to planning, launching & managing your own salon or nail bar business
Iwegbu-Daley, E
Published by: Agushka Publishing, 2008
ISBN: 0956035124 (10)
ISBN: 978-0956035127 (13)

Research Methods for Business Students
Published by: Pearson Education; 5th edition, 2009
ISBN: 0273716867 (10)
ISBN: 978-0273716860 (13)

Saunders, M; Thornhill, A; Lewis, P

Journals and magazines

- Choice Health and Wellbeing
- Guild News
- The Salon Magazine

Websites

Federation of Small Business
Gov.uk

- Business balls
- Talk Business

<http://www.fsb.org.uk>
<https://www.gov.uk>
<http://www.businessballs.com>
<http://talkbusinessmagazine.co.uk>

Unit 303

Knowledge of anatomy, physiology and pathology for complementary therapies

UAN:	D/507/5856
Level:	3
GLH:	90

What is this unit about?

The purpose of this unit is for learners to develop the essential understanding of the anatomy and physiology of the body and to be able to apply this knowledge within complementary therapies. Learners will study each of the different systems of the body and how they interact. They will also be introduced to contra-indications as they work through the different systems and identify how these may impact on their treatment. Understanding how the body works will enable a learner to apply treatments in a safe and effective way as well as offer recommendations and advice. It will also be essential so that the learner has a better understanding as to when and why it may not be suitable to treat a client.

Learners may be introduced to this unit by asking themselves questions such as:

- What is the structure and function of the skin?
- How do we breathe?
- Why is oxygen important?
- What is energy?
- Why are the kidneys important in fluid balance?
- How do hormones affect the body?
- How does the circulation move around the body?
- What impact does each treatment have on the different systems of the body?
- What does our skeleton do?
- Can I name any bones of the skeleton?
- Do I know the names and location of any muscles in the body?

Learning outcomes

In this unit, learners will be able to

1. Understand the organisation of the body, the structure and functions of cells
2. Understand the structure and functions of the skin, nails and hair
3. Understand the structure and functions of the skeletal system
4. Understand the structure and functions of the muscular system
5. Understand the structure and functions of the cardiovascular system
6. Understand the structure and functions of the lymphatic system
7. Understand the structure and functions of the nervous system
8. Understand the structure and functions of the respiratory system
9. Understand the structure and functions of the digestive system
10. Understand the structure and functions of the endocrine system
11. Understand the structure and functions of the renal system
12. Understand the structure and functions of the reproductive system.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome 1: Understand the organisation of the body, the structure and functions of cells

Topics

- 1.1 Anatomical regions and related terms
- 1.2 Structure of a cell
- 1.3 Functions of a cell and cell division
- 1.4 Structure and repair of tissues
- 1.5 Pathologies related to the cells and tissues

Topic 1.1

Learners must be able to identify anatomical regions, related terms and planes of the body:

- Anatomical regions - Abdominal, axillary, arm/upper limb, cervical: neck, costal: ribs, cranial: skull, cubital: elbow or forearm, cutaneous: skin, femoral thigh, frontal: forehead, gluteal: buttocks, inguinal: groin, mammary, leg (lower limb), palmar, pelvic, plantar, popliteal, thoracic
- Related terms - Superior, inferior, medial, lateral, proximal, anterior, ventral, posterior, dorsal, peripheral, superficial, deep, parietal, visceral

Topic 1.2

Learners must be able identify the structure a typical cell. To include the following:

- structure - membrane, nucleus: nuclear membrane, nucleolus, DNA, cytoplasm,
- organelles - ribosomes, mitochondria, lysosomes, smooth and rough endoplasmic reticulum, golgi body, centrioles: centrosome

Topic 1.3

Learners need to be able to identify the function of a typical cell. To include the following:

- functions
 - transport across the cell membrane - diffusion, osmosis, facilitated diffusion, active transport
 - reproduction, cell division,
 - metabolic rate and adenosine triphosphate (ATP)
 - DNA
 - free radicals, antioxidants
- cell division – mitosis; growth and repair

Topic 1.4

Learners need to be able to identify the structure of tissues, to include the following:

- epithelial
- connective tissue:
- membranes

Learners need to be able to understand the repair of tissues, normal regeneration of tissues - skin renewal, nail and hair growth to include the following:

- the importance of chemical mediators (inflammation) in the dermis (macrophages, histamine, serotonin, leukotrienes, bradykinin, prostaglandins)
- sequence of healing, - bleeding, inflammation, proliferation and remodelling
- abnormal tissues repair - keloid, malignant.

Topic 1.5

Learners need to be able to identify pathologies related to the cells and tissues including:

- pathologies:
 - cancer
 - metastasis
 - scarring

Learning outcome 2: Understand the structure and functions the skin, nails and hair

Topics

- 2.1 Anatomical structure and functions of the skin
- 2.2 Anatomical structure and functions of the nail
- 2.3 Anatomical structure and functions of the hair
- 2.4 Pathologies related to the skin, nails and hair

Topic 2.1

Learners must be able to identify the structure of the skin.

- structure
 - the different cells in the epidermis -keratinocytes, langerhans cells, melanocytes, merkel cells
 - epidermis - stratum germinativum (continuous cell formation, keratinocytes and melanocytes), stratum spinosum, stratum granulosum (cell death due to keratinisation), stratum lucidum (only found in thick skin), stratum corneum (shedding or desquamation)
 - dermis - papillary and reticular layers, matrix to include fibroblasts (collagen and elastin fibres), hyaluronic acid, blood and lymphatic vessels, sensory nerve endings (light touch, pressure, vibration, mechanical, thermal), apocrine, eccrine and sebaceous glands
 - hypodermis / subcutaneous layer (adipose tissue).

Learners must to be able to identify the functions of the skin and factors that might affect the skin including the following:

- functions:
 - the importance of the skin in protection - water resistant, melanin, pH balance, external barrier
 - the mechanisms of sensory perception - light touch, pressure, vibration, mechanical, thermal, noxious
 - absorption through the skin - chemicals, drugs (hormones, nicotine, steroids)
 - the importance of skin for excretion - sweat, waste (sodium chloride, urea, uric acid, aromatic substances)
 - the importance of skin secretions -sebum
 - heat regulation - sweating, vasodilation, vasoconstriction
 - synthesises of vitamin D.

Factors:

- intrinsic

Topic 2.2

Learners must be able to identify the structure of a nail to include the following:

- technical terminology: onyx or unguis

- structure:
 - nail bed
 - hyponychium
 - eponychium
 - perionychium
 - mantle or proximal nail fold
 - lateral nail fold
 - nail grooves
 - matrix
 - lunula
 - cuticle
 - nail plate
 - free edge.

Learners must be able to identify the functions of the nails including the following:

- functions
 - role in protection, aid sensory perception/develop sense of touch.

Topic 2.3 Learners must be able to identify the structure and functions of the hair including the following:

- structure:
 - hair follicle
 - hair shaft
 - hair root
 - erector pili muscle
- functions:
 - insulation
 - protection (eg eyelash protects eye -dust, sweat).

Topic 2.4

Learners need to understand and recognise pathologies of the skin, nails and hair including:

- pathologies:
 - bacterial infections - impetigo, conjunctivitis, hordeolum / stye, furuncles /boils, folliculitis , paronychia
 - viral infections - herpes simplex , herpes zoster or shingles, warts / verrucae
 - infestations - sarcoptes scabiei, pediculosis corporis, pediculosis capitis
 - fungal infections - tinea corporis, tinea capitis, tinea pedis,
 - sebaceous gland disorders - milia, comedones, seborrhea, steatomas, sebaceous cysts or wens, acne vulgaris
 - sudoriferous (sweat) gland disorders - miliaria rubra (prickly heat), bromidrosis, hyperhidrosis
 - pigmentation disorders - ephelides, lentigines, vitiligo, albinism, vascular naevi
 - skin disorders involving abnormal growth - psoriasis, seborrhoeic or senile warts, , skin tags, keloids, hyperkeratosis
 - allergies - dermatitis, eczema, urticaria
 - malignant tumours - squamous cell carcinomas or prickle-cell cancers, basal cell carcinomas or rodent ulcers, melanoma rosacea.
- pathologies affecting the nails:
 - Structure -, longitudinal furrows, pitting, leuconychia, onychocryptosis onychomycosis /tinea unguium.
- pathologies affecting the hair
 - alopecia hypertrichosis and hypotrichosis.

Learning outcome 3: Understand the structure and functions of the skeletal system

Topics

- 3.1 Classification, structure of the skeletal system
- 3.2 Functions of the skeletal system
- 3.3 Location of bones of the skeleton
- 3.4 Types of joints and movement
- 3.5 Pathologies of the skeletal system

Topic 3.1

Learners need to be able to identify the classification and structure of bones including:

- classification:
 - flat, irregular, short, sesamoid, long
- structure:
 - structure of long bone - diaphysis , epiphysis, epiphyseal cartilage, articular (hyaline), cartilage, medullary canal, periosteum
 - development of bone - ossification, osteoblasts, osteocytes, osteoclasts
 - compact, cancellous, bone marrow
 - axial skeleton - 80 bones
 - appendicular skeleton -126 bones
 - sinuses - frontal, maxillary, ethmoid, sphenoid.

Topic 3.2

Learners need to be able to understand the functions of the skeletal system including:

- functions:
 - to provide shape, attachment for skeletal muscles and leverage, support, protection of internal organs, production of blood cells, storage of calcium, storage of fat.

Topic 3.3

Learners need to be able to identify the location of bones of the skeleton including:

- location:
 - cranium - frontal, parietal, temporal, occipital, sphenoid, ethmoid
 - face - nasal, vomer, zygomatic, lacrimal, palatine, maxillae, mandible
 - neck and spine –vertebrae; (cervical [atlas, axis], thoracic, lumbar, sacral, coccygeal), intervertebral discs
 - chest - ribs, sternum
 - shoulder girdle - clavicle, scapula
 - arm and hand - humerus, radius, ulna, carpals (scaphoid, lunate, triquetral, pisiform, trapezium, trapezoid, capitate, hamate), metacarpals, phalanges
 - pelvic girdle – ilium, ischium, pubis, innominate bones
 - leg and foot - femur, patella, tibia, fibula,tarsals (talus, calcaneus, navicular, cuneiforms [medial, intermediate, lateral], cuboid), metatarsals, phalanges.

Topic 3.4

Learners need to be able to identify the different types of joint and movement.

- types of joint
 - fixed: fibrous
 - semi-moveable: cartilaginous
 - freely moveable - synovial joints: ball and socket, saddle, condyloid, ellipsoidal, pivot, hinge, gliding
- range of movements:

- flexion, extension, hyperextension, abduction, adduction, circumduction, rotation (medial, lateral), pronation, supination, dorsiflexion, plantar flexion
- functions of the arches of the feet – foot and gait stability, propulsion, shock absorbers.

Topic 3.5

Learners must be able to identify pathologies related to the skeletal system including:

- pathologies:
 - osteoarthritis, bunions, hammer toes, fractures (simple, compound, stress), rheumatoid arthritis, osteoporosis, bursitis, rickets, scoliosis, kyphosis, lordosis, gout.

Learning outcome 4: Understand the structure and functions of the muscular system

Topics

- 4.1 Structure and functions of the muscular system
- 4.2 Principles of muscle contraction
- 4.3 Location and action of the primary muscles
- 4.4 Pathologies of the muscular system

Topic 4.1

Learners need to be able to identify the structure and functions of the muscular system including:

- structure:
 - fascia, tendons, muscle - fascicles, muscle fibres or cells, myofibrils, actin, myosin, sarcomeres, motor unit
 - organisation of muscle types – skeletal (voluntary, striated), visceral (involuntary, non-striated), cardiac (involuntary)
- functions:
 - movement, stabilises joints, in relation to posture, movement of substances through skeletal muscle pump, generation of heat.

Topic 4.2

Learners need to be able to understand the principles of muscle contraction including the following:

- muscle contraction:
 - sarcomere, actin and myosin muscular contraction
 - stages - tone, relaxation, fatigue
 - antagonistic pairing - prime mover, antagonist,
 - types of contraction – isotonic (concentric and eccentric), isometric

Topic 4.3

Learners must identify the location and action of the primary muscles including:

- primary muscles:
 - scalp and face - frontalis, occipitalis, orbicularis oculi, corrugator, nasalis, orbicularis oris, zygomaticus, risorius, mentalis, buccinator, masseter, temporalis,
 - neck muscles - platysma, sternocleidomastoid
 - anterior thorax - pectoralis (major and minor), external and internal intercostals, diaphragm, serratus anterior
 - posterior thorax - erector spinae, trapezius, latissimus dorsi, levator scapulae, rhomboids (major and minor)
 - shoulder - supraspinatus, infraspinatus, teres minor, subscapularis (rotator cuff), teres major, deltoid
 - upper arm - biceps brachii, coraco-brachialis, brachialis, triceps brachii

- lower arm and hand - pronator teres, brachioradialis
- wrist flexors - flexor carpi radialis, flexor carpi ulnaris, flexor digitorum,
- wrist extensors - extensor carpi radialis longus, extensor carpi radialis brevis, extensor carpi ulnaris, extensor digitorum
- hand - hypothenar eminence, hyperthenar eminence, abductor pollicis brevis,
- trunk - external obliques, rectus abdominus, internal obliques, transversus abdominus, quadratus lumborum
- hip - iliopsoas, piriformis, gluteus (maximus, medius, minimus), tensor fasciae latae
- upper leg - rectus femoris, vastus lateralis, vastus intermedius, vastus medialis (quadriceps), biceps femoris, semitendinosus, semimembranosus (hamstrings), gracilis, sartorius, adductors (longus, brevis, magnus)
- lower leg and foot - gastrocnemius, soleus, tibialis anterior, tibialis posterior, peroneus longus, extensor digitorum longus, flexor digitorum longus, extensor digitorum longus, flexor hallucis longus.

Topic 4.4

Learners must be able to identify common pathologies related to the muscular system including:

- pathologies:
 - cramp, repetitive strain injury (RSI) inflammation, tendonitis (medial epicondylitis and lateral epicondylitis) , sprain, , adhesive capsulitis, fibromyalgia, shin splints, , carpal tunnel syndrome.

Learning outcome 5: Understand the structure and functions of the cardiovascular system

Topics

- 5.1 Structure and functions of the cardiovascular system
- 5.2 Composition and functions of the blood
- 5.3 Primary blood vessels of the body
- 5.4 Pathologies of the cardiovascular system

Topic 5.1

Learners need to be able to understand the structure and functions of the cardiovascular system including:

- structure of blood vessels:
 - arteries –thick walled, muscular, elastic vessels, conveying blood away from heart to arterioles, help maintain blood pressure
 - arterioles - small arteries which convey blood to the capillaries
 - capillaries - composed of a single layer of cells (endothelium), connect arterioles and venules
 - venules - collect blood from capillaries and drain into veins, thinner walled than arteries
 - veins -contain valves to prevent back flow, thinner walled than arteries, convey blood back to the heart from the venules
- heart structure:
 - pericardium, epicardium, myocardium, endocardium
 - right atrium, left atrium, right ventricle, left ventricle, septum
 - valves - tricuspid, bicuspid (mitral), pulmonary, aortic
 - principal blood vessels - superior vena cava, inferior vena cava, pulmonary artery, pulmonary vein, aorta, coronary artery, coronary sinus
- heart physiology:

- physiology - blood flow (systemic and pulmonary circulation, portal/hepatic)
- cardiac cycle - diastole, systole
- blood pressure –force exerted by blood on walls of blood vessels, measurements - diastolic: 80 mmHg, systolic: 120 mmHg
- factors that affect blood pressure - force of the heart beat, volume of blood in the cardiovascular system, resistance to the flow of blood in the arteries viscosity of the blood, elasticity of vessel walls, relaxation/activity/exercise/massage/heat
- functions of the cardiovascular system:
 - circulate blood, maintain fluid pressure, transport respiratory gases, transport (nutrients, hormones, enzyme, antibodies and waste products),provide immune response, regulate body temperature (vasoconstriction, vasodilation), prevent blood loss through the clotting mechanism.

Topic 5.2

Learners need to be able to understand the composition and functions of the blood, including:

- composition:
 - appearance - arterial and venous blood
 - blood volume
 - constituents:
 - plasma – clear, pale yellow, slightly alkaline fluid, dissolved blood proteins
 - erythrocytes (red blood cells)
 - leucocytes (white blood cells)
 - granulocytes neutrophils, eosinophils, basophils
 - agranulocytes lymphocytes, (monocytes/macrophages)
 - thrombocytes
- functions:
 - transport - digested food materials, mineral salts, hormones and enzymes
 - role in clotting
 - carry oxygen to the body cells from the lungs
 - carry carbon dioxide back from body cells to lungs
 - destroy disease causing micro-organisms
 - phagocytes - ingest bacteria and dead matter.

Topic 5.3

Learners need to be able to identify the primary blood vessels of the body including:

- primary blood vessels:
 - head, face and neck - common carotid artery, external carotid artery, internal carotid artery, external jugular vein, internal jugular vein, vertebral artery
 - thorax - ascending aorta, aortic arch and descending aorta, left & right subclavian arteries, left and right subclavian veins
 - arm and hand - brachial artery, radial artery, ulnar artery, cephalic vein, axillary artery, axillary vein

pelvis, leg and foot - femoral artery, femoral vein, anterior tibial artery, posterior tibial artery, saphenous vein, iliac artery, iliac vein.

Topic 5.4

Learners must be able to identify pathologies related to the cardiovascular system including:

- pathologies:
 - bruising, angina, deep vein thrombosis(DVT), hypertension, hypotension, varicose veins, phlebitis, stroke, embolism, anaemia, palpitations, clotting disorder, myocardial infarction.

Learning outcome 6: Understand the structure and functions of the lymphatic system

Topics

6.1 Structure and functions of the lymphatic system

6.2 Structure and functions of the lymphatic organs

6.3 Location of lymphatic nodes and ducts

6.5 Pathologies related to the lymphatic system

Topic 6.1

Learners need to be able to identify structure, composition and functions of the lymphatic system including:

- structure:
 - lymph capillaries - thin-walled, more permeable than blood capillaries
 - lymphatic vessels - contain valves to prevent backflow
 - lymph nodes – vary in size from a pin head to an almond, lymphoid tissue, surrounded by connective tissue capsule, afferent and efferent lymph vessels, reticular tissue
 - lymphatic organs and tissues - thymus gland, spleen, tonsils, peyers patches
- composition of lymph:
 - clear, straw-coloured, tissue fluid derived from blood plasma through capillary filtration
 - plasma substances eg fibrinogen, serum albumin, serum globulin, water, lymphocytes
- functions:
 - collect tissue fluid
 - remove excess fluid and unwanted particles from the body tissues and cells
 - carry lymph to lymphatic vessels
 - transport lymph through lymphatic nodes
 - lymphatic system returns tissue fluid to blood
 - thoracic duct: drains lymph from abdomen and lower limbs; drains into left subclavian vein
 - right lymphatic duct: drains upper right quadrant; drains into right subclavian vein
 - cisterna chyli - drains lymph laden with digested fats (chyle) from the intestines
 - lymph flow is unidirectional not circular
 - produce lymphocytes to deal with waste and toxins
 - develop antibodies to defend the body against infection
 - filtering pathogens, phagocytes, T and B-lymphocytes.

Topic 6.2

Learners need to be able to identify the location and function of the lymphatic organs including:

- location and functions:
 - thymus - behind sternum, processes lymphocytes into active 'T' cells vital to immune system, endocrine function, pre-puberty, in the control of growth, degenerates after puberty
 - spleen - left side of abdominal cavity behind and left of the stomach and diaphragm largest lymphatic tissue mass in body, immune response - assists in fighting infection contains T and B lymphocytes phagocytosis – destruction of worn out erythrocytes and abnormal cells, storage of blood, selectively filters white cells and platelets, blood cell production at time of need in an adult
 - tonsils
 - peyers patches (aggregated lymphoid tissue).

Topic 6.3

Learners need to identify the location of the lymphatic nodes of the body and face:

- location:
 - lymphatic nodes (glands) - found all over the body at strategic sites where there is a greater risk of infection:
 - lymphatic nodes of the body - cervical, axillary, supraclavicular/ cubital, iliac, inguinal, popliteal, intestinal (mesenteric),
 - lymphatic nodes of the head – buccal, sub-mental, sub-mandibular, anterior auricular, posterior auricular, parotid, occipital.

Topic 6.5

Learners must be able to identify pathologies related to the lymphatic system including:

- pathologies
 - allergies, fever, HIV, AIDS, oedema, Hodgkins disease, leukaemia, lymphedema.

Learning outcome 7: Understand the structure and functions of the nervous system

Topics

7.1 Structure and functions of the nervous system

7.2 Pathologies of the nervous systems

Topic 7.1

Learners need to be able to identify the structure and functions of the nervous system to include the following:

- structure:
 - Central Nervous System (CNS) - brain and spinal cord
 - Peripheral Nervous System (PNS)
 - somatic nervous system
 - autonomic nervous system – sympathetic, parasympathetic
 - neurone – motor, sensory, interneurone (cell body, dendrites, axon, myelin sheath, axon terminals)
 - synapse – synaptic gap, neurotransmitters (acetylcholine, noradrenaline, dopamine)
 - nerves pathways - sensory (afferent), motor (efferent), mixed
- functions:
 - detect stimuli inside and outside the body
 - process and interpret stimuli
 - respond to stimuli
 - role in homeostasis
 - link with endocrine system
 - stimulate activity; activation of energy
 - inhibit activity; conservation of energy.

Topic 7.2

Learners must be able to identify disorders related to the nervous system including:

- pathologies:
 - epilepsy, multiple sclerosis, migraine, vertigo, sciatica, myalgia encephalomyelitis (ME), deafness, glue ear, tinnitus, Parkinson's disease (PD), Dementia, meningitis, cataract, glaucoma, chronic regional pain syndrome (CRPS), brain tumors.

Learning outcome 8: Understand the structure and functions of the respiratory system

Topics

8.1 Structure and functions of the respiratory system

8.2 Pathologies of the respiratory system

Topic 8.1

Learners need to be able to understand the structure and function of the respiratory system including:

- overall function:
 - supply the blood with oxygen, excrete carbon dioxide (facilitate the exchange of gases, oxygen and carbon dioxide)
- structure and associated functions:
 - upper respiratory system:
 - nose - inhaling air, filtering, warming and moistening air, mucus and cilia trap dust particles and filter air
 - sinuses
 - pharynx:
 - nasopharynx
 - Laryngopharynx
 - larynx – contains voice box – allow air to pass from the pharynx to the lungs, prevents solids and liquids getting into the lungs, it allows sound production,
 - epiglottis - moves upwards and forwards during swallowing causing to block the opening
 - lower respiratory system:
 - trachea – acts as a tube running from the larynx to the lungs, made up of dense connective tissue and smooth muscle
 - primary bronchi (right and left) lined with mucous membrane, divide progressively into smaller bronchi, (secondary and tertiary bronchi) carry air from the trachea into the bronchioles
 - bronchioles - carry air from the bronchi into the lungs, bronchioles subdivide into small air sacs, alveoli
 - alveoli - respiratory bronchioles connect with alveoli, most of the lung tissue is made up of alveoli
 - pulmonary capillary network - surrounding alveoli covered with very small capillaries, which allow the exchange of oxygen and carbon dioxide to pass into and out of the bloodstream
 - the pleural membranes - protecting lining enclosing lung, reducing friction between lungs and rib cage
 - lungs - three lobes on the right and two on the left
- stages of respiration:
 - mechanism of inhalation and exhalation, process of gaseous exchanges
 - composition of inspired and expired air.

Topic 8.2

Learners must be able to identify pathologies of the respiratory system including:

- pathologies
 - asthma, hay-fever, sinusitis, pneumonia, tuberculosis (TB), rhinitis, whooping cough, laryngitis, pharyngitis:
 - chronic obstructive pulmonary disease (COPD); bronchitis, emphysema,
 - restrictive; fibrosis, sarcoidosis, pleurisy, lung cancer.

Learning outcome 9: Understand the structure and functions of the digestive system

Topics

9.1 Structure and functions of digestive system

9.2 Processes of digestion

9.3 Pathologies of the digestive system

Topic 9.1

Learners need to be able to identify the structure and functions of the digestive system including:

- overall function:
 - break down complex chemicals to simple ones
 - absorb simple chemicals
 - assimilate products of digestion
 - eliminate indigestible materials
 - identify: mouth: lips, teeth, salivary glands
 - tongue: function – chewing, swallowing, speech, sense of taste
 - pharynx
 - oesophagus
 - lower gastrointestinal tract:
 - stomach
 - function - storage of food, chemical digestion, mechanical breakdown of food, addition of gastric juices, chime, limited absorption of water, alcohol, movement of gastric contents into duodenum, secretion of hormone gastrin, defence against microbes
 - small intestine - duodenum, jejunum, ileum
 - four layers, muscoa, villi and micro-villi, lacteals and absorption of fats, peyers patches, function - secretion of intestinal juices, peristalsis movement of contents, chemical digestion of carbohydrates into monosaccharide's, protein into amino acids and fats into fatty acids and glycerol, absorption of nutrients, protection against microbes
 - large intestine - ileocaecal valve, caecum, ascending colon, transverse colon, descending colon rectum, anus, anal sphincter
 - function - absorption of fluid by osmosis, re-absorption of mineral, salts, vitamins, defecation
 - accessory digestive organs
 - Pancreas - pancreatic juice, function – enzymes act upon carbohydrates (pancreatic amylase), protein (trypsin) and lipids in the small intestine
 - Liver – function - carbohydrate metabolism, production of bile to emulsify lipids, protein metabolism, stores fat and water soluble vitamins, iron and copper, synthesizes Vitamin A, detoxifies drugs and noxious substances, inactivates hormones, fat metabolism, production of heat, cells break down worn out erythrocytes
 - Gall bladder – function - stores and concentrates bile which emulsify fats in the small intestine and neutralises stomach acids.

Topic 9.2

Learners need to be able to describe the processes of the digestive system including:

- processes of digestion:
 - mechanical (physical digestion) - mastication, peristalsis, churning
 - chemical digestion

Topic 9.3

Learners must be able to identify pathologies related to the digestive system including:

- pathologies:
 - halitosis,, abscesses, heart burn, (dyspepsia) acid reflux, indigestion, duodenal ulcers, peptic ulcers, hepatitis, cirrhosis of the liver, gall stones, gastroenteritis, Irritable Bowel Syndrome (IBS), constipation, diarrhoea, flatulence, haemorrhoids, hiatus hernia, Crohn's disease, coeliac disease, pernicious anaemia, jaundice, diverticulitis, bowel cancer.

Learning outcome 10: Understand the structure and functions of the endocrine system

Topics

10.1 Structure and functions of the endocrine system

10.2 Location of the endocrine glands

10.3 Hormones secreted from the endocrine glands and their target sites

10.4 Pathologies of the endocrine system

Topic 10.1

Learners need to be able to understand the structure and functions of the endocrine system including the following:

- structure:
 - endocrine glands – ductless
 - hormones – chemical messengers
 - receptor and target organs
- functions:
 - hormone secretion directly into the blood stream
 - work in conjunction with the nervous system to maintain homeostasis
 - control effect on body's functions – emotion, appetite, sexual activity, metabolism, water balance, control reproductive cycle

Topic 10.2

Learners need to be able to identify the location of the endocrine glands including:

- location:
 - hypothalamus; pituitary; pineal, thyroid, parathyroids, thymus, pancreas, adrenals, gonads (ovaries and testes).

Topic 10.3

Learners need to be able to identify the hormones secreted from the endocrine glands and their target sites including:

- endocrine glands:
 - anterior pituitary - below hypothalamus
 - hormones:
 - thyroid stimulating hormone (TSH) - targets thyroid, regulates metabolism
 - adrenocorticotrophic hormone (ACTH) - targets cortex of suprarenal glands
 - human growth (somatotrophic) hormone (HGH) - targets hard tissues of the body, increases rate of growth and maintains size in adults
 - follicle stimulating hormone (FSH) - targets sexual organs, oestrogen and maturation of ovarian follicles in females and sperm production in males
 - luteinising hormone (LH) - targets sexual organs, prepares breasts

- for lactation and progesterone in female and testosterone in the male
 - lactogenic hormone (prolactin) - targets mammary glands, production of milk
- posterior pituitary - behind anterior pituitary
 - hormones
 - antidiuretic hormone (ADH) or vasopressin - targets kidneys and arteries, decreases urine production
 - oxytocin - targets uterus and breasts, stimulates labour and releases milk from the breast
- pineal gland - within the brain
 - hormones
 - Melatonin - regulates the 'body clock'
- thyroid gland -
 - hormones
 - thyroxine T3; target cells and tissues throughout the body; controls the basal metabolic rate
 - calcitonin; targets bones and kidneys to regulate calcium levels
- parathyroid glands- posterior surface of thyroid
 - hormones
 - parathormone PTH - targets bones, regulates calcium/phosphorus levels, increases blood calcium levels and activates Vitamin D
- thymus - upper anterior portion of the chest cavity just behind the sternum.
 - hormones
 - Thymosin – growth in children
 - pancreas - posterior to stomach, close to duodenum. hormones
 - insulin: target site – blood sugar; controls metabolism of carbohydrates and lowers blood sugar levels - islets of Langerhans (β) cells
 - glucagon: target site – blood sugar, releases glycogen stored in the liver to raise blood sugar levels - islets of Langerhans (α) cells
- adrenal glands - superior to renal organs
 - hormones
 - mineralocorticoids – aldosterone: targets water content of tissues; regulates mineral content of body fluids, salt and water balance, blood pressure
 - glucocorticoids - cortisone (cortisol): targets liver, blood sugar, regulates carbohydrate metabolism, involvement in response to stress
 - sex hormones (androgens and oestrogen): target reproductive organs, development and function of the sex organs, and the physical and psychological characteristics of both sexes
 - adrenaline - in conjunction with and stimulated by the sympathetic nervous system: controls 'fight or flight' mechanism
 - noradrenaline: target circulation, contract blood vessels and raises blood pressure
- female sex hormones
 - hormones
 - oestrogen: affects secondary sexual characteristics in females; development of female reproductive system, regulates menstrual cycle
 - progesterone: affects structures involved in pregnancy, maintenance of pregnancy, development of the placenta, preparation of breast for lactation
- male sex hormones
 - Hormones
 - androgens: development of male reproductive system, male hair

- growth patterns, voice deepening, muscle bulk
- testosterone: controls male secondary sex characteristics and promotes development of sperm in the testes.

Topic 10.4

Learners must be able to identify pathologies related to the endocrine system including:

- pathologies
 - hyperthyroidism, hypothyroidism, diabetes mellitus (type 1 and 2), diabetes insipidus, polycystic ovaries, seasonal affective disorder (SAD),

Learning outcome 11: Understand the structure and functions of the renal system

Topics

11.1 Structure and functions of the renal system

11.2 Pathologies of the renal system

Topic 11.1

Learners need to be able identify the structure and functions of the renal system including:

- overall function
 - regulation of body fluid
 - distribution of intracellular and extra cellular fluid
 - the need to balance fluid intake with fluid output
 - general electrolyte composition and the need to maintain electrolyte balance
 - pH values of the body's fluid systems
- structure and associated functions
 - ureters - two long thin tubes that lead from each kidney to the bladder:
 - direct urine from kidneys to bladder
 - bladder - behind pubic bone, pelvic cavity: collects and stores urine
 - urethra - transfer urine to the exterior
 - kidneys - back of abdominal cavity just below waist
 - capsule, cortex, medulla, pyramids, pelvis nephron: afferent and efferent arterioles, glomerulus, glomerular/Bowmans capsule, loop of Henle, collecting duct
 - production of urine - filtration under pressure, reabsorption, active secretion
 - urine content - urea, uric acid/ammonia, salts, water.

Topic 11.2

Learners must be able to identify pathologies of the renal system including:

- pathologies
 - cystitis, nephritis, incontinence, kidney stones,

Learning outcome 12: Understand the structure and functions of the reproductive system

Topics

12.1 Structure and functions of the reproductive system

12.2 Key stages of the human reproductive cycle

12.3 Pathologies of the reproductive system

Topic 12.1

Learners need to be able identify the structure and functions of the reproductive system including:

- structure
 - female reproductive - ovary or gonad, fallopian tubes, uterus, cervix, vagina, external genitalia
 - vestibule and greater vestibular glands
 - male reproductive - testes, scrotal sac, epididymis, seminal vesicles, prostate, urethra, penis, glands, prepuce/foreskin
- functions
 - Production of sperm and ova
 - .

Topic 12.2

Learners need to be able to identify the key stages of the human reproductive cycle including:

- stages
 - puberty (male and female), menarche, menstrual cycle , pregnancy, menopause.

Topic 12.3

Learners must be able to identify pathologies of the reproductive system including:

- pathologies
 - endometriosis,, impotence, menstrual problems: amenorrhoea, dysmenorrhoea, premenstrual syndrome, post-natal depression, infertility, mastitis, cancer (testicular, prostate, breast, cervical, ovarian), ectopic pregnancy, pelvic inflammatory diseases (PID).

Guidance for delivery

In order to prepare for external assessment it is recommended that learners produce a catalogue of pathologies from each of the following:

- Cellular
- Skin
- Nails
- Skeletal system
- Muscular system
- Nervous system
- Respiratory system
- Cardiovascular system
- Lymphatic system
- Digestive system
- Endocrine system
- Renal system
- Reproductive system

The catalogue may be in the form of A5 index cards or another suitable format. The catalogue should contain the following information:

- Correct name of pathology
- Descriptions of signs and symptoms
- Descriptions of possible causes
- Any cautions or considerations that need to be applied if treating
- A bibliography of sources including charitable and self-help organisations

Learners should use extended resources to support study, which should include the use of libraries, websites, accessing research data, learning centres, articles, podcasts, television programmes and other professional resources.

It is recommended that learners have access to as many visual aids for this unit as possible support their visual learning of this unit including:

- a skeleton.
- using an eyeliner or washable marker to gain an understanding of the location of specific muscles by drawing their outline on a peer's skin surface.
- 3d models
- posters
- interactive video clips

It is essential that learners incorporate their anatomy and physiology into their technical units where they will be given an opportunity to apply their knowledge directly to the effects of their treatment. Examples include, developing a good understanding of how treatments could cause damage and the consequences, the importance of hydration, when to offer appropriate recommendations and advice suitable to the treatment being offered.

Opportunities for professional development include formal opportunities such as English, IT and complementary therapies related professional development and informal opportunities such as reading journals/articles/books, watching documentaries /programmes, use of internet, (podcasts, YouTube).

Suggested learning resources

Books

Trail Guide to the Body: How to Locate Muscles, Bones, and More 3rd Edition Biel, A
Published by: Books of Discovery, 2005
ISBN-13: 978-0965853453

The Concise Human Body Book: An Illustrated Guide to Its Structure, Function and Disorders
Dorling Kindersley
Published by: Dorling Kindersley, 2009
ISBN-13: 978-1405340410

The Human Body Coloring Book London: Dorling Kindersley
Published by: Dorling Kindersley, 2011
ISBN-13: 978-0756682347

Anatomy and Physiology for Therapists and Healthcare Professionals Hull, R Published by: The Write Idea Ltd, 2009
ISBN-13: 978-0955901119

Anatomy and Physiology Workbook: For Therapists and Healthcare Professionals Hull R & Couldridge, G; (Eds)
Published by: The Write Idea Ltd. 2010
ISBN-13: 978-0955901126

The concise book of muscles Jarmey, C;
Published by: Lotus Publishing 2011
ISBN-13: 978-1905367115

The Anatomy Coloring Book 4th Edition Kapit, W;
Published by: Pearson, 2013
ISBN-13: 978-0321832016

Anatomy & Physiology Student Workbook: 2,000 Puzzles & Quizzes 3rd Edition Tierney, K;
Published by: CreateSpace Independent Publishing Platform, 2012
ISBN-13: 978-1468175806

An Introductory Guide to Anatomy & Physiology 5th Edition Tucker, L; Published by:
Churchill Livingstone, 2011
ISBN-13: 978-1903348345

Ross and Wilson Anatomy and Physiology in Health and Illness, 12th Edition Waugh, A; & Grant, A
Published by: Churchill Livingstone, 2014
ISBN-13: 978-0702053252
Journals and magazines

Ross and Wilson Anatomy and Physiology Colouring and Workbook 4th Edition Waugh, A; & Grant, A;
Published by: Churchill Livingstone, 2014
ISBN-13: 978-0702053276

Websites

The Anatomy Zone	https://www.youtube.com/user/TheAnatomyZone
Inner body	http://www.innerbody.com
BBC Bitesize	http://www.bbc.co.uk/education/

Unit 304

Provide body massage for complementary therapies

UAN:	H/507/5857
Level:	3
GLH:	120

What is this unit about?

The purpose of this unit is to give learners the knowledge and technical skills needed to become confident and competent in the practice of preparing for and providing a client with an effective body massage. Learners will be expected to be able to provide clients with personalised recommendations and advice to improve their treatment experience. Body massage has been practiced around the world for thousands of years providing recipients with relief from a variety of physical and psychological health related problems. Learners will need to develop an understanding of this philosophy as part of their knowledge and understanding.

Learners will be required to develop skills to be able to reflect and their individual performance, strengths and weaknesses.

Learners may be introduced to this unit by asking themselves questions such as:

- Which techniques can be used to ensure a competent massage?
- Which legislation effects the provision of body massage?
- Who can benefit from body massage?
- What advice can be given to a client during and following a treatment?
- What sort of care makes a client's experience memorable?

Learning outcomes

In this unit, learners will be able to

1. Prepare for body massage treatments
2. Provide body massage treatments
3. Provide advice, evaluate and reflect upon body massage treatments.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout this unit the learners should maintain effective health, safety and hygiene procedures and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations.

It is essential for this unit to be delivered alongside Anatomy and Physiology.

Learning outcome 1: Prepare for body massage treatments

Topics

- 1.1 Health and Safety working practices
- 1.2 Environmental conditions
- 1.3 Objectives and benefits of body massage treatment
- 1.4 Consultation techniques including:
 - communication and behaviour
 - contra-indications
 - referral procedures
 - body types, characteristics and posture
 - skin types and conditions.
- 1.5 Products, tools and equipment
- 1.6 Prepare themselves, client and work area for body massage

Topic 1.1

Learners must understand the Health and Safety working practices.

Learners must have knowledge and understanding of industry specific, national and local authority licencing regulations relevant to the treatment, themselves, the premises and equipment.

Learners need to understand the following:

- maintaining accepted industry hygiene and safety practices throughout the treatment
- follow workplace, manufacturer or supplier instructions for the safe use of equipment, materials and products
- the hazards and risks which exist in the work place and the importance of carrying out a risk assessment
- leaving the treatment area and equipment in a suitable condition.

Learners will need to have knowledge and understanding of the legislations and consider their influence to the provision of body massage treatments, as stated in units 301 and 302.

Topic 1.2

Learners will need to understand the different types of environmental conditions and their impact on treatment including:

- temperature, ventilation, lighting, sound and noise, pleasant aroma, cleanliness.

Topic 1.3

Learners need to be able to identify treatment objectives and recognise both the physiological and psychological effects of body massage.

- treatment objectives
 - relaxation

- stimulation
- invigoration
- sedation
- uplifting
- sense of well-being
- physiological benefits of massage
 - increased blood circulation
 - increase in the release of endorphins
 - improved skin condition
 - stress relief
 - relaxation of muscles and release of tension
 - increased metabolism
 - enhanced lymphatic drainage
 - desquamation
 - relaxation
- psychological benefits of massage
 - reduction of nervous tension
 - Mental Relaxation
 - Sense of well-being.

Topic 1.4

Learners must understand the importance of communication and behaviour when dealing with clients and colleagues including:

- communication
 - verbal - questioning techniques, language used, tone of voice.
 - non-verbal - listening techniques, body language, eye contact, facial expressions.
 - use of - visual aids, client records
 - barriers to communication
- behaviour
 - cooperating with others
 - respecting colleagues and clients
 - displaying professionalism (respectful, reliable, honest, ethical, supportive).

Learners need to know how to use a consultation to identify factors that will influence the treatment objectives, provide recommendations for the client and effectively select the materials and equipment required to carry out a treatment.

- areas that should be considered when conducting a consultation include
 - medical and lifestyle history
 - contra-indications and cautions
 - assessment of the client's needs
 - visual assessment of the client
 - formulation of an agreed treatment plan
 - clients consent to treatment
 - recording treatment outcomes
- influencing factors
 - postural faults
 - kyphosis, scoliosis, lordosis, winged scapula, pelvic tilt, knock knees, bow legs, flat feet, high arch, Dowager hump, pigeon chest, flat back, sway back
 - body shape
 - endomorph

- ectomorph
 - mesomorph
- muscle tone
- general health and medical history
- medication
- age
- lifestyle - personal/cultural/social
- client expectations
- contra-indications and cautions
- time restrictions
- skin types and conditions
 - dry, oily, combination, mature, sensitive, dehydrated, moist, elasticity and thinness of skin
 - allergies.

Learners need to be able to list and recognise the contra-indications to treatment, understand why they are a contra-indication and to state the action to take in each case:

- contra-indications preventing treatment - directly over site of osteoporotic bone/joint, acute rheumatoid arthritis, acute ankylosing spondylitis, acute prolapsed disc, one month following a stroke, migraine, under the influence of alcohol or drugs, infectious skin diseases, infectious respiratory disorders (Tuberculosis (TB) , pneumonia, bronchitis), heart attack, deep vein thrombosis , oedema (requiring medical diagnosis), haemophilia, severe anaemia, acute urinary tract infection, acute gout, kidney disease, active shingles
- contraindications that restrict treatment - muscle injuries in acute phase (bruising), acute tendonitis, acute shin splints, fracture, acute bursitis, osteoarthritis, neuritis, trigeminal neuralgia, hypothyroidism (neck if goitre present), diabetes (injection site), areas of broken skin, wounds (bleeding/weeping fluid), skin cancer, blisters, localised skin infections (acne, boils, cold sores, warts, verruca, athlete's foot), varicose veins, phlebitis, cancerous tumours, areas that have received radiotherapy, abdominal hernia, gout affected joints, abdominal massage: non-acute urinary tract infection, pregnancy, endometriosis, pelvic inflammatory infection
- contra indications that require caution (without medical supervision) - Osteoporosis, rheumatoid arthritis, ankylosing spondylitis, prolapsed disc, mild strain, fibrositis, rheumatism, muscular dystrophy, myasthenia gravis, myalgic encephalitis, multiple sclerosis, neuritis, diabetes, thin skin, stretch marks, asthma, pleurisy, angina, high blood pressure (controlled by medication), low blood pressure, AIDS, stomach/duodenal ulcers, colitis, Crohn's disease, diverticulitis, Epilepsy, hiatus hernia, incontinence, pregnancy, menstruation
- contra-indications that require caution (with medical supervision) - Osteomalacia, Paget's disease, stroke, transient ischaemic attack (TIA), Parkinson's disease, emphysema, unstable angina, heart attack, high blood pressure (not controlled by medication), arteriosclerosis, deep vein thrombosis, oedema (with medical diagnosis), leukaemia.

Learners must be able to recognise when it is necessary to seek referral from other healthcare practitioners (for example, when outside limits of own knowledge or responsibility) and the actions that should be taken in order to do so. Learners must also be able to state why specific contra-indications should not be named when referring clients to a medical practitioner.

Other healthcare professionals may include: Medical practitioner, pharmacist, nurse, physiotherapist, osteopath, chiropractor, counsellor or another complementary therapist.

Topic 1.5

Learners need to understand the selection of suitable, products, equipment and consumables that can be used to achieve the desired effect and succeed in realising the treatment objective. Learners

must have knowledge of a variety of massage mediums and their uses and be familiar with the effects, advantages and disadvantages.

- products: Learners must understand the following massage mediums including
 - Fixed oils

Plant Family	Common Name	Botanical Name
ROSACEAE	Almond	<i>Prunus communis</i>
	Apricot kernel	<i>Prunus armeniaca</i>
ASTERACEAE	Sunflower	<i>Helianthus annuus</i>
VITACEAE	Grapeseed	<i>Vitis vinifera</i>
OLEACEAE	Olive	<i>Olea europaea</i>
LAURACEAE	Avocado	<i>Persea americana</i>
ARECACEAE	Coconut	<i>Cocos nucifera</i>

- cream
- powder (liquid talc or corn flour)
- consumables - Learners must understand the use of other consumables when preparing for a client and are able to identify which items they may need to have access to during the treatment. These items include for example
 - cotton pads/wool, tissues, bed roll, paper cups, spatula
- equipment eg
 - couch, seating, treatment chair, trolley, clean towels/blankets/sheets, bowls/containers, gowns/slippers.

Topic 1.6

Learners must be able to take responsibility for preparing themselves, the clients and the treatment area in accordance with health and safety legislation, industry guidelines. Learners must take into consideration the following:

- behaving in a professional manner throughout a treatment
 - displaying positive body language
- maintaining personal appearance and hygiene
 - sanitised hands
 - nails short and clean
 - no nail varnish
 - no nail extensions
 - hair tied back off face
 - no jewellery
- position of self/client throughout the massage to ensure privacy, comfort and well-being
- PPE
- health and safety in accordance with current legislation
- repetitive strain injury, how it is caused and how to avoid developing it
- client removal of accessories in the treatment area.

Learning outcome 2: Provide body massage treatments

Topics

2.1: Philosophy of body massage including:

- History and developments
- Massage techniques

2.2: Benefits, effects and adaptations of body massage

2.3: Provide body massage

Topic 2.1

Learners will need to understand how massage has developed over time and recognise key people and countries that have notably worked to encourage progress within the discipline, including the following:

- history
 - China, Egypt, Greece and Rome, Europe 15th-20th Centuries
- key people
 - Yellow Emperor, Homer, Hippocrates, Galen, Celsius Pare, Sydenham, Grosvenor, Beveridge, Mezger, Kellogg, Mennell, Bennett, Hoffa, Ling
- development of massage therapy industry 1970-date
 - physiotherapy, nursing. National Occupational Standards (NOS) and voluntary regulation.

Learners will need to explore modern massage techniques used within traditional body massage.

- massage techniques - Learners must understand massage techniques and how each movement should be performed
 - effleurage
 - petrissage
 - Vibration
 - Friction
 - tapotement/percussion
 - passive joint movement.

Topic 2.2

Learners will need to be able to identify how to maximise the benefits of massage to the client using appropriate adaptations, massage techniques and products.

- effects of massage
 - improves blood and lymph circulation
 - aids digestion
 - increases elimination
 - stimulates/soothes nerves
 - desquamation
- benefits of massage
 - relaxation
 - increased energy levels
 - improved sleeping patterns
 - sense of well-being
 - improved skin texture
 - reduced muscle tension
 - improved appearance of the skin
 - improved joint mobility.

Learners must be able to adapt their application of massage to suit the specific characteristics of the client and ensure that the benefits are maximised.

- factors that need to be taken into consideration including
 - muscle bulk
 - bone health eg osteoporosis
 - medical conditions
 - contra-indications/precautions

- skin type/condition
- age and related conditions
- areas and age of scar tissue
- pregnancy
- body hair
- adaptations
 - knee/ankle/back/neck supports
 - depth, pressure and flow of massage
 - stance and transition of therapist movements
 - areas to be treated/avoided
 - positioning of treatment couch/chair
 - choice of techniques/products (taking into account allergies)
 - timings of treatment.

Topic 2.3

Learners will need to be confident in using a range of massage techniques, products, equipment and adaptations on the following treatment areas and identify any underlying structures in order to achieve the treatment objectives and address the needs of the client.

- treatment areas
 - face
 - scalp
 - chest, neck and shoulders
 - arms/hands
 - legs/feet
 - gluteals
 - abdomen
 - back
- positioning
 - positioning of the client to avoid putting undue stress on bones and joints or causing the client discomfort at any time throughout the treatment using supports and adjustable couches/chairs, meanwhile, towel management, taking into consideration the modesty of the client
 - positioning of the therapist to avoid putting any undue stress on the joints of the fingers, wrists, spine, hips and knees using the appropriate stance. Couch/chair to the correct height.

Learners need to complete the treatment within a commercially viable time depending on the treatment needs.

Learners need to be confident in naming and identifying major underlying structures found within the body and be able to display an understanding of the functions of those structures.

Body structures to include:

- bones and skeletal muscles
- vital organs.

Learning outcome 3: Provide advice, evaluate and reflect upon body massage treatments

Topics

3.1 Models of reflective practice

3.2 Give advice and recommendations including:

- contra-actions
- aftercare and homecare advice in line with current legislation.

3.3 Utilise reflective practice and evaluation

3.4 Record the results of a body massage treatment

Topic 3.1

Learners need to understand the standard models of reflective practice, identify their purpose and recognise how they can be used to identify their personal strengths and weaknesses, and build on their own professional development.

- Models of reflective practice eg Kolbs learning cycle, Gibbs reflective cycle, Bolton's reflective practice, any appropriate reflective models

Learners need to understand the purpose of reflective practice including:

- keeping an open mind about what, why, and how we do things
- questioning what, why, and how we do things
- generating choices, options and possibilities
- comparing and contrasting results
- seeking feedback from other people ideas and points of view
- analysing and synthesising.
- types of reflection
 - reflection in action – decisions in the moment
 - reflection on action – looking back retrospectively
 - personal development for the future.

Topic 3.2

Learners will need to be able to give appropriate advice and recommendations including:

- contra-actions - positive and negative; emotional state, skin irritations/allergic reactions, discomfort, change in sleeping patterns, headache, nausea, feelings of tiredness, increased urination, increased bowel movements, thirst, increased feeling of well-being, relief from muscle tension, light-headedness/feeling faint
- for 12-24 hours following treatment - no strenuous exercise, ensure light food intake, avoid stimulants, rest, care when driving, increase fluid intake
- client specific: appropriate lifestyle changes, nutrition, exercise, time management, recreational habits, sleeping patterns, self-massage/relaxation techniques, postural awareness, skincare, suggest further treatment, recommend products, referral appropriate practitioners where relevant.

Topic 3.3

Learners will need to be able to use reflection to analyse their own practices and identify areas that could be developed or improved as part of self-awareness and lifelong learning.

Self-awareness and evaluation of self – areas that could be evaluated to include:

- attitudes
- beliefs
- ethics

- knowledge
- understanding
- practical skills.

Learners could use the following questions to reflect on their personal performance:

- How did you feel at the start/end of the treatment?
- What did you observe?
- What would you change?
- What has the treatment taught you?
- How could you improve your/the clients experience?

Lifelong learning opportunities for self-development:

- plan for continual professional development (CPD)
- independent study and continuing research
- reflective practice log/diary.

Learners must be able to assess the satisfaction level of the client following a treatment and using reflective practice, evaluate if the session has been effective and if the objectives have been achieved.

- client satisfaction to include:
 - agreed treatment plan accomplished
 - depth of pressure
 - continuity of treatment
 - comfort and dignity maintained including maintaining modesty
 - appropriate communication techniques.

Methods of evaluating:

- visual
- verbal
- written feedback
- repeat business.

Topic 3.4

Learners must be able to identify the importance of recording their actions, findings and any advice given on a client treatment record for future use and reference, in an accurate and confidential manner following current legislation.

- client records - client Information, treatment records, signed consent, treatment plans, advice and recommendations
- reflective log/diary - own knowledge and practical experience, records of treatment, outcomes achieved, client comments, personal strengths and weaknesses.

Guidance for delivery

For completion of the unit learners must complete and provide records of 36 treatments and practical observations. This must include; consultation records, with detailed treatment plans, and treatment records. These do not need to be word processed as these should be completed in detail at the time of the treatment. Some can be in the classroom and on family/friends/peers. These must include 12 different clients.

In addition to the candidates must also complete reflective practice throughout their learning. This can be documented in several ways, through a reflective log or journal; it is the whole learning experience through research, practical skills, trade shows, guest speakers, workshops

For this unit it is essential that the learners are quickly introduced to working on a model for practical tasks so that they become confident in their approach of a client and have opportunity to practice and hone their massage techniques. This can also be used to generate evidence of their client studies. For this reason, it is suggested that lessons are split between addressing the underpinning knowledge content of the unit and exploring the practical content. Learners should be encouraged to regularly incorporate their anatomy and physiology knowledge into their practice

Learners will require guidance and support through this unit to ensure the correct techniques are developed and all practices are safe and following relevant legislation. Ensuring all practical content of this unit are demonstrated and regularly revisited is vital to make certain of consistent progression. However, it is strongly recommended that the learners are encouraged to practice their skills outside of the session in order to gain the competence that only comes with repetition.

Learners should be encouraged to carry out their treatment within commercially accepted timings. Suggested timings are;

- Full body massage – one hour
- Full body massage with face and scalp – one hour – one hour and 15 minutes
- Back massage – 30 minutes

Learners should be encouraged to work independently, in partnerships and in groups to complete theory and practical tasks in order to reinforce employer expectations for an employee to be able to work as an individual and as part of a team.

This unit lends itself to a variety of assessment methods including, but not limited to, observations, case studies, assignments and informal lesson based activities to build up a strong portfolio of evidence.

Stressing the importance of using a wide range of study material when completing research and assignments is essential in ensuring the most competent therapists. Gaining a variety of views, opinions and experiences from media such as books, magazines, newspapers, the internet, television programs and research papers allows the learner opportunity to engage in CPD as well as reinforcing functional skills in literacy and ICT.

Suggested learning resources

Books

Level 3 text book beauty therapy
Published by City and Guilds

The Essential Guide to Holistic and Complementary Therapy. Beckmann, H; & Le Quesne, S.
Published by; Cengage Learning Vocational; 2005
ISBN-10: 1844800261

Massage Therapist's Guide to Pathology. 4th ed. Werner, R, A
Published by; Wolters Kluwer/Lippincott Williams & Wilkins; 2013
ISBN-10: 1608319105

Theory and Practice of Therapeutic Massage 5th ed. Beck, M
Published by; Delmar Cengage Learning; 2010
ISBN-10: 1435485254

Evidence-based Therapeutic Massage: A Practical Guide for Therapists, 3 Edition Holey, E; & Cook, M
Published by; Churchill Livingstone; 2010
ISBN-10: 0702032298

Journals and magazines

- Complementary Therapies in Clinical Practice
- International Therapist
- Therapy Today
- Today's Therapist Magazine
- Massage Therapy UK
- Therapy Magazine
- Massage World
- Guild Gazette (Guild of professional Beauty Therapists)
- Health and Beauty Magazine (Reed Business Information)
- Professional Beauty Magazine (Professional Beauty)
- Positive Health Magazine

Websites

City & Guilds Learning resource

www.smartscreen.co.uk

Massage world

www.massageworld.co.uk

Therapy magazine

www.therapymagazine.co.uk

Massage therapy UK

www.massagetherapy.co.uk

Today's therapist

www.todaystherapist.com

Positive Health

www.positivehealth.com

Complementary and Natural Healthcare Council (CNHC)

www.cnhc.org.uk

Unit 305

Provide aromatherapy for complementary therapies

UAN:	K/507/5858
Level:	3
GLH:	120

What is this unit about?

The purpose of this unit is to provide the learner with the knowledge and technical skills needed to become confident and competent in the practice of preparing for and providing a client with an effective aromatherapy treatment. Learners will be expected to be able to provide clients with a personalised blend, recommendations and advice to improve their treatment experience. The use of essential oils to providing recipients with relief from a variety of physical and psychological health related problems has been documented around the world for thousands of years. Learners will need to develop an understanding of this philosophy as part of their knowledge and understanding.

Learners need to be able to apply their knowledge of anatomy and physiology to understand how the related body systems work. Learners must be able to apply this to the theory and techniques practiced within aromatherapy so that the full range of practical applications of essences and carrier mediums can be applied safely and effectively

Learners will be required to develop skills to be able to reflect and their individual performance, strengths and weaknesses.

Learners may be introduced to this unit by asking themselves questions such as:

- Where does aromatherapy originate from?
- What is an essence and where do they come from?
- How much essences should be used?
- How can I use essences safely?
- Why is synergy important?
- How does an aromatherapy differ from a body massage?

Learning outcomes

In this unit, learners will be able to

1. Prepare for aromatherapy treatments
2. Provide aromatherapy treatments
3. Provide advice, evaluate and reflect upon aromatherapy treatments.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout this unit the learners should maintain effective health, safety and hygiene procedures and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations

Learning outcome 1: Prepare for aromatherapy treatments

Topics

- 1.1 Health and safety working practices
- 1.2 Environmental conditions
- 1.3 Objectives and benefits of aromatherapy
- 1.4 Consultation techniques including:
 - communication and behaviour
 - contra-indications
 - referral procedures
 - body types, characteristics and posture
 - skin types and conditions.
- 1.5 Products, tools and equipment
- 1.6 Prepare themselves, the client and work area for an aromatherapy treatment

Topic 1.1

Learners must understand the Health and Safety working practices.

Learners must have knowledge and understanding of industry specific, national and local authority licencing regulations relevant to the treatment, themselves, the premises and equipment. Learners need to understand the following:

- maintaining accepted industry hygiene and safety practices throughout the treatment
- follow workplace, manufacturer or supplier instructions for the safe use of equipment, materials and products
- carrying out a sensitivity test as necessary
- the hazards and risks which exist in the work place and the importance of carrying out a risk assessment
- safe handling, correct storage and current legislation
- leaving the treatment area and equipment in a suitable condition.

Learners will need to have knowledge and understanding of the legislations and consider their influence to the provision of aromatherapy treatment, as stated in units 301 and 302.

Learners need to have knowledge of correct legislative labelling requirements on blends including:

- labelling requirements - Medicines & Healthcare Products Regulatory Agency (MHRA), Advertising Standards Agency (ASA), Aromatherapy Trade Council (ATC), Aromatherapy Council (AC).

Topic 1.2

Learners will need to understand the different types of environmental conditions and their impact on treatment including:

- temperature
- ventilation
- lighting
- sound and noise
- pleasant aroma
- cleanliness.

Topic 1.3

Learners need to be able to identify treatment objectives and recognise both the physiological and psychological effects of aromatherapy.

- treatment objectives
 - relaxation/calming
 - stimulation
 - invigoration
 - sedation
 - uplifting
 - sense of well-being
 - warming
 - energising
 - reduce symptoms of stress
- physiological benefits of aromatherapy
 - increased circulation
 - increase in the release of endorphins
 - improved skin condition
 - stress relief
 - relaxation of muscles and release of tension
 - increased metabolism
 - enhanced lymphatic drainage
 - desquamation
 - assists the immune system
 - increased energy levels
 - may help
 - digestive/menstrual problems
 - menopausal problems
 - sleeping disorders
- psychological benefits of aromatherapy
 - reduction of nervous tension
 - mental relaxation
 - Sense of well-being
 - pain relief
 - refreshes the mind and body.

Topic 1.4

Learners must understand the importance of communication and behaviour when dealing with clients and colleagues including:

- communication
 - verbal: questioning techniques, language used, tone of voice.
 - non-verbal: listening techniques, body language, eye contact, facial expressions.
 - use of: visual aids, client records

- barriers to communication
- behaviour
 - cooperating with others
 - respecting colleagues and clients
 - displaying professionalism (respectful, reliable, honest, ethical, supportive).

Learners need to know how to use a consultation to identify factors that will influence the treatment objectives, provide recommendations for the client and effectively select the materials and equipment required to carry out a treatment.

- areas that should be considered when conducting a consultation include
 - Medical and lifestyle history
 - Contra-indications and cautions
 - Assessment of the client's needs
 - Visual assessment of the client
 - Formulation of an agreed treatment plan
 - Clients consent to treatment
 - Recording treatment outcomes
- influencing factors
 - postural faults - Kyphosis, scoliosis, lordosis, winged scapula, pelvic tilt, knock knees, bow legs, flat feet, high arch, dowager hump, pigeon chest, flat back, sway back.
 - body shape - endomorph, ectomorph, mesomorph
 - physical characteristics – adipose, muscle tightness
 - general health and medical history
 - medication
 - age
 - lifestyle - personal/cultural/social
 - client expectations
 - contra-indications and cautions
 - time restrictions
 - time of day
 - results of patch testing
 - client's preference
 - dilution ratios to be used
 - presenting symptoms
 - anxiety or stress levels
 - previous treatments
- skin types and conditions
 - dry, oily, combination, mature, sensitive (reactive to products and reactive to touch), dehydrated, moist, elasticity and thinness of skin
 - allergies.

Learners need to be able to list and recognise the contra-indications to treatment, understand why they are a contra-indication and to state the action to take in each case.

- contra-indications preventing treatment - directly over site of osteoporotic bone/joint, acute rheumatoid arthritis, acute ankylosing spondylitis, acute prolapsed disc, one month following a stroke, migraine, under the influence of alcohol or drugs, infectious skin diseases, infectious respiratory disorders (Tuberculosis (TB) , pneumonia, bronchitis), heart attack, deep vein thrombosis , oedema (requiring medical diagnosis), haemophilia, severe anaemia, acute urinary tract infection, acute gout, kidney disease, active shingles

- contraindications that restrict treatment - muscle injuries in acute phase (bruising), acute tendonitis, acute shin splints, fracture, acute bursitis, osteoarthritis, neuritis, trigeminal neuralgia, hypothyroidism (neck if goitre present), diabetes (injection site), areas of broken skin, wounds (bleeding/weeping fluid), skin cancer, blisters, localised skin infections (acne, boils, cold sores, warts, verruca, athlete's foot), varicose veins, phlebitis, cancerous tumours, areas that have received radiotherapy, abdominal hernia, gout affected joints, abdominal massage: non-acute urinary tract infection, pregnancy, endometriosis, pelvic inflammatory infection
- contra indications that require caution (without medical supervision) - Osteoporosis, rheumatoid arthritis, ankylosing spondylitis, prolapsed disc, mild strain, fibrositis, rheumatism, muscular dystrophy, myasthenia gravis, myalgic encephalitis, multiple sclerosis, neuritis, diabetes, thin skin, stretch marks, asthma, pleurisy, angina, high blood pressure (controlled by medication), low blood pressure, AIDS, stomach/duodenal ulcers, colitis, Crohn's disease, diverticulitis, Epilepsy, hiatus hernia, incontinence, pregnancy, menstruation
- contra-indications that require caution (with medical supervision) - Osteomalacia, Paget's disease, stroke, transient ischaemic attack (TIA), Parkinson's disease, emphysema, unstable angina, heart attack, high blood pressure (not controlled by medication), atherosclerosis, deep vein thrombosis, oedema (with medical diagnosis), leukaemia
- safety data - toxicity of essential oil (including phototoxicity), interaction with medications, irritation, sensitisation, carcinogens, phytoestrogens, hallucinogenics.

Learners must be able to recognise when it is necessary to seek referral from other healthcare practitioners (for example, when outside limits of own knowledge or responsibility) and the actions that should be taken in order to do so. Learners must also be able to state why specific contra-indications should not be named when referring clients to a medical practitioner.

Other healthcare professionals may include: Medical practitioner, pharmacist, nurse, physiotherapist, osteopath, chiropractor, counsellor or another complementary therapist.

Topic 1.5

Learners need to understand the importance of selecting materials, equipment and consumables that can be used to achieve the desired effect and realising the treatment objective.

Learners must have knowledge of a wide range of materials including:

- essences used in Aromatherapy (plant family, common and Latin names, parts of plant used, country of origin)

The types of essence appropriate for the treatment objectives;

Plant Family	Common Name	Botanical Name	Part of Plant used
LAMIACEAE (LABIATAE)	Lavender	<i>Lavandula angustifolia</i> Mill.	flowers
	Clary sage	<i>Salvia sclarea</i> L.	herb
	Marjoram	<i>Origanum majorana</i> L.	herb
	Rosemary	<i>Rosmarinus officinalis</i> L.	herb
	Thyme	<i>Thymus vulgaris</i> L.	herb
	Peppermint	<i>Mentha x piperita</i> L.	herb
	Basil	<i>Ocimum basilicum</i> L.	herb
	Patchouli	<i>Pogostemon cablin</i> Benth.	leaves
RUTACEAE	Neroli	<i>Citrus aurantium</i> L.	flowers
	Petitgrain	<i>Citrus aurantium</i> L.	leaves

	Orange, bitter	Citrus aurantium L.	fruit
	Orange, sweet	Citrus sinensis (L.) Osbeck	fruit
	Bergamot	Citrus bergamia Risso.	fruit
	Lemon	Citrus limon (L.) Burm.	fruit
	Mandarin	Citrus nobilis Lour.	fruit
	Grapefruit	Citrus paradisi Macfad.	fruit
ASTERACEAE (COMPOSITAE)	Chamomile, Roman	Chamaemelum nobile (L.) All.	flowers
	Chamomile, German	Matricaria recutita L.	flowers
MYRTACEAE	Eucalyptus	Eucalyptus globulus Labill	leaves
	Tea tree	<i>Melaleuca alternifolia</i> Cheel	leaves
GERANIACEAE	Geranium	Pelargonium graveolens L'Her.	leaves
PIPERACEAE	Pepper, black	Piper nigrum L.	fruit
APIACEAE (UMBELLIFERAE)	Fennel	Foeniculum vulgare Mill.	fruit
ROSACEAE	Rose, damask	Rosa damascena Mill.	flowers
	Rose, cabbage	<i>Rosa x centifolia</i> L.	flowers
OLEACEAE	Jasmine	Jasminum grandiflorum L.	flowers
ANNONACEAE	Ylang-ylang	Cananga odorata (Lam.) Hook.f. & Thoms.	flowers
SANTALACEAE	Sandalwood	Santalum album L.	wood
BURSERACEAE	Frankincense	Boswellia sacra Flueck.	resin
	Myrrh	Commiphora myrrha Engl.	resin
STYRACACEAE	Benzoin	Styrax benzoin Dryand.	balsam
ZINGIBERACEAE	Ginger	Zingiber officinale Rosc.	rhizome
POACEAE (GRAMINAE)	Lemongrass	Cymbopogon citratus Stapf.	grass
	Vetivert	Vetiveria zizanioides Nash ex Small	roots
PINACEAE	Cedarwood, Atlas	Cedrus atlantica Manetti	wood
CUPRESSACEAE	Cypress	Cupressus sempervirens L.	twigs
	Juniper	Juniperus communis L.	Berry

- fixed carrier oils

Plant Family	Common Name	Botanical Name
ROSACEAE	Almond	<i>Prunus communis</i>
	Apricot kernel	<i>Prunus armeniaca</i>
	Peach kernel	<i>Prunus vulgaris</i>
FABACEAE	Soya	<i>Glycine max</i>
	Peanut	<i>Arachis hypogaea</i>
ASTERACEAE	Sunflower	<i>Helianthus annus</i>
VITACEAE	Grapeseed	<i>Vitis vinifera</i>
OLEACEAE	Olive	<i>Olea europaea</i>

LAURACEAE	Avocado	<i>Persea americana</i>
PEDALIACEAE	Sesame	<i>Sesamum indicum</i>
LINACEAE	Linseed	<i>Linum usitatissimum</i>
CORYLACEAE	Hazel	<i>Corylus avellana</i>
JUGLANDACEAE	Walnut	<i>Juglans regia</i>
PROTEACEAE	Macadamia	<i>Macadamia ternifolia</i>
ARECACEAE	Coconut	<i>Cocos nucifera</i>
ONAGRACEAE	Evening primrose	<i>Oenothera biennis</i>
POACEAE	Wheatgerm	<i>Triticum vulgare</i>
EUPHORBIACEAE	Castor	<i>Ricinus communis</i>

- products
 - jojoba (*simmondsia chinensis*),
 - creams
 - lotions
 - gels
 - water
 - shea butter
- equipment and consumables
 - couch
 - trolley
 - towels
 - cotton wool
 - wipes
 - bolster
 - pillows
 - stool.

Topic 1.6

Learners must be able to take responsibility for preparing themselves, the clients and the treatment area in accordance with health and safety legislation and industry guidelines. Learners must take into consideration the following:

- behaving in a professional manner throughout a treatment
 - displaying positive body language
- maintaining personal appearance and hygiene
 - sanitised hands
 - nails short and clean
 - no nail varnish
 - no nail extensions
 - hair tied back off face
 - no jewellery
- position of self/client throughout the massage to ensure privacy, comfort and well-being
- PPE
- health and safety in accordance with current legislation
- repetitive strain injury, how it is caused and how to avoid developing it
- client removal of accessories in the treatment area.

Learning outcome 2: Provide aromatherapy treatments

Topics

- 2.1 History, philosophy and role of aromatherapy and other massage traditions
- 2.2 Methods of extraction and sourcing of essences and fixed carrier oils
- 2.3 Significant chemical constituents of essences
- 2.4 Percentage dilutions and blending techniques
- 2.5 Therapeutic properties and effects
- 2.6 Provide aromatherapy treatment

Topic 2.1

Learners must understand the history and role of aromatherapy to include:

- history - China, Mesopotamia, Greece, Egypt, The Romans, Arabia, Middle East, Middle Ages, importance of herbalists work in the 16th – 19th Century, the modern role of aromatherapy and regulation of the profession
- key people - Gattefosse, Valnet, Maury.

Topic 2.2

Learners must understand the methods of extraction for essences and fixed carrier oils to include:

- methods of extraction
 - essences - steam distillation, cold expression, solvent extraction (concrete and absolute), carbon dioxide extraction, hydrodistillation, (hydrodiffusion) enfleurage, maceration
 - fixed oils - pre-heating, passing through an expellor, virgin cold-pressed, solvent extraction, filtration, refinery.

Topic 2.3

Learners need to understand significant chemical constituents of essences used in aromatherapy to include:

- hydrocarbons
- monoterpenes
- sesquiterpenes
- diterpenes
- Ketones
- Aldehydes
- Esters
- Alcohols
- Ethers
- Lactones.

Topic 2.4

Learners need to understand percentage dilutions and blending techniques when using aromatherapy essences and carrier oils to include:

- blending techniques to include
 - chemistry of oils
 - plant families
 - perfumery notes
 - synergy.

Essential oils usually form between 0.5 and 3 % of the total blend. The amount of EO in your blend will vary from 0.5 – 3% depending on the person’s condition and size.

Oil Blend Tables for Aromatherapy

0.5 Percent Blend

Carrier Oils (mils)	5	10	15	20	25	30	35	40	45	50
Essential Oils (drops)		1	1	2	2	3	3	4	4	5

1 Percent Blend

Carrier Oils (mils)	5	10	15	20	25	30	35	40	45	50
Essential Oils (drops)	1	2	3	4	5	6	7	8	9	10

2 Percent Blend

Carrier Oils (mils)	5	10	15	20	25	30	35	40	45	50
Essential Oils (drops)	2	4	6	8	10	12	14	16	18	20

2.5 Percent Blend

Carrier Oils (mils)	5	10	15	20	25	30	35	40	45	50
Essential Oils (drops)	2.5	5	7.5	10	12.5	15	17.5	20	22.5	25

3 Percent Blend

Carrier Oils (mils)	5	10	15	20	25	30	35	40	45	50
Essential Oils (drops)	3	6	9	12	15	18	21	24	27	30

Topic 2.5

Learners need to understand the therapeutic properties and effects of aromatherapy on the body systems to include:

- Use (therapeutic properties and effects)

Term	Meaning
Analgesic	pain-relieving
Abortifacient	can cause a miscarriage
Anaphrodisiac	reduces sexual response
Antidepressant	helps to lift depression
Anti-fungal or fungicidal	inhibits mould and fungi growth

Antibiotic	kills pathogenic bacteria
Antiseptic	Combats bacterial infection
Anti-inflammatory	helps to reduce and prevent inflammation
Antispasmodic	reduces muscle spasm
Antiviral	inhibits growth of viruses
Astringent	tightens body tissue
Antibacterial or bactericidal	kills bacteria
Aphrodisiac	arousing sexual desire
Bacteriostatic	inhibits growth of bacteria
Carminative	Settles the digestive system – relieves flatulence
Cephalic	clears the mind – remedy for the head
Cicatrisant	promotes healing by forming scar tissue
Cholagogue	stimulates the flow of bile
Cytophylactic	cell regenerator
Decongestant	reduces congestion
Depurative	helps combat impurity in the blood
Detoxifying	helps the body to get rid of waste products
Diuretic	increases urine production
Anti-Emetic	reduces frequency of vomiting and counteracts nausea
Emmenagogue	encourages/stimulates menstruation
Expectorant	encourages expel phlegm
Febrifuge	helps reduce fever
Fungicidal	kills or inhibits yeast growth
Haemostatic	stops bleeding
Hepatic	strengthens the liver
Hypertensive	helps raise blood pressure
Hypotensive	lowers blood pressure
Mucolytic	loosens mucus
Nervine	strengthens the nervous system
Rubefacient	promotes warmth and redness to the skin by bringing blood to the surface
Sedative	an agent to reduce functional activity
Stomachic	digestive aid and tonic
Sudorific	promotes sweating
Tonic	strengthens and enlivens the body or parts of the body
Uterine	tonic action to the uterus
Vasoconstrictor	causes capillaries to constrict
Vasodilator	causes capillaries to dilate
Vulnerary	helps wounds to heal

Topic 2.6

Learners will need to be confident in using a range of aromatherapy techniques, products, equipment and adaptations on the following treatment areas and identify any underlying structures in order to achieve the treatment objectives and address the needs of the client.

- aromatherapy techniques:
 - effleurage
 - petrissage
 - vibration
 - friction
 - tapotement/percussion
 - passive joint movement
 - passive stretching
 - lymphatic drainage techniques
 - pressure points
- treatment areas
 - face
 - scalp
 - chest, neck and shoulders
 - arms/hands
 - legs/feet
 - gluteals
 - abdomen
 - back
- positioning
 - positioning of the client to avoid putting undue stress on bones and joints or causing the client discomfort at any time throughout the treatment using supports and adjustable couches, towel management meanwhile, taking into consideration the modesty of the client
 - positioning of the therapist to avoid putting any undue stress on the joints of the fingers, wrists, spine, hips and knees using the appropriate stance. Couch to the correct height.

Learners must be able to adapt the treatment to suit the specific characteristics of the client and ensure that the benefits are maximised.

- factors that need to be taken into consideration including
 - muscle bulk
 - bone health eg osteoporosis
 - medical conditions
 - contra-indications/precautions
 - skin type/condition
 - age and related conditions
 - areas and age of scar tissue
 - pregnancy
 - body hair
 - focus on specific areas
- adaptations
 - knee/ankle/back/neck supports
 - depth, pressure and flow of massage
 - stance and continuity of therapist movements
 - areas to be treated/avoided
 - positioning of treatment couch/chair
 - choice of techniques/products (taking into account allergies)

- timings of treatment.

Learners need to complete the treatment within a commercially viable time depending on the treatment needs.

Learners need to be confident in naming and identifying major underlying structures found within the body and be able to display an understanding of the functions of those structures.

- body structures to include
 - bones and skeletal muscles
 - vital organs
 - lymphatic system.

Learners need to demonstrate that they are familiar with various aromatherapy treatment techniques to include:

- massage
- inhalation
- topical application
- compress
- diffusion in air
- bathing.

Learning outcome 3: Provide advice, evaluate and reflect upon aromatherapy treatments

Topics

3.1 Models of reflective practice

3.2 Give advice and recommendations including:

- contra-actions
- aftercare and homecare advice in line with current legislation

3.3 Utilise reflective practice and evaluation

3.4 Record the results of an aromatherapy

Topic 3.1

Learners need to understand the standard models of reflective practice, identify their purpose and recognise how they can be used to identify their personal strengths and weaknesses, and build on their own professional development.

- models of reflective practice eg Kolbs learning cycle, Gibbs reflective cycle, Bolton's reflective practice, any appropriate reflective models.

Learners need to understand the purpose of reflective practice including:

- keeping an open mind about what, why, and how we do things
- questioning what, why, and how we do things
- generating choices, options and possibilities
- comparing and contrasting results
- seeking feedback from other people ideas and points of view

- analysing and synthesising
- types of reflection
 - reflection in action – decisions in the moment
 - reflection on action – looking back retrospectively
 - personal development for the future.

Topic 3.2

Learners will need to be able to give appropriate advice and recommendations including:

- contra-actions - Positive and Negative: Allergic reactions, insomnia, hallucination, respiratory reactions, headache, nausea, muscle aches, skin irritations, increased secretions, lethargy, heightened emotions, dizziness, changes in appetite, increased bowel movements, frequency in urination, skin irritation/redness/urticaria, allergic reaction to essential oil/carrier oil and blend used, drink water, rest, fresh air, flu like symptoms, change in sleep pattern, erythema, feeling faint
- for 12-24 hours following treatment - no strenuous exercise, ensure light food intake, no alcohol or caffeine, rest, care when driving, increase fluid intake, specific oil information on potential toxicity, leave oils on for up to eight hours
- Client specific: appropriate lifestyle changes, nutrition, exercise, time management, recreational habits, sleeping patterns, self-massage/relaxation techniques, postural awareness, skincare, suggest further treatment, recommend products, referral appropriate practitioners where relevant
- recommend essences or blends for home use with safety instructions.

Topic 3.3

Learners will need to be able to use reflection to analyse their own practices and identify areas that could be developed or improved as part of self-awareness and lifelong learning.

Self-awareness and evaluation of self – areas that could be evaluated to include:

- attitudes
- beliefs
- knowledge
- understanding
- practical skills.

Learners could use the following questions to reflect on their personal performance:

- How did you feel at the start/end of the treatment?
- What did you observe?
- What would you change?
- What has the treatment taught you?
- How could you improve your/the client's experience?

Lifelong learning opportunities for self-development:

- plan for continual professional development (CPD)
- codes of practice
- independent study and continuing research
- reflective practice log/diary.

Learners must be able to assess the satisfaction level of the client following a treatment and using reflective practice, evaluate if the session has been effective and if the objectives have been achieved.

- client satisfaction to include:
 - agreed treatment plan accomplished

- depth of pressure
- comfort and dignity maintained using towel positioning
- appropriate communication techniques.

Methods of evaluating:

- visual
- verbal
- written feedback
- repeat business.

Topic 3.4

Learners must be able to identify the importance of recording their actions, findings and any advice given on a client treatment record for future use and reference, in an accurate and confidential manner following current legislation.

- client records - client Information, treatment records, signed consent, treatment plans, advice and recommendations
- reflective log/diary - own knowledge and practical experience, records of treatment, outcomes achieved, client comments, personal strengths and weaknesses.

Guidance for delivery

For completion of the unit learners must complete and provide evidence of **60 treatments and practical observations**. This must include consultation records, with detailed treatment plans, and treatment records. These do not need to be word processed as these should be completed in detail at the time of the treatment. Some can be in the classroom and on family/friends/peers. A minimum of 80% of treatments must be massages, the remainder can be compresses, inhalations, making up blends for other applications. These must include 10 different clients. A full selection of both essences and carrier oils should be available for use.

In addition to this candidates must also complete reflective practice throughout their learning. This can be documented in several ways, through a reflective log or journal; it is the whole learning experience through research, practical skills, trade shows, guest speakers, workshops

For this unit it is essential that the learners are quickly introduced to working on a model for practical tasks so that they become confident in their approach of a client and have opportunity to practice and hone their massage techniques. This can also be used to generate evidence of their client studies. For this reason, it is suggested that lessons are split between addressing the underpinning knowledge content of the unit and exploring the practical content. Learners should be encouraged to regularly incorporate their anatomy and physiology knowledge into their practice

Learners will require guidance and support through this unit to ensure the correct techniques are developed and all practices are safe and following relevant legislation. Ensuring all practical content of this unit are demonstrated and regularly revisited is vital to make certain of consistent progression. However, it is strongly recommended that the learners are encouraged to practice their skills outside of the session in order to gain the competence that only comes with repetition.

Learners should be encouraged to carry out their treatment within commercially accepted timings. Suggested timings are;

- Full aromatherapy with face and scalp – one hour – one hour and 15 minutes
- Aromatherapy back – 30 minutes

Learners should be encouraged to work independently, in partnerships and in groups to complete theory and practical tasks in order to reinforce employer expectations for an employee to be able to work as an individual and as part of a team.

This unit lends itself to a variety of assessment methods including, but not limited to, observations, case studies, assignments and informal lesson based activities to build up a strong portfolio of evidence.

Stressing the importance of using a wide range of study material when completing research and assignments is essential in ensuring the most competent therapists. Gaining a variety of views, opinions and experiences from media such as books, magazines, newspapers, the internet, television programs and research papers allows the learner opportunity to engage in CPD as well as reinforcing functional skills in literacy and ICT.

Suggested learning resources

Books

Level 3 text book beauty therapy
Published by City and Guilds

The Essential Guide To Holistic and Complementary Therapy. Beckmann, H; & Le Quesne, S.
Published by: Cengage Learning Vocational 2005
ISBN-10: 1844800261

Werner, R, A Massage Therapist's Guide to Pathology. 4th ed.
Published by Wolters Kluwer/Lippincott Williams & Wilkins 2013
ISBN-10: 1608319105

Evidence-based Therapeutic Massage: A Practical Guide for Therapists, 3 Edition; Holey, E; & Cook, M
Published by; Churchill Livingstone; 2010
ISBN-10: 0702032298

Aromatherapy An A-Z
Published by: Rev Ed edition 2005
ISBN:978-0091906610

Davis, P

The Fragrant Pharmacy Paperback
Published by: Bantam; New Edition edition 1991
ISBN: 978-0553403978

Worwood, V, A

Aromatherapy for Holistic Therapists
Published by: Nelson Thornes 2003
ISBN: 978-0748771028

Gould, F

Aromatherapy; A Concise Guide to Using Essential Oils for Health, Harmony and Happiness
Evans, M
Published by: Lorenz Books 2013
ISBN: 978-0754826514

The Complete Guide To Clinical Aromatherapy and Essential Oils of The Physical Body
Ashley, E
Published by: Build Your Own Reality 2014
ISBN: 1500921777

Aromatherapy for Health Professionals 4th edition. Price, L; & Price, S;
Published by Churchill Livingstone ,2011
ISBN-10:: 0702035645

Carrier Oils: For Aromatherapy & Massage 4th edition. Price, L; & Price, S;
Published by: Riverhead, 2008
ISBN-10: 1874353026

The Aromatherapy Bible: The Definitive Guide to Using Essential Oils. Farrer-Halls, G;
Published by: Godsfield Press Ltd, 2009
ISBN-10: 1841813761

Encyclopedia of Essential Oils: The complete guide to the use of aromatic oils in aromatherapy,
herbalism, health and well-being Lawless, J.
Published by: Harper Thorsons, 2014
ISBN-10: 0007145187

Journals and magazines

- Alternative Therapies in Health Medicine
- Aromatherapy Times
- Complementary Therapies in Clinical Practice
- Complementary Therapies in Medicine
- International Therapist
- Journal of Holistic Healthcare
- Therapy Today
- Positive Health Magazine
- Today's Therapist Magazine
- Massage Therapy UK
- Therapy Magazine
- Massage World
- Guild Gazette (Guild of professional Beauty Therapists)
- Health and Beauty Magazine (Reed Business Information)
- Professional Beauty Magazine (Professional Beauty)
- Vitality – BABTAC The British Association of Beauty Therapy and Cosmetology

Websites

City & Guilds Learning resource	www.smartscreen.co.uk
Massage world	www.massageworld.co.uk
Therapy magazine	www.therapymagazine.co.uk
Massage therapy UK	www.massagetherapy.co.uk
Today's therapist	www.todaystherapist.com
Positive Health	www.positivehealth.com
National Centre for Complementary and Integrated Health	www.nccam.nih.gov
Complementary and Natural Healthcare Council (CNHC)	www.cnhc.org.uk
The Federation of Holistic Therapies	www.fht.org.uk
BABTAC	www.babtac.com
Aromatherapy Trade Council	www.a-t-c.org.uk/

Unit 306

Provide reflexology for complementary therapies

UAN:	M/507/5859
Level:	3
GLH:	120

What is this unit about?

The aim of this unit is to provide the learner with the knowledge and technical skills needed to become confident and competent in the practice of preparing for and providing a client with an effective reflexology treatment. The origins of reflexology can be traced back thousands of years. Over time it has been developed into a discipline that is practiced around the world, providing relief for the recipient from a variety of physical and psychological health related problems that are encountered as part of everyday modern life. Learners will need to develop an understanding of this philosophy as part of their knowledge and understanding.

Learners need to be able to apply their knowledge of anatomy and physiology to understand how the related body systems work. Learners must be able to apply this to the theory and techniques practiced within a reflexology treatment.

Learners will be required to develop skills to be able to reflect on their individual performance, strengths and weaknesses.

Learners may be introduced to this unit by asking themselves questions such as:

- Which techniques can be used to ensure a competent reflexology treatment?
- Which legislation affects the provision of reflexology?
- Who can benefit from reflexology?
- What advice can be given to a client during and following a treatment?
- How does focusing on the feet create balance within the body?

Learning outcomes

In this unit, learners will be able to

1. Prepare for reflexology treatments
2. Provide reflexology treatments
3. Provide advice, evaluate and reflect upon reflexology treatments.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout this unit the learners should maintain effective health, safety and hygiene procedures and will be required to communicate and behave in a professional manner. They should show consideration to others and confidence in themselves; organising their time; resources and responding positively to changing situations.

It is essential for this unit to be delivered alongside Anatomy and Physiology.

Learning outcome 1: Prepare for reflexology treatments

Topics

- 1.1 Health and safety working practices
- 1.2 Environmental conditions
- 1.3 Objectives and benefits of reflexology
- 1.4 Consultation techniques including:
 - communication and behaviour
 - contra-indications
 - referral procedures
 - factors to consider
- 1.5 Products, tools and equipment
- 1.6 Prepare themselves, the client and work area for reflexology

Topic 1.1

Learners must understand the Health and Safety working practices.

Learners must have knowledge and understanding of industry specific, national and local authority licencing regulations relevant to the treatment, themselves, the premises and equipment.

Learners need to understand the following:

- maintaining accepted industry hygiene and safety practices throughout the treatment
- leaving the treatment area and equipment in a suitable condition
- follow workplace, manufacturer or supplier instructions for the safe use of equipment, materials and products
- the hazards and risks which exist in the work place and the importance of carrying out a risk assessment.

Learners will need to have knowledge and understanding of the legislations and consider their influence to the provision of reflexology treatment, as stated in units 301 and 302.

Topic 1.2

Learners will need to understand the different types of environmental conditions and their impact on treatment including:

- temperature, ventilation, lighting, sound and noise, pleasant aroma, cleanliness.

Topic 1.3

Learners need to be able to identify treatment objectives and recognise both the physiological and psychological effects of reflexology.

- treatment objectives

- relaxation/calming
- stimulation
- invigoration
- sedation
- warming
- energising
- reduce symptoms of stress
- sense of well-being
- Physiological benefits of reflexology
- Improves energy flow around the body
- balances energy in order to return the body to a balanced physical level
- increases localised circulation
- lymphatic system boosted as it helps remove toxins
- relieves/reduces stress levels and tension
- soothes and stimulates the nervous system
- rejuvenate tired aching feet
- may help:
 - digestive problems
 - PMS problems
 - menopausal problems
 - sleeping disorders
- psychological benefits of reflexology
 - deeply relaxing
 - balances energy in order to return the body to a balanced mental state
 - reduces stress and anxiety
 - feeling of well-being
 - refreshes the mind and body.

Topic 1.4

Learners must understand the importance of communication and behaviour when dealing with clients and colleagues including:

- communication
 - verbal - questioning techniques, language used, tone of voice.
 - non-verbal - listening techniques, body language, eye contact, facial expressions.
 - use of visual aids, client records
 - barriers to communication
- behaviour
 - cooperating with others
 - respecting colleagues and clients
 - displaying professionalism (respectful, reliable, honest, ethical, supportive).

Learners need to know how to use a consultation to identify factors that will influence the treatment objectives, provide recommendations for the client and effectively select the materials and equipment required to carry out a treatment.

- areas that should be considered when conducting a consultation include
 - medical and lifestyle history
 - contra-indications and cautions
 - assessment of the client's needs
 - visual assessment of the client feet
 - formulation of an agreed treatment plan

- clients consent to treatment
- recording treatment outcomes
- influencing factors
 - underlying foot structure
 - posture of the feet - flat feet, high arch, bunion, hammer toes
 - general health and medical history
 - medication
 - age
 - lifestyle - personal/cultural/social
 - client expectations
 - contra-indications and cautions
 - anxiety or stress levels
 - previous treatments.
- skin types and conditions
 - dry, mature, sensitive, dehydrated, moist, thinness of skin
 - callouses, corns, hyperkeratosis, nail disorders,
 - allergies.

Learners need to be able to list and recognise the contra-indications to treatment, understand why they are a contra-indication and to state the action to take in each case.

- contra-indications preventing treatment - directly over site of osteoporotic bone/joint, acute rheumatoid arthritis, one month following a stroke, migraine, under the influence of alcohol or drugs, infectious skin diseases, infectious respiratory disorders (Tuberculosis (TB) , pneumonia, bronchitis), heart attack, deep vein thrombosis , oedema (requiring medical diagnosis), haemophilia, severe anaemia, acute urinary tract infection, acute gout, kidney disease, active shingles
- contraindications that restrict treatment - muscle injuries in acute phase (bruising), acute tendonitis, fracture, acute bursitis, osteoarthritis, hypothyroidism (neck if goitre present), diabetes, areas of broken skin, wounds (bleeding/weeping fluid), skin cancer, blisters, localised skin infections (verruca, athlete's foot), varicose veins, phlebitis, cancerous tumours, areas that have received radiotherapy, gout affected joints, non-acute urinary tract infection, pregnancy, endometriosis, pelvic inflammatory infection
- contra indications that require caution (without medical supervision) - Osteoporosis, rheumatoid arthritis, mild strain, fibrositis, rheumatism, muscular dystrophy, myasthenia gravis, myalgic encephalitis, multiple sclerosis, neuritis, diabetes, thin skin, , asthma, pleurisy, angina, high blood pressure (controlled by medication), low blood pressure, AIDS, stomach/duodenal ulcers, colitis, Crohn's disease, diverticulitis, Epilepsy, hiatus hernia, pregnancy, menstruation
- contra-indications that require caution (with medical supervision) - Osteomalacia, Paget's disease, stroke, transient ischaemic attack (TIA), Parkinson's disease, emphysema, unstable angina, heart attack, high blood pressure (not controlled by medication), atherosclerosis, deep vein thrombosis, oedema (with medical diagnosis), leukaemia.

Learners must be able to recognise when it is necessary to seek referral from other healthcare practitioners (for example, when outside limits of own knowledge or responsibility) and the actions that should be taken in order to do so. Learners must also be able to state why specific contra-indications should not be named when referring clients to a medical practitioner.

Other healthcare professionals may include: Medical practitioner, nurse, physiotherapist, podiatrist chiropodist, counsellor or another complementary therapist, pharmacist.

Topic 1.5

Learners need to understand the importance of selecting materials, equipment and consumables that can be used to achieve the desired effect and realising the treatment objective.

- products equipment and consumables
 - massage table/couch/chair
 - trolley
 - therapist chair/stool
 - blankets/covers/towels
 - bolsters
 - massage medium
 - carrier oils
 - skin lotion
 - skin cream
 - corn flour
 - liquid talc
 - antiseptic wipes/sprays
 - consumables
 - couch roll
 - cotton wool
 - tissues.

Topic 1.6

Learners must be able to take responsibility for preparing themselves, the clients and the treatment area in accordance with health and safety legislation and industry guidelines. Learners must take into consideration the following:

- behaving in a professional manner throughout a treatment
 - displaying positive body language
- maintaining personal appearance and hygiene
 - sanitised hands
 - nails short and clean
 - no nail varnish
 - no nail extensions
 - hair tied back off face
 - no jewellery
- position of self/client throughout the reflexology to ensure privacy, comfort and well-being
- PPE
- health and safety in accordance with current legislation
- repetitive strain injury, how it is caused and how to avoid developing it
- client removal of accessories in the treatment area.

Learning outcome 2: Provide reflexology treatments

Topics

2.1 Philosophy of reflexology including:

- History and developments
- treatment techniques

2.2 Adaptations of reflexology

2.3 Provide reflexology

Topic 2.1

Learners will need to understand how reflexology has developed over time and recognise key persons and countries that have notably worked to encourage progress within the discipline, including the following:

- history
 - Egypt
 - China
 - Far East
 - India
 - North America
 - Europe
 - Africa.

Early variations of reflexology known as zone therapy developed in part by the following:

- key people
 - Dr William Fitzgerald (10 longitudinal zone lines), Edwin Bowers, Joseph Corvo, Hanne Marquardt, Dwight Byers, Doreen Bayley
 - Eunice Ingham - learners must be able to identify the work as key in the development of zone therapy into modern day reflexology
- reflexology theories
 - zone therapy
 - mapping the feet in detail (organ reflexes)
 - developing the technique of applying varying and alternating pressure over the reflexes
 - longitudinal zones
 - transverse zones
 - cross reflexes
 - referral zones.

Theories of relevance - Pain theories, Placebo effect, Endorphin/enkephalin release theory, Electromagnetic theory, Meridian theory.

Learners must understand techniques used during a reflexology treatment and how each action should be performed.

- techniques for maintaining foot support
- functions of the supporting hand
- reflexology techniques
 - warm up massage/relaxation techniques – Effleurage, stroking, ankle rotation, stretching, spinal twist, Rotate toes
 - solar plexus press (when client breathes in)
 - Thumb and finger walking (caterpillar crawl)
 - pin pointing
 - rotating
 - hook in backup
 - rocking
 - pinch 'n' rotate

- webbing pinch.

Topic 2.2

Learners must be able to adapt the treatment to suit the specific characteristics of the client and ensure that the benefits are maximised.

- factors that need to be taken into consideration including
 - bone health eg osteoporosis
 - medical conditions
 - contra-indications/precautions
 - skin type/condition
 - age and related conditions
 - areas of scar tissue
 - pregnancy
 - focus on specific areas.
- adaptations
 - knee/ankle/back/neck supports
 - depth, pressure and flow of movement and technique
 - continuity of treatment
 - areas to be treated/avoided
 - positioning of treatment couch/chair
 - choice of techniques/products (taking into account allergies)
 - timings of treatment.

Learners need to complete the treatment within a commercially viable time depending on the treatment needs.

Learners need to be confident in naming and identifying major underlying structures found within the body and be able to display an understanding of the functions of those structures.

- body structures to include
 - bones and skeletal muscles of the lower leg, foot and hand
 - vital organs
 - lymphatic system
 - major nerves of feet and hands.

Topic 2.3

Learners must display confidence in using a range of techniques and adaptations on the appropriate treatment areas, be able to pin point the position of all reflexes and identify any underlying structures within the foot in order to achieve the treatment objectives.

- treatment zones

Right Foot/Hand

Zone 1 Centre	Big Toes/Thumbs	Pituitary, Brain, Hypothalamus, Thyroid, Sinuses, Trachea, Oesophagus, Spine, Small Intestine, Transverse Colon, Pancreas, Stomach, Duodenum, Adrenal Gland, Urethra, Bladder
Zone 2 Right	2nd Toe/Index Finger	Sinus, Eye, Lung, Diaphragm, Liver, Oesophagus, Duodenum, Transverse Colon, Small Intestine, Kidney
Zone 3 Right	3rd Toe/Middle Finger	Sinuses, Eustachian Tube, Lung, Diaphragm, Liver, Transverse Colon, Small Intestine, Solar Plexus
Zone 4 Right	4th Toe/Ring Finger	Sinuses, Ear, Lung, Diaphragm, Liver, Gall Bladder, Transverse Colon, Small Intestine
Zone 5 Right	5th Toe/Little Finger	Sinuses, Shoulder, Diaphragm, Liver, Knee, Ascending Colon, Ileo-Caecal Valve

Left Foot/Hand

Zone 1 Centre	Big Toes/Thumbs	Pituitary, Brain, Hypothalamus, Thyroid, Sinuses, Trachea, Oesophagus, Spine, Small Intestine, Transverse Colon, Pancreas, Stomach, Adrenal Gland, Urethra, Bladder, Sigmoid Flexure, Heart
Zone 2 Left	2nd Toe/Index Finger	Sinuses, Eye, Oesophagus, Lung, Diaphragm, Stomach, Pancreas, Kidney, Transverse Colon, Small Intestine, Sigmoid Flexure
Zone 3 Left	3rd Toe/Middle Finger	Sinuses, Eustachian Tube, Lung, Diaphragm, Pancreas, Transverse Colon, Small Intestine, Sigmoid Flexure, Solar Plexus
Zone 4 Left	4th Toe/Ring Finger	Sinuses, Ear, Lung, Diaphragm, Spleen, Transverse Colon, Small Intestine, Sigmoid Flexure
Zone 5 Left	5th Toe/Little Finger	Sinuses, Shoulder, Knee, Descending Colon

- positioning - learners must be able to recognise and employ the correct positioning for both of the following
 - the individual client - avoid putting undue stress on bones and joints or causing the client discomfort at any time throughout the treatment using supports under the ankles, knees and lower back, and adjustable couches/chairs, always taking into consideration the modesty of the client
 - the therapist - avoid putting any undue stress on the joints of the fingers, wrists, spine, hips and knees by ensuring a good sitting posture, keeping feet flat on the floor and making sure the work stations are at the correct height.

Learners need to complete the treatment within a commercially viable time depending on the treatment needs.

Learning outcome 3: Provide advice, evaluate and reflect upon reflexology treatments

Topics

3.1 Models of reflective practice

3.2 Give advice and recommendations including:

- contra-actions
- aftercare and homecare advice in line with current legislation

3.3 Utilise reflective practice and evaluation

3.4 Record the results of a reflexology treatment

Topic 3.1

Learners need to understand the standard models of reflective practice, identify their purpose and recognise how they can be used to identify their personal strengths and weaknesses, and build on their own professional development.

- models of reflective practice eg Kolbs learning cycle, Gibbs reflective cycle, Bolton's reflective practice, any appropriate reflective models.

Learners need to understand the purpose of reflective practice including:

- keeping an open mind about what, why, and how we do things
- questioning what, why, and how we do things
- generating choices, options and possibilities
- comparing and contrasting results
- seeking feedback from other people ideas and points of view
- analysing and synthesising
- types of reflection:
 - reflection in action – decisions in the moment
 - reflection on action – looking back retrospectively
 - personal development for the future.

Topic 3.2

Learners will need to be able to give appropriate advice and recommendations including:

- contra-actions - Positive and Negative: Allergic reactions, respiratory reactions, headache, nausea, skin irritations, increased secretions, lethargy, heightened emotions, dizziness, changes in appetite, increased bowel movements, frequency in urination, drink water, rest, fresh air, flu like symptoms, change in sleep pattern, feeling faint
- for 12-24 hours following treatment - no strenuous exercise, ensure light food intake, no alcohol or caffeine, rest, care when driving, increase fluid intake
- client specific: appropriate lifestyle changes, nutrition, exercise, time management, recreational habits, sleeping patterns, self-massage/relaxation techniques, postural awareness, skincare, suggest further treatment, recommend products, referral appropriate practitioners where relevant.

Topic 3.3

Learners will need to be able to use reflection to analyse their own practices and identify areas that could be developed or improved as part of self-awareness and lifelong learning.

Self-awareness and evaluation of self – areas that could be evaluated to include:

- attitudes
- beliefs
- ethics
- knowledge
- understanding
- practical skills

Learners could use the following questions to reflect on their personal performance:

- How did you feel at the start/end of the treatment?
- What did you observe?
- What would you change?
- What has the treatment taught you?
- How could you improve your/the clients experience?

Lifelong learning opportunities for self-development:

- plan for continual professional development (CPD)
- codes of practice
- independent study and continuing research
- reflective practice log/diary.

Learners must be able to assess the satisfaction level of the client following a treatment and using reflective practice, evaluate if the session has been effective and if the objectives have been achieved.

- client satisfaction to include
 - agreed treatment plan accomplished

- o depth of pressure
- o continuity of treatment
- o comfort and dignity maintained using towel positioning
- o appropriate communication techniques.

Methods of evaluating:

- visual
- verbal
- written feedback
- repeat business.

Topic 3.4

Learners must be able to identify the importance of recording their actions, findings and any advice given on a client treatment record for future use and reference, in an accurate and confidential manner following current legislation.

- client records - client information, treatment records, signed consent, treatment plans, advice and recommendations
- reflective log/diary - own knowledge and practical experience, records of treatment, outcomes achieved, client comments, personal strengths and weaknesses.

Guidance for delivery

For completion of the unit learners **must** complete and provide evidence of **100 treatments** and practical observations. This must include; consultation records, with detailed treatment plans, and treatment records. These do not need to be word processed as these should be completed in detail at the time of the treatment. Some can be in the classroom and on family/friends/peers. These must include 15 different clients.

In addition to this candidates must also complete reflective practice throughout their learning. This can be documented in several ways, through a reflective log or journal; it is the whole learning experience through research, practical skills, trade shows, guest speakers, workshops

For this unit it is essential that the learners are quickly introduced to working on a model for practical tasks so that they become confident in their approach of a client and have opportunity to practice and hone their massage techniques. This can also be used to generate evidence of their client studies. For this reason it is suggested that lessons are split between addressing the underpinning knowledge content of the unit and exploring the practical content. Learners should be encouraged to regularly incorporate their anatomy and physiology knowledge into their practice

Learners will require guidance and support through this unit to ensure the correct techniques are developed and all practices are safe and following relevant legislation. Ensuring all practical content of this unit are demonstrated and regularly revisited is vital to make certain of consistent progression. However it is strongly recommended that the learners are encouraged to practice their skills outside of the session in order to gain the competence that only comes with repetition.

Learners should be encouraged to carryout their treatment within commercially accepted timings. Suggested timings are;

- Reflexology treatment 45 minutes

Learners should be encouraged to work independently, in partnerships and in groups to complete theory and practical tasks in order to reinforce employer expectations for an employee to be able to work as an individual and as part of a team.

This unit lends itself to a variety of assessment methods including, but not limited to, observations, case studies, assignments and informal lesson based activities to build up a strong portfolio of evidence.

Stressing the importance of using a wide range of study material when completing research and assignments is essential in ensuring the most competent therapists. Gaining a variety of views, opinions and experiences from media such as books, magazines, newspapers, the internet, television programs and research papers allows the learner opportunity to engage in CPD as well as reinforcing functional skills in literacy and ICT.

Suggested learning resources

Books

- Reflexology Bible: The Definitive Guide to Reflexology Keat, L.
Published by: Godsfield press Ltd 2008
ISBN-10: 1841813419
- Hand Reflexology: Stimulate your body's healing system. Keat, M and Keat, L
Published by: Pyramid Paperbacks, 2009
ISBN-10: 0600618846
- K Complete Reflexology for Life. Kunz, B and Kunz,
Published by: Dorling Kindersley Ltd, 2007
ISBN-10: 1405322268
- Reflex Zone Therapy of the Feet: A Comprehensive Guide for Health Professionals. Marquardt, H.
Published by: Inner Traditions International 2011
ISBN-10: 1594773610
- The Reflexology Handbook: A complete guide 1st Edition Norman, L; & Cowan, T.
Published by: Piatkus; 1989
ISBN-10: 0861889126
- Reflexology (Collins Gem) Hall, N:
Published by: Collins; 2005
ISBN-10: 000718882X
- The Essential Guide To Holistic and Complementary Therapy. Beckmann, H; & L, E, Quesne, S;
Published by: Cengage Learning Vocational 2005
ISBN-10: 1844800261
- The Complete Guide to Reflexology Hull, R
Published by: The Write Idea Ltd, 2011
ISBN: 0955901138 (10)
ISBN: 978-0955901133 (13)
- An Introductory Guide to Reflexology – Illustrated 2nd Edition Tucker, L
Publisher: EMS Publishing, 2008
ISBN: 1903348323 (10)
ISBN: 978-1903348321 (13)
- Better Health with Foot Reflexology – Revised Byers, D
Published by: Ingham Publishing Inc., 2001
ISBN: 1891130005 (10)
ISBN: 978-1891130007 (13)

The Original Works of Eunice D. Ingham: Stories the Feet Can Tell Thru Reflexology and Stories the Feet Have Told Thru Reflexology – 2nd revised edition Ingham, E; Byers, D
Published by: Ingham Publishing Inc., 1992
ISBN: 0961180439 (10)
ISBN: 978-0961180430 (13)

The Language of the Feet - 2nd Edition Stormer, C
Published by: Hodder & Stoughton, 2007
ISBN: 0340939591 (10)
ISBN: 978-0340939598 (13)

Journals and magazines

- Alternative Therapies in Health Medicine
- Aromatherapy Times
- Complementary Therapies in Clinical Practice
- Complementary Therapies in Medicine
- International Therapist
- Journal of Holistic Healthcare
- Therapy Today
- Positive Health Magazine
- Today's Therapist Magazine
- Therapy Magazine
- Choice Health and Wellbeing
- Reflexions
- Holistic Therapist
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Websites

City & Guilds Learning resource	www.smartscreen.co.uk
Therapy magazine	www.therapymagazine.co.uk
Today's therapist	www.todaystherapist.com
Positive Health	www.positivehealth.com
National Centre for Complementary and Integrated Health	www.nccam.nih.gov
Holistic pages	www.holisticpages.co.uk
Complementary and Natural Healthcare Council (CNHC)	www.cnhc.org.uk
Association of Reflexologists	www.aor.org.uk

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

City & Guilds Centre Manual

This document provides guidance for organisations wishing to become City & Guilds approved centres, as well as information for approved centres delivering City & Guilds qualifications. It covers the centre and qualification approval process as well as providing guidance on delivery, assessment and quality assurance for approved centres.

It also details the City & Guilds requirements for ongoing centre and qualification approval, and provides examples of best practice for centres. Specifically, the document includes sections on:

- the centre and qualification approval process
- assessment, internal quality assurance and examination roles at the centre
- registration and certification of candidates
- non-compliance and malpractice
- complaints and appeals
- equal opportunities
- data protection
- management systems
- maintaining records
- internal quality assurance
- external quality assurance.

Our Quality Assurance Requirements

This document explains the requirements for the delivery, assessment and awarding of our qualifications. All centres working with City & Guilds must adopt and implement these requirements across all of their qualification provision. Specifically, this document:

- specifies the quality assurance and control requirements that apply to all centres
- sets out the basis for securing high standards, for all our qualifications and/or assessments
- details the impact on centres of non-compliance

The **centre homepage** section of the City & Guilds website also contains useful information on

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Useful contacts

UK learners General qualification information	E: learnersupport@cityandguilds.com
International learners General qualification information	E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com

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