Level 3 Diplomas in Complementary Therapies (7607)

Qualification handbook
About City & Guilds
As the UK’s leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

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Level 3 Diplomas in Complementary Therapies (7607)

Qualification handbook

Diploma in Complementary Therapies (7607-31)
600/5072/X
Diploma in Massage (7607-32)
600/4969/8
Diploma in Aromatherapy (7607-33)
600/5092/5
Diploma in Reflexology (7607-34)
600/5088/3
Certificate in Anatomy, Physiology and Pathology for Complementary Therapies (7607-83)
600/4950/9
Certificate in Principles and Practices for Complementary Therapies (7607-83)
600/5093/7
Certificate in Massage for Complementary Therapy (7607-83)
600/5094/9
Certificate in Aromatherapy for Complementary Therapies (7607-83)
600/5095/0
Certificate in Reflexology for Complementary Therapies (7607-83)
600/5096/2
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<th>Change detail</th>
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<td>1.1 Aug 2012</td>
<td>Amendment – Centre requirements + Assessment</td>
<td>Centre requirements Assessment</td>
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<tr>
<td>1.2 Sep 2012</td>
<td>Further amendment to Centre requirements and Assessment</td>
<td>Centre requirements Assessment</td>
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<tr>
<td>1.3 Feb 2013</td>
<td>Additional guidance for learners regarding the test for Unit 303</td>
<td>The structure of the qualifications/rules of combination</td>
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<tr>
<td>1.4 April 2013</td>
<td>Proxy unit info removed from Certificate in Anatomy and Physiology as not applicable to this pathway</td>
<td>The structure of the qualifications/rules of combination</td>
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<tr>
<td>1.5 September 2013</td>
<td>Added detail clarifying A&amp;P requirements for -83 POS qualifications</td>
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<tr>
<td>1.6 October 2013</td>
<td>Added detail re new aromatherapy blending legislation</td>
<td>Unit 301 &amp; 305 (range and guidance)</td>
</tr>
<tr>
<td>1.7 September 2015</td>
<td>References to AAPA (Aromatherapy &amp; Allied Practitioners Association) have been changed to Complementary Health Professionals, in line with the organisation’s name change</td>
<td>Throughout the document</td>
</tr>
<tr>
<td>2.0 March 2021</td>
<td>Changed City &amp; Guilds address. References to the Aromatherapy Council removed. Duplicated paragraphs regarding Contra-indications (prevent treatment/restrict treatment) sections merged. Massage movements accepted</td>
<td>Unit 305 (Outcomes 1 and 2)</td>
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1 About this document

This document contains the information that centres need to offer the following qualifications:

Level 3 Diploma in Complementary Therapies
City & Guilds qualification number 7607-31
Accreditation number 600/5072/X

Level 3 Diploma in Massage
City & Guilds qualification number 7607-32
Accreditation number 600/4969/8

Level 3 Diploma in Aromatherapy
City & Guilds qualification number 7607-33
Accreditation number 600/5092/5

Level 3 Diploma in Reflexology
City & Guilds qualification number 7607-34
Accreditation number 600/5088/3

Level 3 Certificate in Anatomy, Physiology and Pathology for Complementary Therapies
City & Guilds qualification number 7607-83
Accreditation number 600/4950/9

Level 3 Certificate in Principles and Practices for Complementary Therapies
City & Guilds qualification number 7607-83
Accreditation number 600/5093/7

Level 3 Certificate in Massage for Complementary Therapies
City & Guilds qualification number 7607-83
Accreditation number 600/5094/9

Level 3 Certificate in Aromatherapy for Complementary Therapies
City & Guilds qualification number 7607-83
Accreditation number 600/5095/0

Level 3 Certificate in Reflexology for Complementary Therapies
City & Guilds qualification number 7607-83
Accreditation number 600/5096/2
2 About the qualifications
2.1 Aim of the qualifications

These Level 3 qualifications are vocational qualifications which focus on the development of the underlying principles and practical skills required in the complementary therapies sector. They are designed to deliver occupational capability at Level 3.

They have been designed by City & Guilds to:
- meet the needs of candidates who want to practice as a Level 3 therapist in the complementary therapies sector
- provide a background understanding of the complementary therapies sector and the practical skills and knowledge required at Level 3
- provide an awareness of the range of jobs and work settings in the sector
- enable candidates to make an informed assessment of their own aptitude for work in this sector and to make informed decisions about progression routes and careers; returning to work, career development options or possible career change
- allow candidates to learn, develop and practice the skills required for progression onto a professional complementary therapies qualification or employment and/or career progression in the complementary and alternative therapies sector
- introduce candidates to the discipline of the working environment and to encourage mature attitudes to the community in general
- encourage candidates to value continued learning and remain in the learning process
- provide valuable accreditation of skills and/or knowledge for learners
- be a stand alone qualification, accredited as part of the QCF at Level 3 and eligible for funding.
2 About the qualifications
2.2 The structure of the qualifications/rules of combination

Level 3 Diploma in Complementary Therapies
Credit value: 103
This is a professional qualification which will allow membership into the following organisations: Complementary Health Professionals, the General Council for Massage Therapy (GCMT) and the International Federation of Reflexologists (IFR). The suite of units included in this qualification is shown below. To achieve full certification, candidates must complete:
- all six mandatory units
- one multiple choice online test
520 guided learning hours are recommended for completion of this qualification.

<table>
<thead>
<tr>
<th>Unit number</th>
<th>Unit title</th>
<th>Mandatory/optional for full qualification</th>
<th>Guided learning hours</th>
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</tr>
</thead>
<tbody>
<tr>
<td>301</td>
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<td>Mandatory</td>
<td>94</td>
<td>13</td>
</tr>
<tr>
<td>304</td>
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<td>112</td>
<td>19</td>
</tr>
<tr>
<td>305</td>
<td>Provide Aromatherapy for Complementary Therapies</td>
<td>Mandatory</td>
<td>112</td>
<td>21</td>
</tr>
<tr>
<td>306</td>
<td>Provide Reflexology for Complementary Therapies</td>
<td>Mandatory</td>
<td>112</td>
<td>25</td>
</tr>
<tr>
<td>307</td>
<td>Healthy Eating and Wellbeing for the Complementary Therapy Client</td>
<td>Elective</td>
<td>30</td>
<td>6</td>
</tr>
</tbody>
</table>

External assessment
*Unit 303 Anatomy, Physiology and Pathology (E-volve online test). Learners who have previously taken this test within another qualification or an equivalent unit with another organisation may be exempt from taking the test. On production of a valid certificate of an equivalent unit, please claim for proxy unit 803.
### Level 3 Diploma in Massage

**Credit value: 57**

The suite of units included in this qualification is shown below. To achieve full certification, candidates must complete:

- all **four** mandatory units
- one multiple choice online test.

296 guided learning hours are recommended for completion of this qualification.

<table>
<thead>
<tr>
<th>Unit number</th>
<th>Unit title</th>
<th>Mandatory/optional for full qualification</th>
<th>Guided learning hours</th>
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**External assessment**

*Unit 303 Anatomy, Physiology and Pathology (E-volve online test). Learners who have previously taken this test within another qualification or an equivalent unit with another organisation may be exempt from taking the test. On production of a valid certificate of an equivalent unit, please claim for proxy unit 803.*

### Level 3 Diploma in Aromatherapy

**Credit value: 59**

The suite of units included in this qualification is shown below. To achieve full certification, candidates must complete:

- all **four** mandatory units
- one multiple choice online test

296 guided learning hours are recommended for completion of this qualification.

<table>
<thead>
<tr>
<th>Unit number</th>
<th>Unit title</th>
<th>Mandatory/optional for full qualification</th>
<th>Guided learning hours</th>
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### Level 3 Diploma in Compleme

ter Therapies (7607)

<table>
<thead>
<tr>
<th>Unit number</th>
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<th>Guided learning hours</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>305</td>
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<td>Mandatory</td>
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<td>6</td>
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</tbody>
</table>

**External assessment**
*Unit 303 Anatomy, Physiology and Pathology (E-volve online test). Learners who have previously taken this test within another qualification or an equivalent unit with another organisation may be exempt from taking the test. On production of a valid certificate of an equivalent unit, please claim for proxy unit 803.

### Level 3 Diploma in Reflexology

**Credit value: 63**

The suite of units included in this qualification is shown below. To achieve full certification, candidates must complete:

- all four mandatory units
- one multiple choice online test

296 guided learning hours are recommended for completion of this qualification.

<table>
<thead>
<tr>
<th>Unit number</th>
<th>Unit title</th>
<th>Mandatory/optional for full qualification</th>
<th>Guided learning hours</th>
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</tr>
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<tbody>
<tr>
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<td>6</td>
</tr>
</tbody>
</table>

**External assessment**
*Unit 303 Anatomy, Physiology and Pathology (E-volve online test). Learners who have previously taken this test within another qualification or an equivalent unit with another organisation may be exempt from taking the test. On production of a valid certificate of an equivalent unit, please claim for proxy unit 803.
Level 3 Certificate in Anatomy, Physiology and Pathology for Complementary Therapies  Credit value: 13
The unit included in this qualification is shown below. To achieve full certification, candidates must complete the one unit and one multiple choice online test.

<table>
<thead>
<tr>
<th>Unit number</th>
<th>Unit title</th>
<th>Mandatory/optional for full qualification</th>
<th>Guided learning hours</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>303*</td>
<td>Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies</td>
<td>Mandatory</td>
<td>94</td>
<td>13</td>
</tr>
</tbody>
</table>

Level 3 Certificate in Principles and Practices for Complementary Therapies  Credit value: 13
The unit included in this qualification is shown below.

<table>
<thead>
<tr>
<th>Unit number</th>
<th>Unit title</th>
<th>Mandatory/optional for full qualification</th>
<th>Guided learning hours</th>
<th>Credit value</th>
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<tr>
<td>301</td>
<td>Principles and Practice of Complementary Therapies</td>
<td>Mandatory</td>
<td>30</td>
<td>13</td>
</tr>
</tbody>
</table>

**NB** - All learners taking -83 single unit certificates will need to have either an existing Anatomy & Physiology qualification or take the City & Guilds Level 3 Certificate in Anatomy, Physiology and Pathology.

Level 3 Certificate in Massage for Complementary Therapies  Credit value: 19
The unit included in this qualification is shown below.

<table>
<thead>
<tr>
<th>Unit number</th>
<th>Unit title</th>
<th>Mandatory/optional for full qualification</th>
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</thead>
<tbody>
<tr>
<td>304</td>
<td>Provide Body Massage for Complementary Therapies</td>
<td>Mandatory</td>
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<td>19</td>
</tr>
</tbody>
</table>

**NB** - All learners taking -83 single unit certificates will need to have either an existing Anatomy & Physiology qualification or take the City & Guilds Level 3 Certificate in Anatomy, Physiology and Pathology.
**Level 3 Certificate in Aromatherapy for Complementary Therapies**  
Credit value: 21

The unit included in this qualification is shown below.

<table>
<thead>
<tr>
<th>Unit number</th>
<th>Unit title</th>
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<th>Guided learning hours</th>
<th>Credit value</th>
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</thead>
<tbody>
<tr>
<td>305</td>
<td>Provide Aromatherapy for Complementary Therapies</td>
<td>Mandatory</td>
<td>112</td>
<td>21</td>
</tr>
</tbody>
</table>

**NB** - All learners taking -83 single unit certificates will need to have either an existing Anatomy & Physiology qualification or take the City & Guilds Level 3 Certificate in Anatomy, Physiology and Pathology.

**Level 3 Certificate in Reflexology for Complementary Therapies**  
Credit value: 25

The unit included in this qualification is shown below.

<table>
<thead>
<tr>
<th>Unit number</th>
<th>Unit title</th>
<th>Mandatory/optional for full qualification</th>
<th>Guided learning hours</th>
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</thead>
<tbody>
<tr>
<td>306</td>
<td>Provide Reflexology for Complementary Therapies</td>
<td>Mandatory</td>
<td>112</td>
<td>25</td>
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</tbody>
</table>

**NB** - All learners taking -83 single unit certificates will need to have either an existing Anatomy & Physiology qualification or take the City & Guilds Level 3 Certificate in Anatomy, Physiology and Pathology.

**Certificates of unit credit**

Certificates of unit credit (CUC) will be issued to candidates for each successfully completed unit, even if the full qualification is not attempted.

Candidates who do complete a full qualification will receive, in addition to their full diploma, a CUC for each unit achieved.
2 About the qualifications
2.3 Relevant sources of information

Related publications
City & Guilds also provides the following documents specifically for these qualifications:

<table>
<thead>
<tr>
<th>Publication</th>
<th>Available from</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment Guide</td>
<td>Centre resources section of the City &amp; Guilds website</td>
</tr>
</tbody>
</table>

There are other City & Guilds documents which contain general information on City & Guilds qualifications:

- *Centre Manual* - This is an essential document on how to gain approval and lists all of our policies. This replaces 'Providing City & Guilds Qualifications and Ensuring Quality' encompassing all of the information in one document and includes a new centre contract.

For relevant publications and reading lists please refer to the core curriculum for more details. These can be found with Complementary Health Professionals, the International Federation of Reflexologists (IFR) and the General Council for Massage Therapy (GCMT) and in the links below.

http://www.cnhc.org.uk/index.cfm?page_id=47&sid=1
http://www.intfedreflexologists.org

For the latest updates on our publications and details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.
3 Candidate entry and progression

Candidate entry requirements
There are no formal entry requirements for learners wishing to undertake these qualifications. Learners who have successfully completed a Level 2 Beauty Therapy qualification would be suitable for this qualification. Please note it is recommended that candidates have completed or have made arrangements to attend a first aid course.

For funding regulatory purposes, candidates should not be entered for a qualification of the same type, level and content as that of a qualification they already hold.

Progression
The mandatory units within these qualifications provide generic service skills, so that the successful candidate would be well prepared for a variety of service sector careers and the integrated healthcare sector.

On completion of one of the qualifications, candidates may progress onto another qualification from the suite of complementary therapies qualifications, into employment or onto the following City & Guilds qualifications:

- City & Guilds Level 4 Diploma in Management Practice and Advanced Techniques in the Hair and Beauty Sector (5450)
4 Centre requirements

4.1 Obtaining centre and qualification approval

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as centres.

Centres must meet a set of quality criteria including:
- provision of adequate resources, both physical and human
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the centre approval process (CAP). Centres also need approval to offer a specific qualification. This is known as the qualification approval process (QAP). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for these particular qualifications.

Full details of the procedures and forms for applying for centre and qualification approval are given in Centre Manual which is downloadable from the City & Guilds website.

Assessments must not be undertaken until qualification approval has been obtained.

If your Centre is already approved to offer the Level 3 qualifications in Complementary Therapies (7564) you will receive automatic approval for the new equivalent Level 3 qualifications in Complementary Therapies (7607).

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds’ policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds.

Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in Centre Manual.
4 Centre requirements

4.2 Resource requirements

Physical resources
Centres must have access to the range of services, professional products, tools, materials and equipment in the centre or workplace to ensure candidates have the opportunity to cover all of the practical activities.

The equipment must meet industry standards and be capable of being used under normal working conditions.

Realistic learning environment requirements (RLE)
All City & Guilds VRQs must be assessed in facilities that meet acceptable, current industry standards for the specific qualification area. Example resource lists for each qualification area are being developed.

Centres must ensure that access to the range of services or treatments and required professional products, tools, materials and equipment is maintained in the centre and/or workplace to meet the qualification needs and enable candidates’ to cover all of the required practical activities.

The learning and assessment setting should incorporate a real, or simulated but realistic learning environment. These facilities must provide candidates with experience of working in and under realistic commercial conditions during assessment.

The learning environment must meet any bye-laws, legislation or legal authority requirements that would affect a similar commercial establishment as well as meeting the requirements of a vocational education establishment.

For the purpose of City & Guilds VRQs clients are defined as people seeking the service or treatment being assessed, which can include friends, peers, models and family members. There is no requirement for these clients to pay.

A suitable, controlled area for testing must be provided and arrangements must be made for the secure storage of assessment materials and records. Acceptable facilities for Evolve online testing must be maintained where the VRQ requires online testing of knowledge and understanding.

Human resources
To meet the quality assurance criteria for this qualification, the centre must ensure that the following internal roles are undertaken.

- Assessor (primary assessor)
- Independent Assessor (secondary assessor)
- QAC (Quality Assurance Coordinator)

Staff delivering the qualifications
Centre staff may undertake more than one role eg tutor and assessor or quality assurance coordinator, but must never quality assure their own assessments.

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements and the regulatory requirements of delivery.

Requirements for assessors and quality assurance coordinators

- Verifiable and relevant current industry experience and competence of the occupational working area at or above the level being assessed, experience and competence could be evidenced by:
  - curriculum vitae and references
  - possession of a relevant vocational qualification
  - membership of a relevant professional association
  - continuing professional development (CPD)
- only assess in their acknowledged area of occupational competence
- have an in-depth knowledge of the NOS and relevant core curriculum
- participate in training activities for their continued professional development
- and good practice to hold, or are working towards, Learning and Development unit A1; or hold units D32 and D33 and assess to A1 standard; or the new TAQA qualifications and a teaching qualification.

Internal quality assureurs (IQAs – previously called IVs) and assessors must have verifiable and relevant current industry experience and competence of the occupational working area at or above the level being assessed, and evidence of the quality of occupational experience to ensure the credibility of the assessment judgements. Newly qualified hairdressers, barbers, therapists, make-up artists and nail technicians must have gained significant post qualification commercial experience before commencing these roles. For the avoidance of doubt, those who have no occupational experience cannot assess these VRQs. Appropriate evidence will include CVs, References, Qualification Certificates, CPD records, Product Evidence, Video Evidence. This list is not exhaustive and other relevant methods may be considered. Please contact your Qualification Consultant for guidance.

  i. Staff must only assess or quality assure in their acknowledged area of occupational competence.

  ii. Staff must participate in relevant training activities for their continued professional development (see CPD requirements).

Assessors and quality assureurs of VRQs must be competent and experienced in making accurate assessment decisions; it is therefore highly recommended that the assessor and quality assurance qualification have been obtained or that they are being worked towards. It is highly recommended that new VRQ assessors work towards or hold either the Learning and Development unit A1 or the relevant TAQA unit.

Assessors (Primary assessors)

Each candidate should be allocated at least one assessor who is occupationally competent. This person will be known as the candidate’s primary assessor.

Please note: Centre staff may undertake more than one role eg tutor and assessor but must never quality assure their own assessments.
Independent assessors (Secondary assessors)
The centre must select an independent assessor who is independent of the candidates. The independent assessor must be occupationally competent and meet the requirements of an assessor as defined in the staff delivering the qualification section. The independent assessor can be a member of the team and does not have to be an external assessor who is not part of the teaching team.

Continuous professional development (CPD) in VRQs
For City & Guilds VRQs centre staff must continue to meet the requirements for occupational expertise for the specific qualification(s) they assess or quality assure.

Assessors and quality assurers must be able to demonstrate how they keep their technical skills and knowledge up-to-date and to the occupational level in which they are assessing and/or quality assuring

Continuing Professional Development (CPD) must take place throughout the careers of assessors and quality assurers

This must include the completion of a minimum number of 30 hours CPD in each twelve month period using activities approved for CPD which do not have to be consecutive. (see below).

The CPD requirement must be carried out on one or a combination of the types of activities listed below. No activity will carry a 'double hours' allowance.

- 'hands on' delivery of relevant services/treatments to fee paying clients in a commercial salon that can be shown to develop individual skill and knowledge levels
- undertaking technical training that develops new and/or updates existing skills and/or knowledge levels
- further relevant qualifications.

The following activities will not count towards CPD:
- reading the trade press and books
- listening to tapes and watching DVDs.

Individuals must provide relevant and suitable evidence that CPD has taken place within each 12 month period to be measured from 1 September - 31 August.

Calculating CPD hours
a) CPD for existing assessors and quality assurers is measured within each 12 month period, taken from 1 September – 31 August each year.
b) CPD hours for new assessors and quality assurers shall be measured from the date their duties commence.
c) Assessors and quality assurers who take leave from assessment or quality assurance duties during any twelve month period will be able to collect CPD pro rata.
d) The CPD hours for part time assessors and quality assurers will be calculated pro rata based on a nominal 37 hour week. However, a minimum of 5 hours CPD in any twelve month period must be carried out by all part time assessors and quality assurers.

For example, an assessor contracted for 7 hours/week : \( \frac{7}{37} \times 100 \approx 20\% \) of a full time assessor. \( 20\% \times 30 \text{ hours} = 6 \text{ hours} \) CPD in any 12 month period.
e) A nominal time of 30 hours per technical unit achieved has been set, regardless of the unit.
f) If you are an assessor and quality assurer, you only have to do the minimum of 30 hours CPD, not 60 hours.
4 Centre requirements

4.3 Administration, registration and certification

Regulations for the conduct of examinations
Regulations for the conduct of examinations for online and written examinations are given in Centre Manual. Centres should ensure they are familiar with all requirements prior to offering assessments.

Retaining assessment records
Centres must retain copies of candidate assessment records for at least three years after certification.

Notification of results
After completion of assessment, candidates will receive, via their centre, a ‘notification of candidate results’, giving details of how they performed. It is not a certificate of achievement.

Certificates of unit credit (CUCs)
A certificate of unit credit records the successful completion of a unit. Centres can apply to City & Guilds for CUCs at any time after candidates have achieved a unit. They do not need to wait until the full programme of study has been completed.

Full certificates
Full certificates are only issued to candidates who have met the full requirements of the qualification[s], as described in section 2.2 The structure of the qualification/Rules of combination.
4 Centre requirements

4.4 Quality assurance

Internal quality assurance
Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre’s own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

Full details and guidance on the internal and external quality assurance requirements and procedures are provided in Centre Manual. This document also explains the tasks, activities and responsibilities of quality assurance staff.

In order to fully support candidates, centres are required to retain copies of candidates’ assessment records for three years after certification.

National standards and rigorous quality assurance are maintained by use of:
- City & Guilds online examinations
- City & Guilds set and marked written examinations
- City & Guilds assignments, marked by the centre according to externally set marking criteria
- internal (centre) quality assurance
- City & Guilds external verification.

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:
- quality assurance co-ordinator
- primary assessor
- secondary assessors
- examinations secretary
- invigilator.
5 Course design and delivery

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

In particular, staff should consider the skills and knowledge related to the National Occupational Standards.

Provided that the requirements for the qualification are met, centres may design courses or programmes of study in any way that they feel best meets the needs and capabilities of their learners. Centres may wish to include topics as part of the course programme, which will not be assessed through the qualifications.

Relationship to other qualifications and wider curriculum
City & Guilds recommends centres address the wider curriculum, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Functional/Core Skills and other related qualifications.

The following relationship tables are provided to assist centres with the design and delivery of the qualifications:
- relationship to National Occupational Standards can be found in Appendix 1 of this handbook
- signposting functional/core skills and citizenship/PSHE for the qualifications can be found in Appendix 3 of this handbook
- opportunities to address social, moral, spiritual and cultural issues during the delivery of the qualifications have been identified, and can be found in Appendix 4 of the handbook.

Health and safety
The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment (for example, practical assessment, assignment) the assessment must be stopped and the candidate advised of the reasons why. The candidate should be informed that they have failed the assessment. Candidates may retake the assessment at a later date, at the discretion of the centre. In any cases of doubt, guidance should be sought from the Qualifications Consultant.

Data protection and confidentiality
Centres offering these qualifications may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in the Centre Manual.
**Initial assessment and induction**

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify any specific training needs the candidate has, and the support and guidance they may require when working towards their qualifications.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualifications they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available in the *Centre Manual*.

**Equal opportunities**

It is a requirement of centre approval that centres have an equal opportunities policy (see *Centre Manual*).

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Centre Manual*, and is also available from the City & Guilds Customer Relations department.

**Access to assessment**

City & Guilds’ guidance and regulations on access to assessment are designed to facilitate access to assessments and qualifications for candidates who are eligible for adjustments to assessment arrangements. Access arrangements are designed to allow attainment to be demonstrated. For further information, please see *Access to assessment and qualifications*, available on the City & Guilds website.

**Appeals**

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the Qualifications Consultant or City & Guilds.

Further information on appeals is given in the *Centre Manual*. There is also appeals information for centres and learners on the City & Guilds website or available from the Customer Relations department.
6 Assessment

6.1 Summary of assessment requirements

For these qualifications, candidates will be required to complete the following assessments:
- Practical observations and Viva - assessed at centre by an independent assessor
- E-volve multiple choice knowledge tests
- Assignments covering practical assessments and knowledge related tasks
- Case Studies

Online multiple choice test

Unit 303 Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies

<table>
<thead>
<tr>
<th>Duration: 2 hours</th>
<th>Outcome</th>
<th>No. of questions</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome number</td>
<td>Outcome</td>
<td></td>
<td></td>
</tr>
<tr>
<td>01</td>
<td>Understand the organisation of the body</td>
<td>3</td>
<td>3.75</td>
</tr>
<tr>
<td>02</td>
<td>Understand the anatomy, physiology and pathologies of the skin, hair and nails</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>03</td>
<td>Understand the anatomy, physiology and pathologies of the skeletal system</td>
<td>9</td>
<td>11.25</td>
</tr>
<tr>
<td>04</td>
<td>Understand the anatomy, physiology and pathologies of the muscular system</td>
<td>9</td>
<td>11.25</td>
</tr>
<tr>
<td>05</td>
<td>Understand the anatomy, physiology and pathologies of the nervous system</td>
<td>9</td>
<td>11.25</td>
</tr>
<tr>
<td>06</td>
<td>Understand the anatomy, physiology and pathologies of the endocrine system</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>07</td>
<td>Understand the anatomy, physiology and pathologies of the respiratory system</td>
<td>6</td>
<td>7.5</td>
</tr>
<tr>
<td>08</td>
<td>Understand the anatomy, physiology and pathologies of the cardiovascular system</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>09</td>
<td>Understand the anatomy, physiology and pathologies of the lymphatic system</td>
<td>6</td>
<td>7.5</td>
</tr>
<tr>
<td>10</td>
<td>Understand the anatomy, physiology and pathologies of the digestive system</td>
<td>6</td>
<td>7.5</td>
</tr>
<tr>
<td>11</td>
<td>Understand the anatomy, physiology and pathologies of the urinary system</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>Understand the anatomy, physiology and pathologies of the reproductive system</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>
Sample questions for the Anatomy, Physiology and Pathology online test are provided in the Assessment Pack.
6 Assessment

6.2 About assessment

Grading and marking
Assessments will be graded pass, merit or distinction.

Detailed marking and grading criteria are provided in the Marking and Grading Criteria section of each assignment (see assessment pack).

Assignments are externally set, and internally marked and graded.

Regulations for the conduct of examinations
Regulations for the conduct of examinations for online and written examinations are given in the Centre Manual (scheme) approval. Centres should ensure they are familiar with all requirements prior to offering assessments.

Glossary of terms & Guidance notes
Technical training - external and internal workshops and training sessions can be used.

Commercial salon - this is defined as a salon where the majority of stylists/therapists are already qualified and the main function of the salon is not training and assessment. If a training salon in a centre is closed and reopened as a commercial salon eg during holiday periods, then this is an acceptable location for CPD to be undertaken

Qualification work - the aim of this option is to encourage assessors and quality assurers to gain new knowledge and skills. Work undertaken for this option must lead to a formally assessed and accredited qualification

30 hours can be claimed on the achievement of any technical unit qualification in any one CPD year.
### Structure of units

The units in the qualifications are written in a standard format and comprise of the following:

- title
- unit reference
- rationale, aim and any entry requirements
- list of learning outcomes for the unit
- statement of guided learning hours
- connections with other qualifications, eg NOS, Core Curriculum, Functional Skills
- assessment details
- learning outcomes and assessment criteria split into practical skills and underpinning knowledge.

<table>
<thead>
<tr>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
<th>UAN</th>
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</thead>
<tbody>
<tr>
<td>Unit 301</td>
<td>Principles and Practice of Complementary Therapies</td>
<td>A/503/7776</td>
</tr>
<tr>
<td>Unit 302</td>
<td>Business Practice for Complementary Therapies</td>
<td>L/503/7779</td>
</tr>
<tr>
<td>Unit 303</td>
<td>Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies</td>
<td>R/503/7640</td>
</tr>
<tr>
<td>Unit 304</td>
<td>Provide Body Massage for Complementary Therapies</td>
<td>D/503/7740</td>
</tr>
<tr>
<td>Unit 305</td>
<td>Provide Aromatherapy for Complementary Therapies</td>
<td>T/503/7744</td>
</tr>
<tr>
<td>Unit 306</td>
<td>Provide Reflexology for Complementary Therapies</td>
<td>K/503/7725</td>
</tr>
<tr>
<td>Unit 307</td>
<td>Healthy Eating and Wellbeing for the Complementary Therapy Client</td>
<td>J/503/7747</td>
</tr>
</tbody>
</table>
Unit 301  Principles and Practice of Complementary Therapies

Level:  3

Credit value: 13

Unit aims
The aim of this unit is to provide the learner with the knowledge and skills to work effectively, safely and legally within the complementary and integrated healthcare sector.

The skills developed by the learner include: Communication skills, written skills, research skills, accountability.

The knowledge acquired by the learner will enable them to understand and explain how to work within the law, work safely, identify the different aspects of a range of complementary therapies and their organisations, be accountable, work ethically and morally.

Entry requirements
Learners undertaking this unit should understand how to behave professionally and how to work safely in a clinic and clinical environment.

Learning outcomes
There are three outcomes to this unit. The candidate will:
1  Understand the key historical factors and theoretical background for complementary therapies
2  Understand the main influences on working within the complementary therapy industry
3  Understand the key aspects of good clinical practice

Guided learning hours
It is recommended that 30 guided learning hours are allocated for this unit. This may be on a full or part time basis.

Details of the relationship between the unit and relevant national occupational standards
The unit maps to the Core Curriculum for Reflexology, Aromatherapy and Body Massage and is linked to the Skills for Health NOS, please see Appendix 1 for details.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health SSC.
Connections with other qualifications
This unit contributes towards the knowledge and understanding required for the following qualifications:

- 7607-31 Level 3 Diploma in Complementary Therapies
- 7607-32 Level 3 Diploma in Massage
- 7607-33 Level 3 Diploma in Aromatherapy
- 7607-34 Level 3 Diploma in Reflexology
- 7607-83 Level 3 Certificate in Principles and Practice for Complementary Therapies

Functional Skills
This unit contributes towards the functional skills in the following areas:

- English Level 3

Assessment
This unit will be assessed by:

- Assignment covering underpinning knowledge
Unit 301 Principles and Practice of Complementary Therapies

Outcome 1 Understand the key historical factors and theoretical background for Complementary Therapies

Underpinning knowledge
The candidate can:
1. examine the history and origins of complementary therapies
2. identify commonly available complementary therapies
3. evaluate the theory of techniques used in commonly available complementary therapies (CAM disciplines)

Range

History and origins of complementary therapies
Body massage, aromatherapy and reflexology.
Body massage – history and development (China, India, Japan, The Greeks/Romans, Europe, America) 15/16/17/18th century, society of trained Masseuses, Institute of massage & remedial exercise, Per Henrik Ling, Physiotherapy – Massage movements, physical effects and psychological effects.
Aromatherapy – history and development (Egyptians, The Greeks/Romans, Persia, China/India, Europe) the great plague, gattefosse, Valnet, Maury, Tisserand, uses of essentials oils, physical effects and benefit.

Complementary therapies (CAM disciplines)
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.

Theory of techniques (CAM disciplines)
Holism, holistic health, balance, harmony, physical/social/economic and environmental factors – lack of sleep/fresh air/exercise, processed foods, pollution, lack of natural light, stress – the importance of the treatment of the whole person in relation to holistic health.
Unit 301 Principles and Practice of Complementary Therapies

Outcome 2 Understand the main influences on working within Complementary Therapies industry

Underpinning knowledge

The candidate can:
1. summarise the legal obligations of working with clients and the general public
2. explain the codes of practice and ethics relating to complementary therapies
3. analyse the roles of professional organisations relating to complementary therapies
4. evaluate the process of registration and regulation of complementary therapies

Range

Legal obligations & legislation

Disclosure, insurance, treatment of minors, treatment of those with special needs or disabilities, codes of ethics, medical ethics, moral and ethical conduct, licensing, voluntary registration, codes of conduct, consent, taxation responsibilities, business records, local authority licensing, National laws, local bye laws, record keeping, taxable expenses, personal pensions, tax returns, national insurance contributions, PAYE, VAT.


European Cosmetics Regulation (EC) Regulation No. 1223/2009

Codes of practice and ethics

Refer to the lead bodies, for aromatherapy the Aromatherapy Council, for reflexology the Reflexology Forum and for massage the GCMT.

Professional organisations

Complementary and Natural Healthcare Council (CNHC), General Council for Massage Therapy (GCMT), Reflexology Forum (RF), Complementary Health Professionals, International Federation of Reflexologists (IFR), Complementary Therapists Association (CThA), Federation of Holistic Therapists (FHT).

Regulation of complementary therapies
Guidance Addendum – September 2013
The new European Cosmetics Regulation (EC) Regulation No. 1223/2009 entered into force on 11th January 2010 and was implemented from 11th July 2013. Candidates should be aware of this regulation and its impact on aromatherapy consultations.
Unit 301 Principles and practice of Complementary Therapies

Outcome 3 Understand the key aspects of good clinical practice

Underpinning knowledge
The candidate can:
1. identify the information required for assessment and treatment planning
2. explain how to accurately record information, store records and ensure confidentiality
3. evaluate appropriate referral procedures and protocols to use with clients and others involved in integrated healthcare
4. identify effective communication skills when dealing with clients and colleagues in maintaining good practice

Range

Information
Contact details, physical details (age, weight, height), medical history, known contra-indications, lifestyle information, client’s treatment aims and objectives, agree confidential treatment plan, client consent to treatment, client signature and date.

Record information, store records and ensure confidentiality
Data Protection Act, confidentiality, other staff, making and storing case notes, patient access to their own notes, disclosure of confidential information, methods of recording information and storing information (written, electronically), codes of conduct, disclosure of information to others, professionalism.

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
- if disclosure is required by statute
- if the therapist is directed to disclose the information by any official having a legal power to order disclosure
- if, upon seeking the advice of their regulatory body, the therapist is advised that disclosure should be made in the public interest.
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
- so far as is reasonably practicable make clear to the patient the extent of the information to be disclosed, the reason for the disclosure, and the likely consequence of disclosure, where to do so is appropriate
- disclose only such information as is relevant; ensure so far as possible that the person to whom disclosure is made undertakes to hold the information on the same terms as those to which the therapist is subject and
- record in writing the reasons for such disclosure.

Referral procedures and protocols
Etiquette, methods of referral, research local practitioners, working with limits of own responsibility and qualifications, professionalism, know when to refer a client to an outside team/practitioner (GP/counsellor/ CAM therapist).

Effective communication skills
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 effective communication, building a rapport and maintaining a professional relationship with clients, ensuring correct information is obtained, allow client time to answer and ask questions, ensure confidentiality.
Unit 302  Business Practice for Complementary Therapies

Level: 3

Credit value: 12

Unit aims
The aim of this unit is to provide the learner with the knowledge and skills to set up, maintain and market a business in the complementary therapy industry. The learner will also be able to apply and undertake research and communicate effectively with clients and other healthcare professionals.

The skills developed by the learner include: communication skills, organisation skills, business skills, written skills, marketing skills, numerical skills, observation skills, research skills, goal setting.

The knowledge acquired by the learner will enable them to understand and explain referral procedures, develop a business plan, understand limitation, and use research to enhance professional practice, set up, maintain and market a business.

Entry requirements
Learners undertaking this unit should understand how to behave professionally and how to work safely in a clinical environment.

Learning outcomes
There are three outcomes to this unit. The candidate will:
1. Understand the key business criteria required for complementary therapies
2. Be able to research a business concept
3. Be able to plan and prepare a business plan

Guided learning hours
It is recommended that 60 guided learning hours are allocated for this unit. This may be on a full or part time basis.

Details of the relationship between the unit and relevant national occupational standards
The unit maps to the Core Curriculum for Reflexology, Aromatherapy and Body Massage and is linked to the Skills for Health NOS, please see Appendix 1 for details.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health SSC.
Connections with other qualifications
This unit contributes towards the knowledge and understanding required for the following qualifications:

- 7607-31 Level 3 Diploma in Complementary Therapies
- 7607-32 Level 3 Diploma in Body Massage
- 7607-33 Level 3 Diploma in Aromatherapy
- 7607-34 Level 3 Diploma in Reflexology

Functional Skills
This unit contributes towards the functional skills in the following areas:

- English Level 3

Assessment
This unit will be assessed by:

- Assignment covering underpinning knowledge
Unit 302  Business Practice for Complementary Therapies
Outcome 1  Understand the key business criteria required for complementary therapies

Underpinning knowledge
The candidate can:
1  explain the legal requirements of running a business
2  explain how marketing and public relations are used in businesses
3  describe the employment opportunities within complementary therapies industry
4  explain how to promote complementary therapies

Range

Legal requirements of running a business

Marketing and public relations
Advertising, public relations, referrals, word of mouth, promotional materials, endorsement, networking, market research, open day, charity events, products and services.

Employment opportunities
Self employed, mobile, working from home, renting a room, owning own clinic, working with the NHS, voluntary, charitable, employed (spas, hotels, travel industry, cooperate, agency work and private), exhibitions, media, demonstrations, clubs, societies, franchises, education, part time, full time, partnership, roles and responsibilities.

Promote
Business cards, leaflets, flyers, price lists, adverts, letterheads, e-commerce, logo, branding, press release, gift vouchers, USP (unique selling points), presentations, demonstrations, loyalty cards, questionnaires.
Unit 302  Business Practice for Complementary Therapies
Outcome 2  Be able to research a business concept

Practical skills
The candidate can:
1 research a potential business opportunity using a range of sources
2 research potential premises, staff, products and resource requirements

Underpinning knowledge
The candidate can:
1 compare and contrast different business types

Range

Research
Quantitative, qualitative, or a combination of both, data analysis (statistics), questionnaires, critical analysis and evaluation, survey, types of research sources (website, newspapers, magazines, business reports).

Business opportunity/type, location type of premises, rent space/room, decor (general furnishings, layout, treatment area), staffing requirements (job description, CV, contracts of employment, hours of work, holiday entitlement, notice period, disciplinary procedures, maternity leave, grievance policy) products (consumables, professional/retail products, stock control/rotation, services).

Business types
Sole trader, partnerships, limited company, franchise, list advantages and disadvantages.
Unit 302  Business Practice for Complementary Therapies
Outcome 3  Be able to plan and prepare a business plan

Practical skills
The candidate can:
1  prepare a business plan for self-employment

Underpinning knowledge
The candidate can:
1  describe the professional services, staff and resources that may be required for a business plan

Range

Prepare a business plan
Business plan, SWOT analysis, business type, legal requirements, marketing/publicity, market research, personal pension, tax shelter, voluntary self regulation, resources, personal planning, transport, making a will, cost of treatments, products and services, start up and running costs, insurances, cash flow forecast, mission statement, profit and loss, service/products/price, treatment times, staff costs, fixed and variable costs, staffing requirements.
Unit 303 Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies

Level: 3

Credit value: 13

Unit aims
The knowledge acquired by the learner will enable them to understand and explain all the systems of the body and their pathologies.

Entry requirements
Learners undertaking this unit should have some experience of studying science or biology to Level 3.

Learning outcomes
There are twelve outcomes to this unit. The candidate will:
1. Understand the organisation of the body
2. Understand the anatomy, physiology and pathologies of the skin, hair and nails
3. Understand the anatomy, physiology and pathologies of the skeletal system
4. Understand the anatomy, physiology and pathologies of the muscular system
5. Understand the anatomy, physiology and pathologies of the nervous system
6. Understand the anatomy, physiology and pathologies of the endocrine system
7. Understand the anatomy, physiology and pathologies of the respiratory system
8. Understand the anatomy, physiology and pathologies of the cardiovascular system
9. Understand the anatomy, physiology and pathologies of the lymphatic system
10. Understand the anatomy, physiology and pathologies of the digestive system
11. Understand the anatomy, physiology and pathologies of the urinary system
12. Understand the anatomy, physiology and pathologies of the reproductive system

Guided learning hours
It is recommended that 94 guided learning hours are allocated for this unit. This may be on a full or part time basis.

Details of the relationship between the unit and relevant national occupational standards
The unit maps to the Core Curriculum for Reflexology, Aromatherapy and Body Massage and is linked to the Skills for Health NOS, please see Appendix 1 for details.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health SSC.
Connections with other qualifications
This unit contributes towards the knowledge and understanding required for the following qualifications:

- 7607-31 Level 3 Diploma in Complementary Therapies
- 7607-32 Level 3 Diploma in Massage
- 7607-33 Level 3 Diploma in Aromatherapy
- 7607-34 Level 3 Diploma in Reflexology
- 7607-83 Level 3 Certificate in Anatomy, Physiology and Pathology for Complementary Therapies

Functional Skills
This unit contributes towards the functional skills in the following areas:

- English Level 3

Assessment
This unit will be assessed by:

- Online multiple choice examination, on City & Guilds e-volve
Unit 303  Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies
Outcome 1  Understand the organisation of the body

Underpinning knowledge
The candidate can:
1  describe the anatomical regions of the body
2  describe the planes of the body
3  describe the directional terms of the body
4  describe the quadrants of the body
5  describe the chemical organisation of the body
6  describe the structure, function and types of cell

Range

Anatomical regions of the body

Planes of the body
Frontal (coronal), sagittal, transverse, longitudinal, oblique

Directional terms of the body
Superior, inferior, medial, lateral, proximal, anterior, ventral, posterior, dorsal, peripheral, superficial, deep, parietal, visceral

Quadrants of the body
Left upper (LUQ), left lower quadrant (LLQ), right upper quadrant (RUQ), right lower (RLQ)

Chemical organisation of the body
Simple chemicals eg oxygen, carbon dioxide
Nutrient chemicals eg carbohydrates (starch, sugar, cellulose, glycogen); lipids (fats, oils); proteins
Minerals eg sodium, potassium, calcium, phosphorus, chloride, iron, iodine
Vitamins eg A, B complex, C, D,E and K
Free radicals, antioxidants, essential fatty acids (EFAs)
Fibre
Water
Complex chemicals eg ATP, DNA

Structure of a cell
Membrane
Nucleus: nuclear membrane, nucleolus, DNA
Cytoplasm
Organelles: ribosomes, mitochondria, lysosomes, smooth and rough endoplasmic reticulum, golgi body, centrioles: centrosome
Cell division: mitosis: growth and repair, four stages – prophase, metaphase, anaphase, telophase, diploid number

**Function of a cell**
Transport across the cell membrane: diffusion, osmosis, facilitated diffusion, active transport, reproduction, cell division, energy conversion (metabolic rate) and ATP (adenosine triphosphate conversion)
Types of tissues
Epithelial tissue (simple, single layer off cells and compound, two or more layers of cells)
Simple - squamous/cuboidal/ciliated/columnar
Compound – transitional/stratified
Connective tissue – areolar, adipose, fibrous, elastic, bone, lymphoid, cartilage
(hyaline/elastic/fibrocartilage)
Membranes – (mucous/synovial/serous)
Unit 303 Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies

Outcome 2 Understand the anatomy, physiology and pathologies of the skin, hair and nails

Underpinning knowledge
The candidate can:
1 explain the structure, function, growth and repair of the skin
2 explain the structure, function and growth cycle of the hair
3 explain the structure, function and growth cycle of the nails
4 analyse the pathologies of the skin
5 analyse the pathologies of the hair
6 analyse the pathologies of the nails

Range
Structure of the skin
Main layers:
- epidermis: stratified keratised epithelium
- dermis: areolar connective tissue
- subcutaneous: adipose connective tissue

Epidermis – layers/structures:
- basal cell – stratum germinativum, continuous cell formation, keratinocytes and melanocytes
- prickle cell – stratum spinosum
- granular – stratum granulosum: cell death due to keratinisation
- clear – stratum lucidum: only found in thick skin
- horny – stratum corneum: shedding or desquamation
- types of skin – thickest (palms & soles), thinnest (eyelids), scalp (facial expression)

Dermis – layers/structures:
- papillary layer: mast cells & histamine
- reticular layer: fibroblast cells & formation of elastin and collagen
- blood and lymph capillary network
- sensory nerve fibres and receptors

Meissners corpuscle
Raffini nerve endings
Pacinian corpuscle
Free never endings and temperature – thermo-receptors

Function of the skin
Sensation: temperature, touch, pressure, pain
Heat regulation: sweating, vasoconstriction, vasodilation
Absorption: nicotine, steroids
Protection: UV light, waterproof, prevents injury to underlying soft tissue
Exertion
Secretion
Vitamin production (vitamin D generation for ergosterol)
Repair of the skin
Repair wounds/healing process, skin renewal

Structure of the hair
Hair follicle, hair shaft, hair root, erector pili muscle

Function of the hair
Role in heat regulation, protection eg eyelash protects the eye from dust and sweat

Growth of hair
Cycle of hair to include anagen, catagen, telogen

Structure of the nails
Technical terminology: onyx or ungium = nail, nail bed, lateral nail fold, matrix, nail bed, lunula, cuticle

Function of the nails
Role in protection, aid sensory perception/develop sense of touch

Pathologies of the skin
Bacterial infections:
- impetigo
- conjunctivitis
- hordeolum – stye
- furuncles – boils
- carbuncles
- paronychia – tissue surrounding nails
Viral infections:
- herpes simplex
- herpes zoster or shingles
- verrucae or warts
Infestations:
- scabies or itch mites
- pediculosis capitis or head lice
- pediculosis pubis
- pediculosis corporis
Fungal diseases:
- tinea corporis – body ringworm
- tinea capitis – ringworm of the head
- tinea pedis – athlete’s foot
Sebaceous gland disorders:
- milia
- comedones – blackheads
- seborrhoea
- steatomas, sebaceous cysts or wens
- acne vulgaris
- acne rosacea
Suderiferous (sweat) gland disorders:
- miliaria rubra (prickly heat)
- bromidrosis/osmidrosis
• anhidrosis
• hyperhidrosis

Pigmentation disorders:
• ephilides – freckles
• lentigines
• vitiligo
• albinism
• vascular naevi
• erythema
• dilated capillaries

Skin disorders involving abnormal growth:
• psoriasis
• seborrhoeic or senile warts
• verrucae filiformis or skin tags
• keloids

Allergies:
• dermatitis
• eczema
• urticaria – nettle rash or hives

Malignant tumours:
• squamous cell carcinomas or prickle-cell cancers
• basal cell carcinomas or rodent ulcers
• melanoma

Pathologies of the hair
Alopecia, hyper and hypotricosis

Pathologies of the nail
Anonychia — congenital absence of nail
Beau’s lines — deep horizontal depressions on all nails
Leukonychia — white nails or white spots
Longitudinal furrows
Onycholysis — separation of the nail from the nail bed
Paronychia — bacterial infection of the cuticle
Tinea unguium — ringworm of the nail
Onychauxis — thick, curved
Onychocryptosis — ingrowing nail
Onychorrhexis — transverse and longitudinal splitting and peeling
Unit 303  Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies

Outcome 3  Understand the anatomy, physiology and pathologies of the skeletal system

Underpinning knowledge

The candidate can:
1. explain the structure and classification of bones
2. explain the structure, function and growth of the skeletal system
3. explain the types of joints and their range of movements
4. explain the functions of the arches of the feet
5. analyse the pathologies of the skeletal system

Range

Classification of bones
Flat, irregular, short, sesamoid, long

Structure of bones
Structure of long bone:
- diaphysis
- epiphysis; ephiphyseal cartilage
- articular (hyaline) cartilage
- medullary canal
- periosteum

Bone formation:
- development of bone
- ossifications
- osteoblasts
- osteocytes
- osteoclasts

Bones of the skull: location and role:
- Bones of the cranium:
  - frontal
  - parietal
  - temporal
  - occipital
  - sphenoid
  - ethmoid

- Bones of the face:
  - nasal
• vomer
• zygomatic
• lacrimal
• palatine
• inferior nasal conchae
• maxillae
• mandible

Bones of the neck and spine: location and role:
• hyoid
• vertebrae:
  • cervical vertebrae: atlas, axis
  • thoracic vertebrae
  • lumbar vertebrae
  • sacral vertebrae
  • coccygeal vertebrae
  • intervertebral discs

Bones of the thorax, arm and hand: location and role:
• thorax:
  • ribs
  • sternum
  • thoracic cage
  • clavicle
  • scapula
  • shoulder girdle
• arm:
  • humerus
  • radius
  • ulna
• hands:
  • carpals (scaphoid, lunate, triquetrum, pisiform, trapezium, trapezoid, capitate, hamate)
  • metacarpals
  • phalanges

Bones of the pelvis, leg and foot: location and role:
• pelvic girdle:
  • ilium; ischium; pubis
  • innominate bones
• legs:
  • femur
  • patella
  • tibia
  • fibula
• feet:
  • tarsals (talus, calcaneus, navicular, cuneiforms (medial, intermediate, lateral), cuboid)
- metatarsals
- phalanges

**Structure of the skeletal system**
Axial skeleton: 80 bones
Appendicular skeleton: 126 bones

**Function of the skeletal system**
To provide shape, attachment for skeletal muscles and leverage, support, protection of internal organs, protection of blood cells, storage of calcium, storage of fat

**Types of joint**
Fixed: fibrous: synarthrotic fused joints, sutures of the skull
Semi-moveable: cartilaginous: amphiarthrotic
Freely moveable: synovial: diarthrotic

**Types of synovial joint**
Ball and socket: hip, shoulder
Saddle: thumb and 1st metacarpal
Condyloid: temporomandibular joint: synovial: diarthrotic joint
Ellipsoidal, atlas and occipital
Pivot: proximal and distal radius-ulna, atlas and axis
Hinge: elbow, knee, ankle, phalanges
Gliding: patella and femur, carpals, tarsals, sacro-iliac

**Range of movements related to joint type**
Flexion, extension, hyperextension, abduction, adduction, circumduction, rotation: medial, lateral, pronation, supination

**Functions of the arches of the feet**
Foot and gait stability, propulsion, shock absorbers

**Pathologies of the skeletal system**
Osteoarthritis, gout, bursitis, torn cartilage, sprain, dislocation, rickets, bunions, hammer toes, fractures: simple, compound, stress, rheumatoid arthritis, osteomalacia, osteoporosis
Unit 303 Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies

Outcome 4 Understand the anatomy, physiology and pathologies of the muscular system

Underpinning knowledge

The candidate can:

1. explain the **structure, function, growth and repair of the muscular system**
2. explain the **location and action of muscle groups** within the muscular system
3. explain the **principles of muscle contraction**
4. analyse the **pathologies of the muscular system**

Range

**Structure, function, growth and repair of the muscular system**

Function of muscle:

- movement
- stabilises joints
- maintenance of posture
- movement of substances through skeletal muscle pump
- generation of heat

Organisation of muscle types:

- Skeletal: voluntary, striated, attached to bone: 650 muscles
- Visceral: involuntary, non-striated (smooth)
- Cardiac: involuntary, only found in the heart

Structure of skeletal muscles:

- Fascia: continuous with tendons and periosteum
- Tendons: cylindrical, aponeurosis
- Muscle
- Facicles
- Muscle fibres or cells: peripheral nuclei
- Myofibrils
- Actin, myosin and sarcomeres
- Motor unit

**Location and action of muscle groups**

Muscles of the scalp and face:

- Facial muscles of expression:
  - Frontalis
  - Occipitalis
  - Orbicularis oculi
  - Corrugator supercilii
• Nasalis
• Orbicularis oris
• Zygomaticus
• Risorius
• Mentalis
• Facial muscles of mastication
• Buccinator
• Masseter
• Temporalis

Neck muscles of support:
• Platysma
• Sternocleidomastoid

Muscles of the thorax, arm and hand:
• Muscles of anterior thorax (chest)
  • Pectoralis major and minor
  • External and internal intercostals
  • Diaphragm
  • Serratus anterior
• Muscles of posterior thorax (back)
  • Sacro-spinalis (erector spinae)
  • Trapezius
  • Latissimus dorsi
  • Levator scapulae
  • Rhomboids major and minor
  • Rotato cuff; supraspinatus, infraspinatus, teres minor, subscapularis
  • Teres major
• Muscles of upper arm:
  • Deltoid
  • Biceps brachii
  • Coraco-brachialis
  • Brachialis
  • Triceps brachi
• Muscles of lower arm and hand:
  • Pronator teres
  • Brachioradialis
  • Wrist flexors: flexor carpi radialis, flexor carpi ulnaris, flexor carpi digitorum
  • Wrist extensors: longus, brevis, extensor, carpi ulnaris, extensor carpi digitorum
  • Abductor pollicis brevis
  • Thenar and hypothenar eminence

Muscles of the abdominal region:
• External obliques
• Rectus abdominis
• Internal obliques
• Transversus abdominis
• Quadratus lumborum

Muscles of the hip, leg and foot:
• Muscles of the hip:
  • Iliopsoas
  • Piriformis
  • Gluteus maximum, medius, minimus
  • Tensor fasciae latae
• Muscles of the thigh:
  • Sartorius
  • Rectus femoris (quadriiceps): vastus lateralis, vastus intermedius, vastus medialis
  • Biceps femoris (hamstrings): semitendinosus, semimembranosus
  • Gracilis
  • Adductors longus, brevis, magnus
• Muscles of the lower leg and foot:
  • Gastrocnemius
  • Soleus
  • Tibialis anterior
  • Peroneus longus
  • Extensor digitorum longus
  • Flexor digitorum longus
  • Extensor digitorum longus
  • Flexor hallucis longus

**Principles of muscle contraction**

Sarcomere, actin and myosin

Muscular contraction:
• Stages:
  • Tone
  • Relaxation
  • Fatigue
• Antagonistic pairing
  • Prime mover
  • Antagonist
  • Synergist
  • Fixator
• Types of contraction:
  • Isotonic: concentric and eccentric
  • Isometric
• Role of ATP and function of energy systems
  • Aerobic: carbon dioxide and water
  • Anaerobic: lactic acid
• Types of fibres:
  • Red (type I): myoglobin, mitochondria, bloody supply, fatigue resistant, tonus
  • White (type II): glycogen storage, glycolysis, rapid movement
Pathologies of the muscular system
Lumbago, cramp, rupture, atrophy, RSI (Repetitive strain injury) and inflammatory variants:
tennis/golfers elbow, tendonitis, carpal tunnel, frozen shoulder, housemaid’s knee, ankle tendon
injury, shin splints, myasthenia gravis, bursitis, muscular dystrophy, fibromyalgia

Unit 303 Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies
Outcome 5 Understand the anatomy, physiology and pathologies of the nervous system

Underpinning knowledge
The candidate can:
1 describe the structure and function of each component of the nervous system
2 analyse the pathologies of the nervous system

Range
Structure and function of each component of the nervous system
Structure of the nervous system:
• the central nervous system (CNS): brain & spinal cord
• the peripheral nervous system (PNS):
  • the somatic nervous system: conveys information to the central nervous system from the
    senses (afferent); conveys information from the central nervous system to the muscles
    (efferent)
  • the autonomic nervous system: supplies involuntary muscle tissue; controls movements of
    internal organs; and secretions from glands; conveys information from the central nervous
    system to the muscles (glands)
• the autonomic nervous system
  • sympathetic system: stimulates activity; activation of energy
  • parasympathetic system: inhibits activity; conservation of energy
• role in homeostasis
• links with endocrine system

Functions of the nervous system:
• to detect stimuli inside and outside the body
• to process and interpret stimuli
• to respond to stimuli

Types of neurone:
• sensory (afferent)
• motor (efferent)
• association or interneurone

Structure of a motor neurone:
• cell body
• dendrites
• axon
• myelin sheath: Schwann cell
• neurilemma
• end feet: axon terminals
Synapse:
- synaptic gap
- neurotransmitter: (acetylcholine; noradrenaline; dopamine)

Nerves pathways:
- sensory
- motor
- mixed

Sense organs:
- eyes:
  - photoreceptors: retina
  - layers of the eye
  - structures in the eyeball: conjunctiva, cornea, lens, aqueous & vitreous humours
- ears:
  - mechanoreceptors: inner ear
  - middle & outer ear
  - eardrum
- nose:
  - chemoreceptors: nasal muscosa
  - sinuses
- tongue:
  - chemoreceptors: taste buds
  - swallowing

Brain:
- location: in skull
- meninges:
  - ventricles
  - cerebro-spinal fluid (CSF)
- organisation of the brain:
  - grey matter: cell bodies, unmyalinated axons & dendrites
  - white matter: myalinated axons
  - Ganglion

Cerebrum: cerebral hemispheres, cortex, limbic system:
- location: in vault of skull
- controls mental activities: memory, intelligence, sense of responsibility, thinking and reasoning
- interprets of sensations pain, temperature, touch, sight, hearing, taste and smell
- initiates and controls voluntary muscle action
- limbic system (deep in cerebrum): relays information from senses to cortex and responsible for learning, memory and emotion

Diencephalon: thalamus & hypothalamus:
- thalamus:
  - location: between cerebral hemispheres on either side of 3rd ventricle
• relay station
• hypothalamus
  • location: under thalamus in centre of brain
  • primary link with the autonomic nervous system
  • regulates body temperature, water balance, metabolism, hunger, thirst, sleeping and waking patterns
  • stimulates or inhibits the action of the anterior pituitary gland
  • produces antidiuretic hormone (vasopressin) and oxytocin: both stored in the posterior pituitary

Cerebellum:
• location: rear of brain, just under cerebral hemisphere.
• function: co-ordinates automatic movement such as walking, jumping, running. Maintains muscle tone, posture and balance

Brain stem:
• location: junction between brain and spinal cord
• medulla oblongata: cardiac, respiratory, vasomotor and reflex centre
• pons: reflex centre
• midbrain: cranial nerve reflexes

Cranial nerves (12 pairs):
• location: emerging from brainstem and forebrain
• (olfactory, optic, oculomotor, trochlear, trigeminal, abducens, facial, glossopharyngeal, vagus, accessory, hypoglossal)

Spinal cord:
• location: within vertebral column from brain stem to lumbar vertebra
• functions:
  • conveys impulses to and from the brain & the peripheral nervous system
  • provides fast response reflexes to external/internal stimuli: reflex arc
• structure:
  • continuation of brain, extending down the vertebral column
  • grey & white matter
  • dorsal ganglia

Spinal nerves & plexuses: 31 pairs of spinal nerves:
• cervical
• brachial
• thoracic
• lumbar
• sacral

Pathologies of the nervous system
Bell’s palsy, epilepsy, multiple sclerosis (MS), sciatica, neuritis, myalgic encephalomyelitis (ME), cluster headaches, migraine, ear problems: deafness, earache, glue ear, tinnitus, vertigo; eye problems:
cataract, conjunctivitis, glaucoma, Alzheimer’s disease, cerebral palsy, Parkinson’s disease (PD), motor neurone disease (MND), meningitis, spina bifida
Unit 303  
Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies

Outcome 6  
Understand the anatomy, physiology and pathologies of the endocrine system

Underpinning knowledge
The candidate can:
1 explain the structure and function of the endocrine system
2 explain the location of the endocrine glands
3 explain the function of the endocrine glands
4 describe the hormones secreted from the endocrine glands and their target sites
5 analyse the pathologies of the endocrine system

Range

Structure of the endocrine system
Endocrine glands – ductless: hormone secretion directly into the blood stream
Hormones – chemical messengers

Function of the endocrine system
- ductless: hormone secretion directly into the blood stream
- maintenance of homeostasis
- controlling effect on body’s functions some of which are:
  - stimulation/inhibition of growth
  - induction/suppression of cell death (apoptosis)
  - activation/inhibition of immune system
  - regulation of metabolism
  - preparation for new activity eg fighting, fleeing, sexual activity
  - preparation for new phase in life eg puberty, pregnancy
  - controlling reproductive cycle

Location of the endocrine glands
Hypothalamus; pituitary; pineal, thyroid, parathyroids, thymus (in children), pancreas, adrenals, gonads (ovaries and testes)

Function of the endocrine glands
Hormone secretion directly into the blood stream, neurotransmitters

Hormones secreted from the endocrine glands and their target sites
Hormones and hormone action:
- receptor sites
- Target organs
- Tropic hormones
- Transmission by chemical means only, slower, longer lasting effects, link with neurotransmitters
Anterior pituitary:
- location: below hypothalamus
- hormones:
  - thyroid stimulating hormone (TSH); targets thyroid; regulates metabolism,
  - adrenocorticotrophic hormone (ACTH); targets cortex of suprarenal glands;
  - human growth (somatotropic) 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 (PRL): targets mammary glands; production of milk

Posterior pituitary:
- location: behind anterior pituitary
- hormones stored:
  - antidiuretic hormone (ADH) or vasopressin: targets kidneys and arteries; decreases urine production
  - oxytocin: targets uterus and breasts; stimulates labour and ejects milk from the nipple

Pineal gland:
- location: deep centre towards back of brain
- melatonin: regulates the ‘body clock’

Thyroid and parathyroid glands:
- thyroid:
  - location: wrapped around trachea below larynx
  - thyroxine T3; target cells and tissues throughout the body; controls the basal metabolic rate
  - calcitonin; targets bones and kidneys to regulate calcium levels
- parathyroid:
  - location: embedded in posterior surface of thyroid
  - parathormone PTH; targets bones; regulates calcium/phosphorus levels, increases blood calcium levels and activates Vitamin D

Thymus:
- location: upper anterior portion of the chest cavity just behind the sternum
- relationship with lymphatic system
- tyymosin - function

Pancreas:
- location: posterior to stomach, close to duodenum
- relationship between its endocrine and exocrine functions
- insulin: target site – blood sugar; controls metabolism of carbohydrates and lowers blood sugar levels - islets of Langerhans: beta (β) cells.
- glucagon: target site – blood sugar; releases glycogen stored in the liver to raise blood sugar levels - islets of Langerhans: alpha (α) cells
Adrenal glands:
- location: superior to renal organs
- 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; targets circulation; contracts blood vessels and raises blood pressure

Ovaries:
- location
- function

Testes:
- location
- function

Pathologies of the endocrine system
Thyroid: thyrotoxicosis (hyperthyroidism); myxoedema (hypothyroidism); goitre
Adrenal: Cushing’s syndrome: hypersecretion; Addison’s disease: hyposecretion
Pancreas: diabetes mellitus (type 1 & 2)
Pineal: seasonal affective disorder (SAD)
Pituitary: diabetes insipidus
Unit 303  
Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies

Outcome 7  
Understand the anatomy, physiology and pathologies of the respiratory system

Underpinning knowledge
The candidate can:
1. explain the structure and function of the respiratory system
2. describe the stages of respiration
3. explain the process of gaseous exchange
4. analyse the pathologies of the respiratory system

Range

Structure of the respiratory system
Upper respiratory system:
- mouth: intake of air when oxygen demand is high or if the nasal cavity is blocked
- nose:
- inhaling air, filtering, warming and moistening air
- olfactory stimuli, acts as a sound chamber
- vascular mucous membranes of nasal cavity warm inhaled air
- mucus humidifies air
- mucus and cilia trap dust particles and filter air
- sinuses; frontal sinuses (above the eyebrows), maxillary sinuses (in the cheekbones), ethmoid sinuses (just behind the nose), sphenoid sinuses (anterior of the pituitary gland)
- pharynx: divided in to three portions named after the structure to which they are closest. Nasopharynx (nasal cavity) – oropharynx (oral cavity) – laryngopharynx (larynx)
  - location: nasal cavity to top of oesophagus
  - Nasopharynx contains tonsils which are made up of lymphoid tissue contains opening from the Eustachian tubes.
  - Oropharynx receives air from the nasopharynx plus air, food and drink from the mouth down to the epiglottis.
  - nasopharynx – location – lies behind nose, posterior wall lie adenoids
  - oro-pharynx part of both respiratory and digestive system: breathing ceases while swallowing
  - laryngopharynx – extends from oropharynx and continues as the oesophagus below
- larynx: Voice box
  - allow air to pass from the pharynx to the lungs, prevents solids and liquids getting into the lungs, it allows sound production, which enables speech.
  - Three pairs of ligaments called the vocal cords.
    - location: in neck below pharynx
    - moves upwards and forwards during swallowing causing epiglottis to block its opening
    - also enables the production of sound
- epiglottis
Lower respiratory system: respiratory zone:

- trachea: windpipe
- acts as a tube running from the larynx to the lungs
- about 1.5cm in diameter and 15cm in length
- made up of dense connective tissue and smooth muscle
- reinforced by 15-20 C-shaped pieces of cartilage which form incomplete rings.
- These rings of cartilage protect the trachea and keep the airways open,
  - cricoid cartilage to top of sternum
  - epithelial lining secretes dust trapping mucus
  - epithelial cilia sweep particles upwards away from the lungs
- primary bronchii (right & left): are composed of incomplete rings of cartilage and are lined with mucous membrane.
  - divide progressively into smaller secondary & tertiary bronchii
  - carry air from the trachea into the bronchioles
- bronchioles:
  - carry air from the bronchii into the lungs
  - bronchioles sub-divide into small airs sac, alveoli.
- lungs:
  - three lobes on the right and two on the left
- 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

Ventilation:

- mechanism of inhalation – inspiration: active process initiated by diaphragm:
  - contraction of diaphragm muscle increases the volume of the thorax
  - contraction of external intercostal muscles swings ribs outwards and upwards increasing size of the thorax
  - combined action increases capacity of the thorax lowering the inter-thoracic pressure
  - greater pressure outside of body causes air to flow into conducting zone

- mechanism of exhalation - expiration: passive process (unless forced):
  - muscles of diaphragm and intercostals relax
  - volume of the thorax decreases thus raising inter-thoracic pressure
  - elastic lungs recoil
  - air flows back out of lungs until pressures reach equilibrium

Functions of the respiratory system
Supply the blood with oxygen, excrete carbon dioxide (facilitate the exchange of gases, oxygen and carbon dioxide.)
Stages of respiration
- ventilation
- external respiration: gaseous exchange in lungs
- transport of gases
- internal respiration: gaseous exchange in tissues
- cellular respiration

Process of gaseous exchange
Gaseous exchange:
- de-oxygenated blood leaves heart via pulmonary artery enters pulmonary capillary network
- dissolved oxygen diffuses through cells lining each alveolus and capillary walls into the plasma
- oxygen diffuses from plasma into the erythrocytes
- combines with haemoglobin to form oxyhaemoglobin
- oxygenated blood leaves enters pulmonary veins and taken to the heart then around the body

Composition of inspired and expired air:
- inspired air: oxygen – 21%; carbon dioxide – 0.04%
- expired air: oxygen – 16%; carbon dioxide – 4.5%

Pathologies of the respiratory system
Obstructive: emphysema, bronchitis, asthma
Infectious, environmental, other: pneumonia, tuberculosis (TB), asbestosis, hay fever, rhinitis, whooping cough, sinusitis, laryngitis, pharyngitis
Restrictive: fibrosis, sarcoidosis, pleurisy, lung cancer
Unit 303 Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies

Outcome 8 Understand the anatomy, physiology and pathologies of the cardiovascular system

Underpinning knowledge
The candidate can:
1. explain the structure and function of the cardiovascular system
2. explain the composition and functions of the blood
3. explain the location, structure and function of the heart
4. explain the types of blood vessel
5. identify the major blood vessels of the body
6. define blood pressure
7. explain the factors that affect blood pressure
8. analyse the pathologies of the cardiovascular system

Range

Structure of the cardiovascular system
The blood, the heart, the blood vessels aorta – arteries – arterioles – capillaries – venules – veins – superior/inferior vena cava

Functions of the cardiovascular system
To pump blood
To maintain fluid pressure
To transport respiratory gases
To transport nutrients, hormones, enzyme, antibodies and waste products
To provide immunity
Helps in the regulation of body temperature
Prevents fluid loss through the clotting mechanism

Composition and functions of the blood
Appearance (relative oxygenation):
- arterial blood: bright red
- venous blood: dark red

Blood volume in the body:
- 5 – 6 litres in an average adult

 Constituents:
- 55% fluid: plasma – clear, pale yellow, slightly alkaline fluid
- 91% of plasma is fluid
- 9% consists of dissolved blood proteins, waste, digested food materials, mineral salts and hormones
- 45% solids: blood cells – erythrocytes (red) – leucocytes (white) – thrombocytes (platelets)
Erythrocytes (red blood cells) – carry oxygen to the body cells

Leucocytes (white blood cells) – destroy disease causing micro-organisms, ingest bacteria and dead matter:
- Granulocytes - 75% neutrophils, eosinophils, basophils
- Agranulocytes – 20% lymphocytes, (5% monocytes/macrophages)

Thrombocytes/platelets – role in clotting

Location, structure and function of the heart
Location:
- behind the sternum between the lungs, of the thoracic cavity
- centrally placed but angled to left of midline of body
- contained within protective pericardial sac: serous fluid to reduce friction

Structural layers:
- pericardium/epicardium: thin, external layer
- Pericardium: the outer layer
- Myocardium: the middle layer
- Endocardium: the inner layer
- myocardium: bulk of heart wall, specialised muscle structure, responsible for heart contraction
- endocardium: inner layer, covering heart wall, valves and tendons

Internal structure:
- right atrium
- left atrium
- right ventricle
- left ventricle
- septum

Principal blood vessels:
- superior vena cava
- inferior vena cava
- pulmonary artery
- pulmonary vein
- aorta
- coronary artery
- coronary sinus

Valves:
- tricuspid valve
- bicuspid (mitral) valve
- pulmonary valve
- aortic valve
- pulmonary valve

Heart physiology:
• blood flow:
  • returned blood received via right atrium, except from lungs
  • right atrium to right ventricle
  • right ventricle to right and left pulmonary arteries, to lungs
  • oxygenated blood returned via pulmonary veins to left atrium
  • left atrium to left ventricle
  • left ventricle to ascending aorta, to branches of the aorta to the heart and the rest of the body

• cardiac cycle:
  • diastole – means relaxation
  • systole – means contraction
  • partial – diastole ventricular systole

• electrical conduction in the heart: myogenic:
  • sino atrial node (SAN)
  • atrioventricular node (AVN)

• heart rate (average):
  • 70 bpm males; 75 bpm females

• control of heart rate:
  • role of the autonomic nervous system; vagus nerve
  • role of the hormone adrenaline

### Types of blood vessel

**Arteries:** main artery (aorta)
- thick-walled, muscular, elastic vessels conveying blood away from heart to arterioles
- help maintain blood pressure: elastic arteries closest to heart; muscular arteries further away

**Arterioles:**
- small arteries which convey blood to the capillaries

**Capillaries:**
- microscopic blood vessels composed of a single layer of cells: endothelium
- connect arterioles and venules
- allow the passage of nutrients and waste products between the blood and tissue cells
- capillaries help to regulate body temperature: vasodilation or vasoconstriction

**Venules:**
- collect blood from capillaries and drain into veins
- thinner walled than arteries

**Veins:** main veins (superior/inferior vena cava)
- convey blood back to the heart from the venules
- contain valves to prevent back flow
- thinner walled than arteries

### Major blood vessels

**Primary vessels of the head, face and neck:**
- common carotid artery
• external carotid artery
• internal carotid artery
• external jugular vein
• internal jugular vein
• vertebral artery

Primary vessels of the thorax, arm and hand:
• brachial artery
• radial artery
• ulnar artery
• cephalic vein
• axillary artery
• axillary vein
• ascending aorta, aortic arch and descending aorta
• left & right subclavian arteries
• left & right subclavian veins

Primary vessels of the abdomen:
• hepatic artery
• hepatic vein
• hepatic portal vein
• splenic artery
• splenic vein
• renal artery
• renal vein

Primary vessels of the pelvis, leg and foot:
• femoral artery
• femoral vein
• anterior tibial artery
• posterior tibial artery
• saphenous vein: greater, lesser
• iliac artery
• iliac vein
• popliteal artery
• popliteal vein

**Blood pressure**

Source:
• originates from heart
• force exerted by blood on walls of blood vessels

Measurements:
• diastolic: 80 mmHg
• systolic: 120 mmHg

Types of circulation:
• systemic/general
- pulmonary
- portal/hepatic
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
Simple causes of changes in blood pressure:
- a decrease in volume, eg blood loss, causes drop in pressure
- an increase in volume, eg fluid retention, causes an increase in pressure
- relaxation/activity/exercise/massage/heat

Pathologies of the cardiovascular system
Angina, deep vein thrombosis (DVT), hypertension, hypotension, stroke, heart rate abnormalities: tachycardia (resting rate of more than 100 beats per minute), bradycardia (resting rate of less than 50 beats per minute), varicose veins, phlebitis, pulmonary embolism, anaemia, clotting disorder, nosebleeds: epitaxis, palpitations, sickle cell anaemia, gangrene, myocardial infarction, atherosclerosis, arteriosclerosis
Unit 303  Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies

Outcome 9  Understand the anatomy, physiology and pathologies of the lymphatic system

Underpinning knowledge
The candidate can:
1. explain the **structure and function of the lymphatic system**
2. describe the **composition of lymph**
3. explain the **location and function of major lymphatic nodes and ducts**
4. explain the **location and function of lymphatic organs**
5. explain the **principles of immunity**
6. analyse the **pathologies of the lymphatic system**

Range

Structure of the lymphatic system
Lymph and lump vessels:
- lymph
- lymph capillaries
- lymph vessels

Lymphatic organs and tissues (including mucosa-associated lymphoid tissue):
- lymph nodes
- thymus gland
- spleen
- tonsils
- peyers patches (aggregated lymphoid follicles)

Function of the lymphatic system
- Carry excess fluid and foreign particles from the body tissues and cells
- Transport fats from the digestive tract to the blood: chyle
- Produce lymphocytes to deal with waste and toxins
- Develop antibodies to defend the body against infection

Composition of lymph
Lymph:
- Clear, straw-coloured, tissue fluid derived from blood plasma through capillary filtration
- Comprises plasma substances eg fibrinogen; serum albumin; serum globulin; water; lymphocytes
- Lymphatic system returns tissue fluid to blood
- Lymph flow is unidirectional not circular

Lymphatic capillaries:
- Thin-walled, more permeable than blood capillaries
• Collect tissue fluid
• Carry lymph to lymphatic vessels

Lymphatic vessels:
• contain valves to prevent backflow
• transport lymph through lymphatic nodes

Location and function of major lymphatic nodes and ducts

Lymphatic nodes (glands):
• Structure:
  • vary in size from a pin head to an almond
  • lymphoid tissue
  • surrounded by connective tissue capsule
  • afferent and efferent lymph vessels
  • reticular tissue
• Location
  • found all over the body at strategic sites where there is a greater risk of infection
• Function
  • filtering pathogens
  • phagocytes
  • T and B-lymphocytes

Lymphatic ducts:
• general: drain lymph and return it to the blood stream
• 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

Location of the major lymphatic nodes of the body:
• cervical
• axillary
• supratrochlear
• iliac
• inguinal
• popliteal

Location and function of lymphatic organs

Thymus:
• location within mediastium behind sternum, extends up to base of neck
• processes lymphocytes into active ‘T’ cells vital to immune system
• endocrine function, pre-puberty, in the control of growth
• degenerates after puberty

Spleen:
• location: in 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
• blood cell production at time of need in an adult
• selectively filters white cells and platelets

**Principles of immunity**
• antigens, antibodies
• acquired immunity (from infection)
• natural immunity
• allergy triggers and the body’s response

**Pathologies of the lymphatic system**
Allergies, cancer: metastases, fever, HIV (and AIDS), lymphoedema, mastitis, cellulitis, myalgic encephalomyelitis (ME), systemic lupus erythmotosis (SLE), Hodgkin’s disease, leukaemia
Unit 303 Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies

Outcome 10 Understand the anatomy, physiology and pathologies of the digestive system

Underpinning knowledge
The candidate can:
1 explain the structure and function of the digestive system
2 explain the processes of digestion
3 identify the location of the organs involved in digestion
4 analyse the pathologies of the digestive system

Range

Structure of the digestive system
Alimentary canal:
- mouth
- salivary glands (sublingual – submandibular – parotid glands)
- pharynx
- oesophagus
- stomach
- small intestine
- large intestine (consisting of the caecum, appendix, colon and rectum)
- rectum
- anus
Accessory organs:
- pancreas
- liver
- biliary tract

Function of the digestive system
- to break down complex chemicals to simple ones
- to absorb simple chemicals
- to assimilate products of digestion
- to eliminate indigestible materials

Processes of digestion
Physical digestion:
- mastication
- peristalsis
- churning
Chemical digestion: enzymes:
- proteases act on proteins and peptides to produce amino acids
- Lipases act on lipids to produce fatty acids and glycerol.
- Amylases act on carbohydrates to produce simple sugars (disaccharides & monosaccharides).
- pH and heat sensitivity of enzymes: lock and key theory.

**Location and function of the organs involved in digestion**

Organisation of the upper gastrointestinal tract:
- **mouth**: oral or buccal cavity:
  - lips
  - teeth
  - tongue:
    - function – chewing, swallowing, speech
    - sense of taste
  - pharynx
  - oesophagus

Accessory digestive organs: upper:
- salivary glands – submandibular, sublingual, parotid:
  - location: around oral cavity
  - Saliva (enzyme salivary amylase)
  - produces amylase to act on polysaccharides

Organisation of the lower gastrointestinal tract:
- **stomach**:
  - 3 regions of the stomach – fundus, body and pylorus
  - cardiac sphincter – function to prevent reflux
  - pyloric sphincter – guards opening from stomach to duodenum
  - three muscle layers of muscle fibres
  - mucosa – secret gastric juices
  - gastric glands:
    - produces pepsin (pepsinogen) to act on proteins and rennin in infants
    - produce HCl: activates pepsinogen; kills micro-organisms
  - function of the stomach:
    - storage of food
    - chemical digestion
    - mechanical breakdown of food – churning, addition of gastric juices, chime
    - limited absorption of water, alcohol
    - regulation of movement of gastric contents into duodenum
    - secretion of hormone gastrin
    - defence against microbes
- **small intestine**:
  - duodenum
  - jejunum
  - ileum
  - structure – four layers, mucosa, villi and micrivilli, lacteals and absorption of fats, peyers patches
  - intestinal glands: produces enzymes to act upon carbohydrates in the small intestine
function of the small intestine:
- 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: internal & external

function of the large intestine:
- absorption of fluid by osmosis
- re-absorption of mineral, salts, vitamins
- commensal microbes
- defecation

Accessory digestive organs: lower:

pancreas:
- pancreatic juice – alkaline contains water, mineral salts, enzymes:
  - enzymes to act upon carbohydrates (pancreatic amylase), protein (trypsin) and lipids in the small intestine

liver:
- carbohydrate metabolism
- production of bile to emulsify lipids
- protein metabolism
- stores various fat and water soluble vitamins (A, D, E, K, B12), iron and copper
- synthesizes Vitamin A from carotene
- detoxifies drugs and noxious substances
- metabolises ethanol in alcohol
- inactivates hormones
- fat metabolism
- production of heat
- cells break down worn out erythocytes blood cells to release iron that is stored

gall bladder:
- stores and concentrates bile
- Function of bile is to emulsify fats in the small intestine and neutralises stomach acids

Pathologies of the digestive system
Halitosis, gum and dental problems: gingivitis, abscesses, heart burn: acid reflux, indigestion (dyspepsia), ulcers: duodenal, gastric, peptic, hepatitis, cirrhosis of the liver, gall stones, gastroenteritis, constipation, diarrhoea, irritable bowel syndrome (IBS), flatulence, haemorrhoids,
Hiatis hernia, Crohn’s disease, jaundice, inflamed gall bladder, pernicious anaemia, colitis (including ulcerative colitis) diverticulosis and diverticulitis, colon cancer, coeliac disease.
Unit 303 Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies

Outcome 11 Understand the anatomy, physiology and pathologies of the urinary system

Underpinning knowledge
The candidate can:
1 explain the structure and function of the urinary system
2 explain the production and content of urine
3 analyse the pathologies of the urinary system

Range

Structure and function of the urinary system
Organisation of the urinary tract:
- Renal organs
- ureters: 2 long thin tubes that lead from each kidney to the bladder
  - direction of urine from kidneys to bladder
- bladder:
  - location: behind pubic bone, pelvic cavity
  - function: storage of urine, collects and stores urine
  - average capacity
- urethra:
  - to transfer urine to the exterior
  - in males functions as part of both reproductive and urinary system

Renal organs or kidneys:
- location: back of abdominal cavity just below waist
- capsule
- cortex
- medulla
- pyramids
- calyces
- pelvis

Nephron:
- afferent and effect arterioles
- glomerulus
- glomerular/Bowmans capsule
- proximal coiled tubule
- loop of Henle
- distal coiled tubule
- collecting duct

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Basic functions of the urinary system:
- distribution of intracellular and extracellular 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
- regulation of blood pressure (renin-angiotensin)

Production of urine
- filtration under pressure
- reabsorption
- active secretion

Urine content
- urea
- uric acid/ammonia
- salts
- water

Pathologies of the urinary system
Cystitis, incontinence, renal failure, kidney and bladder stones, nephritis: Bright’s disease, renal colic, uraemia, Enuresis
Unit 303

Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies

Outcome 12
Understand the anatomy, physiology and pathologies of the reproductive systems

Underpinning knowledge
The candidate can:
1. explain the **structure and function of the reproductive system**
2. explain the **key stages of the human reproductive cycle**
3. analyse the **pathologies of the reproductive system**

Range

**Structure and function of the reproductive system**
Functions of the reproductive system:
- Production of sperm & ova:
  - meiosis: comparison with mitosis, cytokinesis
  - haploid number

The female reproductive tract:
- Organisation of the reproductive system:
  - ovary or gonad
  - fallopian tubes
  - uterus
  - cervix
  - vagina
  - external genitalia: labia (majora, minora), clitoris
  - vestibule and greater vestibular glands
- Accessory organs of reproductive tract. (Breast):
  - function: produce and secrete milk after birth
  - Location: pectoral region, anterior of chest

Female sex hormones:
- oestrogen: affects secondary sexual characteristics in females; development of female reproductive system, external genitalia, uterus and breasts, regulates menstrual cycle
- progesterone: affects structures involved in pregnancy; maintenance of pregnancy, development of the placenta, preparation of breast for lactation

Organisation of male reproductive tract:
- testes
- scrotal sac
- epididymis
- seminal vesicles
• prostate
• urethra
• penis
• glands
• prepuce/foreskin

Male sex 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

Key stages of the human reproductive cycle
Female:
• puberty: menarche
• pregnancy
• menopause

Male:
• puberty
• ‘menopause’

Menstrual cycle:
• menstruation
• follicular phase
• ovulation
• luteal phase

Pathologies of the reproductive system
polycystic ovarian syndrome (PCOS), impotence, menstrual problems: amenorrhoea, dysmenorrhoea, premenstrual syndrome, post-natal depression, infertility, mastitis, cancer: testicular, prostate, breast, cervical, ectopic pregnancy, endometriosis, prolapse, sexually transmitted diseases (STDs), pelvic inflammatory diseases (PIS)
Unit 304  Provide Body Massage for Complementary Therapies

Level: 3

Credit value: 19

Unit aims
The aim of this unit is to provide the learner with the knowledge and skills to carry out a body massage.

The skills developed by the learner include: communication skills, organisation skills, the ability to work unsupervised, how to adapt techniques according to the situation, the ability to plan and promote services and advise on aftercare.

The knowledge acquired by the learner will enable them to understand how the related body systems works, the theory and practice of massage techniques and the effect massage treatments can have on each of the body systems and the history and role of massage therapy as set out in the National Occupational Standards for Massage Therapy.

Entry requirements
It is recommended that learners have completed or have made arrangements to attend a first aid course.

Learning outcomes
There are three outcomes to this unit. The candidate will:
1 Be able to prepare for body massage treatment
2 Be able to provide body massage treatment
3 Be able to reflect upon body massage treatment

Guided learning hours
It is recommended that 112 guided learning hours are allocated for this unit. This may be on a full or part time basis.

Details of the relationship between the unit and relevant national occupational standards
The unit maps to the Core Curriculum for Body Massage and is linked to the Skills for Health NOS, please see Appendix 1 for details.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health SSC.
Connections
This unit contributes towards the knowledge and understanding required for the following qualification:

- 7607-31 Level 3 Diploma in Complementary Therapies
- 7607-32 Level 3 Diploma in Massage
- 7607-83 Level 3 Certificate in Massage for Complementary Therapies

Functional Skills
This unit contributes towards the functional skills in the following areas:

- English Level 3

Assessment
This unit will be assessed by:

- Assignment covering practical skills and underpinning knowledge
- Portfolio of evidence including reflective practice
- Evidence of reflective practice in case studies
Unit 304  Provide Body Massage for Complementary Therapies

Outcome 1  Be able to prepare for body massage treatment

Practical skills
The candidate can:
1. prepare self, client and work area in accordance with current legislation and working practice requirements
2. consult with clients to identify factors that may influence treatment objectives
3. provide clear recommendations to the client based on the outcome of the consultation
4. select materials and equipment to suit client treatment needs

Underpinning knowledge
The candidate can:
1. describe the requirements for preparing self, client and work area for body massage treatment
2. describe the environmental conditions suitable for body massage treatment
3. describe the objectives and possible benefits of body massage treatment
4. explain the contra-indications that may prevent or restrict body massage treatment
5. describe the influencing factors that need to be considered when carrying out a client consultation
6. explain the reasons why the client may be referred to a healthcare practitioner
7. describe the employer’s and employee’s health, safety and security responsibilities

Range
Prepare self, client and work area
Behave in a professional manner throughout treatment, positive body language, personal hygiene, sanitised hands, nails, no nail varnish/extensions, hair tied back off face, no jewellery. Position of self/client throughout the massage to ensure privacy, comfort and well-being. PPE, health & safety in accordance with current legislation

Consult
Medical and lifestyle history taking an evaluation of the client, checking for contra-indications and cautions, assessing the clients’ needs, observation of the client, referral to other healthcare professionals and where appropriate obtaining the client’s consent to pass on confidential information. Agree a confidential treatment plan, client consent to treatment, client’s signature and date, record outcomes, data protection, only work within realms of own scope and expertises,

Factors
Postural and figure faults, muscle type, general health, medication, client lifestyle, client expectations, contra-indications, local contra-indications, cautions, time, age, nature/extent and urgency of client needs, personal/cultural and social situation, muscle tension, skin sensitivity, skin type, medical history, presenting symptoms, skin conditions, allergies, anxiety or stress levels, previous treatments, underlying body structures, body shape (endomorph, ectomorph, mesomorph), stress levels, common postural faults (lordosis, kyphosis, scoliosis), cost, time frequency.
**Materials and equipment**
Massage mediums, (oil, talc, cream) massage table, couch covers, bolsters, trolley, pedal bin, disposable paper products eg couch roll, towels, antiseptic wipes, dealing with spillages and breakages

**Environmental conditions**
Warmth, ventilation, privacy, lighting, space, cleanliness, volume and type of music/sounds, taking into account all current legislation

**Objectives**
Relaxation, stimulation, invigoration, sedation, uplifting, sense of well-being, integrated healthcare, treatment priorities, maintain health

**Possible benefits**
Physiological:
- Increased blood circulation
- Increase in endorphins
- Stimulating the lymphatic circulation
- Improved skin condition
- Stress relief
- Relaxation of muscles and release of tension
- Increased metabolism
- stimulates the immune system
- postural improvement
- enhances lymphatic drainage,
- restore balance in the body
- desquamation

Psychological:
- Feeling of well-being
- Relief from anxiety
- reduces nervous tension
- relaxation
- sense of well being

**Absolute Contra-indications**
(please follow core curriculum of the GCMT)
Acute sprain, directly over site of osteoporotic bone/joint, acute rheumatoid arthritis, acute ankylosing spondylitis, acute slipped disc, 1 month following a stroke, severe headaches, during a migraine, under the influence of alcohol or drugs, impetigo, ringworm, scabies, head lice, acute infectious respiratory disorders (TB, pneumonia, bronchitis), acute laryngitis, 3 months following a heart attack, deep vein thrombosis (6 months following diagnosis), oedema (requires medical diagnosis), severe haemophilia, severe anaemia, severe nausea, acute hepatitis, advanced cirrhosis, acute urinary tract infection, renal failure, acute gout, kidney stone attack

**Local contra-indications (restrict)**
(please follow core curriculum of the GCMT)
Muscle injuries in acute phase (bruising, torn fibres), acute cramp, acute tendonitis, inflammation with pain unless trained to treat injuries (eg. frozen shoulder, deltoïd bursitis, housemaid’s knee, tennis elbow, ankle tendon injuries), acute shin splints, fracture, acute bursitis, osteoarthritis, neuritis,
shingles, trigeminal neuralgia, hypothyroidism (neck if goitre present), diabetes (injection site), infectious skin condition (other than impetigo, ringworm or scabies which are total contraindications), areas of broken skin, wounds (bleeding/weeping fluid), skin cancer, blisters, bed sores, acne, boils, carbuncles, cold sores, warts, verruca, athlete’s foot, varicose veins, phlebitis, cancerous tumours, areas receiving radiotherapy, abdominal hernia, gout affected joints. Abdominal massage: non-acute urinary tract infection, pregnancy, endometriosis, pelvic inflammatory infection, prolapsed uterus/vagina.

Cautions (without medical supervision)
(Please follow core curriculum of the GCMT)
Osteoporosis, non-acute rheumatoid arthritis, non-acute ankylosing spondylitis, non-acute slipped 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, cancer, chemotherapy, radiotherapy, indigestion, stomach/duodenal ulcers, colitis, Crohn’s disease, diverticulitis, hiatus hernia, incontinence, pregnancy, menstruation

Cautions (with medical supervision)
(Please follow core curriculum of the GCMT)
Osteomalacia, Paget’s disease, stroke (2-7 months following diagnosis), transient ischaemic attack (TIA), Epilepsy, Parkinson’s disease, emphysema, unstable angina, heart attack (after 3 months following diagnosis), heart failure, high blood pressure (not controlled by medication), atherosclerosis, deep vein thrombosis (after 6 months following diagnosis), oedema (with medical diagnosis), mild haemophilia, leukaemia

Healthcare practitioners Referral
Medical practitioner, nurse, physiotherapist, osteopath, chiropractor, counsellor or another complementary therapist. GP, pharmacist, when outside limits of own knowledge or responsibility

Employer’s and employee’s health, safety and security responsibilities
Safe working equipment, safe working environment, PPE, risk assessment, Data Protection, Safe guarding vulnerable adults and children, all current legislation and working practices
Unit 304 Provide Body Massage for Complementary Therapies

Outcome 2 Be able to provide body massage treatment

Practical skills
The candidate can:
1. **communicate and behave** in a professional manner
2. **position self and client** throughout treatment to ensure privacy, comfort and wellbeing
3. use **working methods** that meet professional, legal and organisational requirements
4. identify **skin types, characteristics, general body types and common postural faults**
5. perform and adapt body massage treatment using **materials, equipment and techniques** correctly and safely to meet the needs of the client
6. during treatment locate underlying **body structures**
7. complete treatment to the **satisfaction of the client** in a **commercially acceptable time**
8. **evaluate the results** of the treatment
9. provide **suitable aftercare and homecare advice**
10. **record** treatment accurately and store information securely in line with current legislation

Underpinning knowledge
The candidate can:
1. describe the **history, philosophy and role** of Swedish massage and other massage traditions
2. explain the uses of the **classical massage movements** and the possible physiological and psychological effects of massage on the body systems
3. explain how body massage techniques can be adapted to suit the **individual characteristics** of the client
4. explain the uses of different **media**
5. describe safe handling and use of products, **materials, tools and equipment**
6. describe the importance of correct maintenance and storage of products, **materials, tools and equipment**
7. describe the **contra-actions** that may occur during treatment and how to respond
8. explain the **aftercare and homecare advice** that should be provided
9. describe the **methods of evaluating** effectiveness of treatment

Range

Communicate
Verbal: questioning techniques, language used, tone of voice
Non-verbal: listening techniques, body language, eye contact, facial expressions, Professional communication techniques, encourage clients to express their feelings/requirements during the treatment, agreed treatment plan
Use of: visual aids, client records

Behave
Working cooperatively with others, follow salon requirements, respect colleagues and clients, professional manner (respectful, reliable, honest, ethical, supportive)
Position self and client for treatment
Self - standing posture – feet/hips even weight couch at correct working height (correct posture – walk/lunge/stride stance) working methods to avoid RSI
Client – modesty, towel positioning, supports (head, legs, arms, face) enhance benefit of treatment, prevent injury, maintain client comfort and relaxation

Working Methods
Safe working methods, hygienic working methods, ethical practice and professional codes of conduct (see GCMT codes), manner, posture, client preparation, treatments required, COSHH, RIDDOR, Massage & Special Treatment Licensing Act & Regulations, CHIPS, S12(1) of the Medicines Act, safe working methods, The Cosmetic Products (safety) Regulations, The General Product Safety Regulations, HSE, risk assessments

Skin types and characteristics
Types: normal, dry, oily, combination.
General conditions: sensitive, dehydrated, moist, oedematous.
Differences related to gender: hairiness, muscle bulk, fat distribution.
Differences related to age: thinness of skin, elasticity, poor muscle tone, brittle

General body types
Ectomorph, endomorph, mesomorph.

Common postural faults
Kyphosis, lordosis, scoliosis

Materials and equipment
Massage mediums, massage table, couch covers, bolsters, trolley, pedal bin, disposable paper products eg. couch roll, towels, antiseptic wipes, dealing with spillages and breakages, correct selection process, hygiene/sanitation procedures, storage

Body structures
Major skeletal muscles (including tendons), vital organs, bones (including ligaments), nerves

Satisfaction of the client
Agreed plan, focus on specific areas, within time allocated or extended time by agreement, depth of pressure, comfort and dignity, towel draping, appropriate communication, physical comfort (warmth, lighting, music), effectiveness

Commercially acceptable time
Full body massage – one hour
Full body massage with face and scalp – one hour – one hour and 15 minutes
Back massage – 30 minutes

Evaluate the results
Discuss and review outcomes of treatment and it’s effectiveness with clients, encourage clients to offer their opinions where continued treatment is considered encourage clients to think how they might promote their own health and well-being
Aftercare and homecare advice
12-24 hours following treatment: ensure light food intake, no alcohol or caffeine, rest, increase water intake, care when driving, explanation of healing crisis, suggest further treatment, recommend lifestyle changes, recommend self massage, recommend relaxation techniques, postural awareness, thermal modalities, referral to counsellor/lifestyle coach/another therapist, refer to GP, healthy eating, time management, smoking habits, sleep patterns

Record
Taking and keeping confidential client notes, to include consultation, consent, treatment record, aftercare advice, evaluation and reflection, signed treatment plans

History, philosophy and role
Ancient civilisations: China, Egypt, Greece and Romans (eg. Yellow Emperor, Homer, Hippocrates, Galen, Celsius), Europe 15th-20th Centuries (eg Pare, Sydenham, Grosvenor, Beveridge, Mezger, Kellogg, Mennell, Bennett, Hoffa). Per Henrik Ling (Switzerland 1776-1839), Physiotherapy, Nursing. Development of massage therapy industry 1970-date (to include national occupational standards and regulation).

Massage movements/techniques
Effleurage (superficial through to deep, stroking, feathering, draining), petrissage (kneading, wringing, pulling, circling, knuckling, pressures), tapotement (hacking, cupping, pummelling, tapping), friction, vibration (shaking, fine vibration), passive joint movement, muscle stretching

Individual characteristics
Muscle bulk, bone health, medical conditions, skin sensitivity, age related (eg. growth plates in children), deformities, areas of scar tissue, pregnant women, elderly, frail, children

Media
Fixed oils:

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

Other media
Liquid wax: Simmondsiaceae – Jojoba (Simmondsia chinensis)
Creams, lotions, gels, powder

Contra-actions Positive and Negative
Heightened emotions state, skin irritations, increased discomfort, increased swelling, allergic reactions, insomnia, headache, nausea, muscle ache, lethargy, increased urination, allergy to massage medium; feelings of tiredness, thirst, increased feeling of well-being, relief from muscle tension, increased urination/bowel movement, change in sleep patterns, light-headedness, feeling faint
Methods of evaluating
Visual, verbal, written feedback, repeat business, reflective practice client involvement in own health and wellbeing
Unit 304  
Provide Body Massage for Complementary Therapies

Outcome 3  
Be able to reflect upon body massage treatment

Practical skills
The candidate can:
1. reflect on own attitudes, beliefs, interests, priorities and values in relation to personal growth as a massage therapist
2. evaluate own knowledge and practice of massage in relation to professional codes of conduct and current working practices
3. identify strengths and weaknesses in order to best serve self and client

Underpinning knowledge
The candidate can:
1. describe the basic elements of reflective practice
2. describe how own self-awareness impacts on personal and professional life
3. identify lifelong learning opportunities to plan for self-development
4. describe how to record evidence of own knowledge and practical experience
5. explain the importance of acting on own evaluation to improve body massage treatment

Range

Compare differing theories of reflective practice.
eg Kolbs Learning Cycle, Gibbs Reflective Cycle, Bolton.

Reflect
Reflection in action – decisions in the moment (ie during a treatment and the decisions you make for a particular client)
Reflection on action – looking back retrospectively (evaluating the results of a case study and developing a treatment plan for the future)
Reflective journals are useful for the student and tutor to evaluate and adapt on student needs
Strengths and weakness of your training and experiences ie (case studies)
Develop personal growth for the future

Basic elements of reflective practice
• Keeping an open mind about what, why, and how we do things
• Awareness of what, why, and how we do things
• Questioning what, why, and how we do things
• Asking what, why, and how other people do things
• Generating choices, options and possibilities
• Comparing and contrasting results
• Seeking to understand underlying mechanisms & rationales
• Viewing our activities and results from various perspectives
• Asking "What if...?"
• Seeking feedback and other people ideas & viewpoints
• Using prescriptive (advice) models only when carefully adapted to the individual situation
• Analysing, synthesizing and testing
• Searching for, identifying, and resolving problems & result limitations (Roth (1989))

**Self awareness and evaluation of self**
Attitudes, beliefs, knowledge, understanding, practical skills.
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/client experience?

**Lifelong learning opportunities – Self development**
Develop a personal plan for continual professional development, awareness of NOS, on going research, independent study, areas for improvement in practice, CPD, technical training, personal development plan, reflective practice log/diary

**Record evidence**
Own knowledge and practical experience, records of treatment detail, outcomes achieved, effectiveness of treatments, client comments, comply with data protection, current legislation, codes of ethics, professional codes of practice
Unit 305 Provide Aromatherapy for Complementary Therapies

Level: 3

Credit value: 21

Unit aims
The aim of this unit is to provide the learner with the knowledge and skills to carry out aromatherapy.

The skills developed by the learner include: communication skills, organisation skills, the ability to work unsupervised, how to adapt techniques according to the situation, the ability to plan and promote services and advise on aftercare.

The knowledge acquired by the learner will enable them to understand how the related body systems work, the theory and practice of massage techniques used in aromatherapy the full range of practical applications of essences and carrier media and the history and theory of aromatherapy as set out in the National Occupational Standards for Aromatherapy.

Entry requirements
It is recommended that learners have completed or have made arrangements to attend a first aid course.

Learning outcomes
There are three outcomes to this unit. The candidate will:
1. Be able to prepare for aromatherapy treatment
2. Be able to provide aromatherapy treatment
3. Be able to reflect upon aromatherapy treatment

Guided learning hours
It is recommended that 112 guided learning hours are allocated in practical study for this unit. This may be on a full time or part time basis. The theory element may be carried out using an appropriate distance learning programme.

Details of the relationship between the unit and relevant national occupational standards
The unit maps to the Core Curriculum for Aromatherapy and is linked to the Skills for Health NOS, please see Appendix 1 for details.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health SSC.
Connections with other qualifications
This unit contributes towards the knowledge and understanding required for the following qualification:

- 7607-31 Level 3 Diploma in Complementary Therapies
- 7607-33 Level 3 Diploma in Aromatherapy
- 7607-83 Level 3 Certificate in Aromatherapy for Complementary Therapies

Functional Skills
This unit contributes towards the functional skills in the following areas:

- English Level 3

Assessment
This unit will be assessed by:

- Assignment covering practical skills and underpinning knowledge
- Portfolio of evidence including reflective practice
- Evidence of reflective practice in case studies
Unit 305  Provide Aromatherapy for Complementary Therapies

Outcome 1  Be able to prepare for aromatherapy treatment

Practical skills
The candidate can:
1  **prepare self, client and work area** in accordance with current legislation and working practice requirements
2  consult with clients to identify factors that may influence treatment objectives
3  provide clear recommendations to the client based on the outcome of the consultation
4  select **materials and equipment** to suit client treatment needs

Underpinning knowledge
The candidate can:
1  describe the requirements for preparing self, client and work area for aromatherapy treatment
2  describe the **environmental conditions** suitable for aromatherapy treatment
3  describe the **objectives and possible benefits** of aromatherapy treatment
4  explain the **contra-indications** that may prevent or restrict aromatherapy treatment
5  describe the influencing factors that need to be considered when carrying out a client consultation
6  explain the reasons why the client may be referred to a **healthcare practitioner**
7  describe the **employer’s and employee’s health, safety and security requirements**

Range

**Prepare self, client and work area**
Behave in a professional manner throughout treatment, positive body language, personal hygiene, sanitised hands, nails, no nail varnish/extensions, hair tied back off face, no jewellery, position of self/client throughout the aromatherapy massage to ensure privacy, comfort and well-being, PPE, health & safety in accordance with current legislation

**Consult**
Medical and lifestyle history taking and evaluation of the client, checking for contra-indications and cautions, assessing the clients’ needs, referral to other healthcare professionals and where appropriate obtaining the client’s consent to pass on confidential information, agree a confidential treatment plan, client consent to treatment, client’s signature and date, record outcomes, data protection, only work within realms of own scope and expertise

**Factors**
Results of patch testing, client’s preference, dilution ratios to be used, muscle tension, contra-indications, skin sensitivity, skin type, client lifestyle, general health, medical history, medication, presenting symptoms, skin conditions, time of day, age, allergies, anxiety or stress levels, previous treatments, underlying body structures body shape (endomorph, ectomorph, mesomorph), stress levels, common postural faults (lordosis, kyphosis, scoliosis), cost, time, frequency.
Materials
Essences used in Aromatherapy (plant family, common and Latin names, parts of plant used)
The types of essence appropriate for the objectives ie relaxation, uplifting, sense of well-being and stimulation, integrated healthcare, promote homeostasis, deep relaxation, stress relief, pain relief, reduce muscle tension, increased energy levels, lymphatic drainage, balancing fluid retention,

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<td>Citrus aurantium L.</td>
<td>fruit</td>
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<td></td>
<td>Orange, sweet</td>
<td>Citrus sinensis (L.) Osbeck</td>
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<tr>
<td></td>
<td>Bergamot</td>
<td>Citrus bergamia Risso.</td>
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<td></td>
<td>Lemon</td>
<td>Citrus limon (L.) Burm.</td>
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<td></td>
<td>Mandarin</td>
<td>Citrus nobilis Lour.</td>
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<td></td>
<td>Grapefruit</td>
<td>Citrus paradisi Macfad.</td>
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<tr>
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<td>Chamomile, Roman</td>
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<td>Chamomile, German</td>
<td>Matricaria recutita L.</td>
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<td>MYRTACEAE</td>
<td>Eucalyptus</td>
<td>Eucalyptus globulus Labill</td>
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<tr>
<td></td>
<td>Eucalyptus</td>
<td>Eucalyptus citriodora Hook</td>
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<td></td>
<td>Eucalyptus</td>
<td>Eucalyptus dives Schauer</td>
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<tr>
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<td>Eucalyptus</td>
<td>Eucalyptus smithii R.T. Baker</td>
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<td></td>
<td>Tea tree</td>
<td>Melaleuca alterifolia Cheel</td>
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<td>GERANIACEAE</td>
<td>Geranium</td>
<td>Pelargonium graveolens L’Her.</td>
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<tr>
<td>PIPERACEAE</td>
<td>Pepper, black</td>
<td>Piper nigrum L.</td>
<td>fruit</td>
</tr>
<tr>
<td>APIACEAE (UMBELLIFERAE)</td>
<td>Fennel</td>
<td>Foeniculum vulgare Mill.</td>
<td>fruit</td>
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<tr>
<td>ROSACEAE</td>
<td>Rose, damask</td>
<td>Rosa damascena Mill.</td>
<td>flowers</td>
</tr>
<tr>
<td>Family</td>
<td>Common Name</td>
<td>Latin Name</td>
<td>Part Used</td>
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<tr>
<td>OLEACEAE</td>
<td>Rose, cabbage</td>
<td><em>Rosa x centifolia</em> L.</td>
<td>flowers</td>
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<tr>
<td>ANNONACEAE</td>
<td>Ylang-ylang</td>
<td><em>Cananga odorata</em> (Lam.) Hook. f. &amp; Thoms.</td>
<td>flowers</td>
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<td>SANTALACEAE</td>
<td>Sandalwood</td>
<td><em>Santalum album</em> L.</td>
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<td>BURSERACEAE</td>
<td>Frankincense</td>
<td><em>Boswellia sacra</em> Flueck.</td>
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<tr>
<td>STYRACACEAE</td>
<td>Myrrh</td>
<td><em>Commiphora myrrha</em> Engl.</td>
<td>resin</td>
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<tr>
<td>ZINGIBERACEAE</td>
<td>Ginger</td>
<td><em>Zingiber officinale</em> Rosc.</td>
<td>rhizome</td>
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<tr>
<td>POACEAE</td>
<td>Lemongrass</td>
<td><em>Cymbopogon citrates</em> Stapf.</td>
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<tr>
<td>PINACEAE</td>
<td>Cedarwood, Atlas</td>
<td><em>Cedrus atlantica</em> Manetti</td>
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<tr>
<td>CUPRESSACEAE</td>
<td>Cypress</td>
<td><em>Cupressus sempervirens</em> L.</td>
<td>twigs</td>
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<tr>
<td></td>
<td>Juniper</td>
<td><em>Juniperus communis</em> L.</td>
<td>berry</td>
</tr>
</tbody>
</table>

**Equipment**

Couch, couch carrying case, couch covers, diffusers, trolley, towels, essential oils/essences, carrier oils, essential oil boxes/carrying cases, cotton wool, wipes, bolster pillows and cushions, stool, footstool/step

**Environmental conditions**

Warmth, ventilation, privacy, lighting, space, cleanliness, volume and type of music/sounds, taking into account all current legislation

**Objectives and possible benefits**

Relaxation, uplifting, increased sense of well-being, stimulation, integrated healthcare, reasons behind choice of essences and other carrier media, choice of treatment type, percentage calculations for dilutions, psychological and physiological benefits

Relaxation, calming, energising, stimulating, warming and reduce symptoms of stress, promote homeostasis, deep relaxation, stress relief, pain relief, reduce muscle tension, increased energy levels, lymphatic drainage, balancing fluid retention, improved sense of well-being, reduced muscle tension, postural improvement, maintain health, rejuvenates, refreshes the mind and body, enhances lymphatic drainage, restore balance in the body, stimulates the immune system, increases the oxygen/nutrient supply to the tissues by increasing the blood circulation, helps reduces nervous tension, digestive/menstrual problems, sleeping disorders, flu or cold symptoms.

**Safety Data:** Toxicity of essential oil (including phototoxicity), interaction with medications, irritation, sensitisation, carcinogens, phytoestrogens, hallucinogenics

**Contra-indications – prevent treatment**

Cancer, undiagnosed lumps and inflammation, pregnancy, breast feeding, contagious skin disorders – bacterial (impetigo), viral (herpes zoster), fungal (tinea corporis), skin allergies, mini stroke (TIA), cardiovascular conditions (hypertension, hypotension, phlebitis, thrombosis, DVT, heart conditions/disease), severe varicose veins, haemophilia, haemorrhage, medical oedema, osteoporosis, arthritis, acute rheumatism, recent head/neck injury, whiplash, herniated or prolapsed disc, cervical spondylitis, epilepsy, multiple sclerosis, Parkinson’s disease, motor neurone disease, Bell’s palsy, recent operations/surgery (dependent on type), diabetes, anyone who has consumed a large meal/alcohol/drugs, nausea, certain auto-immune disorders, infectious/contagious diseases, fever,
circulatory disorders, CVA's with history of haemorrhage, undiagnosed lumps and inflammation, nausea, unexplained oedema, sunburn or recent large burn, recent inoculations, hernias.

**Contra-indications – restrict treatment**
Skin disorders bacterial (boils, folliculitis) viral (verrucae, warts), fungal (tinea pedis), undiagnosed lumps/bumps, localised swelling, abrasions, bruising, open wounds, athlete’s foot, post-operative scar tissue, varicose veins, menstruation, hormonal implants, recent fractures, sprains, strains, recent sunburn, certain skin disorders (eg weeping or open sores), recent surgery (dependant on type).

**Healthcare practitioners - referral**
Medical practitioner, nurse, physiotherapist, osteopath, chiropractor, counsellor or another complementary therapist, GP, pharmacist, when outside limits of own knowledge or responsibility.

**Employer’s and employee’s health, safety and security responsibilities**
Safe working equipment, safe working environment, PPE, risk assessment, Data Protection, safeguarding vulnerable adults and children all current legislation and working practices
European Cosmetics Regulation (EC) Regulation No. 1223/2009

**Guidance Addendum – September 2013**
The new European Cosmetics Regulation (EC) Regulation No. 1223/2009 entered into force on 11th January 2010 and was implemented from 11th July 2013. Candidates should be aware of this regulation and its impact on aromatherapy consultations.
Unit 305  
Provide Aromatherapy for Complementary Therapies

Outcome 2  
Be able to provide aromatherapy treatment

Practical skills
The candidate can:
1. communicate and behave in a professional manner
2. position self and client throughout the treatment to ensure privacy, comfort and wellbeing
3. use working methods that meet with professional, legal and organisational requirements
4. carry out visual analysis
5. perform and adapt aromatherapy treatment using materials, equipment and techniques correctly and safely to meet the needs of the client
6. complete the treatment to the satisfaction of the client in a commercially acceptable time
7. evaluate the results of the treatment
8. apply correct legislative labelling requirements on blends created for clients
9. provide suitable aftercare and homecare advice in line with current legislation
10. record treatment accurately and store information securely in line with current legislation

Underpinning knowledge
The candidate can:
1. describe the history, philosophy and role of aromatherapy and other massage traditions
2. explain how aromatherapy techniques can be adapted to suit the individual characteristics of a client
3. explain the taxonomy, nomenclature, structure and function of plants in relation to the production of essences, fixed carrier oils and other media
4. identify methods of extraction and sourcing of essences and fixed carrier oils
5. identify significant chemical constituents of essences
6. describe percentage dilutions and blending techniques
7. describe the causes of degradation and spoilage of essential oils and methods of prevention
8. explain the uses, application and origin of essences, fixed oils and other media
9. describe the possible physiological and psychological effects of aromatherapy on the body systems
10. describe safe handling and use of products, materials, tools and equipment
11. describe the importance of the correct maintenance and storage of products, materials, tools and equipment
12. describe the contra-actions that may occur during and following treatment and how to respond
13. explain the aftercare and homecare advice that should be provided in line with current legislation
14. describe the methods of evaluating the effectiveness of treatment

Range

Communicate
Verbal: questioning techniques, language used, tone of voice
Non-verbal: listening techniques, body language, eye contact, facial expressions
Use of: visual aids, client records.
Professional communication techniques, encourage clients to express their feelings/requirements during the treatment, agreed treatment plan

**Behave**

Working cooperatively with others, follow salon requirements, respect colleagues and clients, , professional manner (respectful, reliable, honest, ethical, supportive)

**Position self and client for treatment**

Self - standing posture – feet/hips even weight couch at correct working height (correct posture – walk/lunge/stride stance) working methods to avoid RSI

Client – modesty, towel positioning, supports (head, legs, arms, face) enhance benefit of treatment, prevent injury, maintain client comfort and relaxation

**Working methods**

Safe working methods, hygienic working methods, ethical practice and professional codes of conduct, manner, posture, client preparation, treatments required, COSHH, Massage & Special Treatment Licensing Act & Regulations, CHIPS, S12(1) of the Medicines Act, safe working methods, The Cosmetic Products (safety) Regulations, The General Product Safety Regulations, HSE, risk assessments

**Visual analysis**

Observation of physical characteristics, identify local contraindications, body shape (endomorph, ectomorph, mesomorph)

**Select appropriate equipment, materials and techniques**

Treatment couch, foot stool/steps, couch covers, couch roll, waste bin, trolley, sanitiser, cotton wool, tissues, selected essential oils, selected fixed carrier oils, blending measure, support, and towels.

Massage movements for aromatherapy, effleurage, petrissage, vibrations, stretches, lymphatic drainage techniques, pressure points

**Materials**

Essences used in Aromatherapy (plant family, common and Latin names, parts of plant used)

The types of essence appropriate for the objectives ie relaxation, uplifting, sense of well-being and stimulation, integrated healthcare, promote homeostasis, deep relaxation, stress relief, pain relief, reduce muscle tension, increased energy levels, lymphatic drainage, balancing fluid retention

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<td></td>
<td>Orange, sweet</td>
<td>Citrus sinensis (L.) Osbeck</td>
<td>fruit</td>
</tr>
<tr>
<td></td>
<td>Bergamot</td>
<td>Citrus bergamia Risso.</td>
<td>fruit</td>
</tr>
<tr>
<td></td>
<td>Lemon</td>
<td>Citrus limon (L.) Burm.</td>
<td>fruit</td>
</tr>
<tr>
<td></td>
<td>Mandarin</td>
<td>Citrus nobilis Lour.</td>
<td>fruit</td>
</tr>
<tr>
<td></td>
<td>Grapefruit</td>
<td>Citrus paradisi Macfadyen</td>
<td>fruit</td>
</tr>
<tr>
<td>ASTERACEAE</td>
<td>Chamomile, Roman</td>
<td>Chamaemelum nobile (L.) All.</td>
<td>flowers</td>
</tr>
<tr>
<td>(COMPOSITAE)</td>
<td>Chamomile, German</td>
<td>Matricaria recutita L.</td>
<td>flowers</td>
</tr>
<tr>
<td>MYRTACEAE</td>
<td>Eucalyptus</td>
<td>Eucalyptus globulus Labill</td>
<td>leaves</td>
</tr>
<tr>
<td></td>
<td>Eucalyptus citriodora Hook</td>
<td>Eucalyptus citriodora Hook</td>
<td>leaves</td>
</tr>
<tr>
<td></td>
<td>Eucalyptus dives Schauer</td>
<td>Eucalyptus dives Schauer</td>
<td>leaves</td>
</tr>
<tr>
<td></td>
<td>Eucalyptus smithii R.T. Baker</td>
<td>Eucalyptus smithii R.T. Baker</td>
<td>leaves</td>
</tr>
<tr>
<td></td>
<td>Tea tree</td>
<td>Melaleuca alternifolia Cheal</td>
<td>leaves</td>
</tr>
<tr>
<td>GERANIACEAE</td>
<td>Geranium</td>
<td>Pelargonium graveolens L’Her.</td>
<td>leaves</td>
</tr>
<tr>
<td>PIPERACEAE</td>
<td>Pepper, black</td>
<td>Piper nigrum L.</td>
<td>fruit</td>
</tr>
<tr>
<td>(UMBELLIFERAE)</td>
<td>Fennel</td>
<td>Foeniculum vulgare Mill.</td>
<td>fruit</td>
</tr>
<tr>
<td>ROSACEAE</td>
<td>Rose, damask</td>
<td>Rosa damascena Mill.</td>
<td>flowers</td>
</tr>
<tr>
<td></td>
<td>Rose, cabbage</td>
<td>Rosa x centifolia L.</td>
<td>flowers</td>
</tr>
<tr>
<td>OLEACEAE</td>
<td>Jasmine</td>
<td>Jasminum grandiflorum L.</td>
<td>flowers</td>
</tr>
<tr>
<td>ANNONACEAE</td>
<td>Ylang-ylang</td>
<td>Cananga odorata (Lam.) Hook.f. &amp; Thoms.</td>
<td>flowers</td>
</tr>
<tr>
<td>SANTALACEAE</td>
<td>Sandalwood</td>
<td>Santalum album L.</td>
<td>wood</td>
</tr>
<tr>
<td>BURSERACEAE</td>
<td>Frankincense</td>
<td>Boswellia sacra Flueck.</td>
<td>resin</td>
</tr>
<tr>
<td></td>
<td>Myrrh</td>
<td>Commiphora myrrha Engl.</td>
<td>resin</td>
</tr>
<tr>
<td>STYRACACEAE</td>
<td>Benzoin</td>
<td>Styrax benzoin Dryand.</td>
<td>balsam</td>
</tr>
<tr>
<td>ZINGIBERACEAE</td>
<td>Ginger</td>
<td>Zingiber officinale Rosc.</td>
<td>rhizome</td>
</tr>
<tr>
<td>POACEAE</td>
<td>Lemongrass</td>
<td>Cymbopogon citratus Stapf.</td>
<td>grass</td>
</tr>
<tr>
<td>(GRAMINAE)</td>
<td>Vetivert</td>
<td>Vetiveria zizanioides Nash ex Small</td>
<td>roots</td>
</tr>
<tr>
<td>PINACEAE</td>
<td>Cedarwood, Atlas</td>
<td>Cedrus atlantica Manetti</td>
<td>wood</td>
</tr>
<tr>
<td>CUPRESSACEAE</td>
<td>Cypress</td>
<td>Cupressus sempervirens L.</td>
<td>twigs</td>
</tr>
<tr>
<td></td>
<td>Juniper</td>
<td>Juniperus communis L.</td>
<td>berry</td>
</tr>
</tbody>
</table>

**Other media**

Liquid wax: Simmondsiaceae – Jojoba (*Simmondsia chinensis*)

Creams, lotions, gels, water, shea butter

**Equipment**
Couch, couch carrying case, couch covers, diffusers, trolley, towels, essential oils/essences, carrier oils, essential oil boxes/carrying cases, cotton wool, wipes, bolster pillows and cushions, stool, footstool/step

**Aromatherapy treatment techniques**

Massage (effleurage, petrissage, friction, acupressure, neuromuscular, lymphatic drainage. Adaptation of techniques: speed and depth), inhalation, water, topical application, compress, diffusion in air
Satisfaction of the client
Evaluation, reflection, book next appointment
Agreed plan, focus on specific areas, within time allocated or extended time by agreement, depth of pressure, comfort and dignity, towel draping, appropriate communication, physical comfort (warmth, lighting, music), effectiveness

Commercially acceptable time
Full body massage – one hour
Full body massage with face and scalp – one hour – one and a half hours
Back massage – 30 minutes

Evaluate the results
Discuss and review outcomes of treatment and it’s effectiveness with clients, encourage clients to offer their opinions, where continued treatment is considered advisable agree revised goals and further treatment, encourage clients to think how they might promote their own health and well-being

Labelling requirements
Medicines & Healthcare Products Regulatory Agency (MHRA), Advertising Standards Agency (ASA), Aromatherapy Trade Council (ATC)
Guidelines for labelling blends following a face-to-face consultation:
• the name of the client/patient to whom the product is to be administered. It is important that patients realise that this blend has been made specifically for them and is not transferable
• the name and contact number of the aromatherapist who prescribed it in case of sensitization, irritation or 3rd party misuse
• the date that the product was blended and a use before guidance date
• carrier(s) types & the Latin name(s) of the oils used (the dilutions & reasons for use will be added to the client/patient consultation sheet)
• directions for use (how often, where and how)
• any precautions – eg for external use only, not to be used in pregnancy where relevant, guidance for phototoxicity where appropriate etc.

Aftercare and homecare advice
12-24 hours following treatment: preferably no physical exercise, do not bathe or go swimming, ensure light food intake, no alcohol or caffeine, rest, increase water intake, care when driving, specific oil information on potential toxicity, explanation of possible contra-actions. Suggest further treatment, recommend lifestyle changes, recommend essences or provide blends for home use with safety instructions, postural awareness, recommend to counsellor/lifestyle coach/ another complementary therapist, refer to GP/pharmacist leave oils on for up to eight hours lifestyle changes, relaxation/stress management techniques, healthy eating, avoid strenuous activity/heat treatments, if driving open window, basic/simple skin care routine, leave oil on skin and hair.

Record
Taking and keeping confidential client notes, to include consultation, consent, treatment record, aftercare advice, evaluation and reflection

History, philosophy and role
Plant medicine through the ages, history of first distillation of essential oils, uses through various world history from Ancient 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, Gattefosse, Valnet, Madame Marguerite Maury, the modern role of aromatherapy and regulation of the profession.

**Individual characteristics**
Muscle bulk, bone health, medical conditions, skin sensitivity, age related (eg. growth plates in children), deformities, areas of scar tissue, pregnant women, elderly, frail, children

**Taxonomy, nomenclature, structure and function of plants**
The hierarchy of the Plant Kingdom, naming and classification (genus, species and hybrids), evolution, plant biology (formation, reproduction, biosynthesis and reason for production of essential oil in glandular trichomes)

**Methods of extraction**
Essences - Steam distillation, cold expression, solvent extraction (concrete & absolute), carbon dioxide extraction, hydrodistillation, (hydrodiffusion) enfleurage, masceration

**Fixed Oils**
Pre-heating, passing through an Expellor, virgin cold-pressed, solvent extraction, filtration, refinery

### Fixed carrier oils

<table>
<thead>
<tr>
<th>Plant Family</th>
<th>Common Name</th>
<th>Botanical Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ROSACEAE</td>
<td>Almond</td>
<td>Prunus communis</td>
</tr>
<tr>
<td></td>
<td>Apricot kernel</td>
<td>Prunus armeniaca</td>
</tr>
<tr>
<td></td>
<td>Peach kernel</td>
<td>Prunus vulgaris</td>
</tr>
<tr>
<td>FABACEAE</td>
<td>Soya</td>
<td>Glycine max</td>
</tr>
<tr>
<td></td>
<td>Peanut</td>
<td>Arachis hypogaea</td>
</tr>
<tr>
<td>ASTERACEAE</td>
<td>Sunflower</td>
<td>Helianthus annus</td>
</tr>
<tr>
<td>VITACEAE</td>
<td>Grapeseed</td>
<td>Vitis vinifera</td>
</tr>
<tr>
<td>OLEACEAE</td>
<td>Olive</td>
<td>Olea europaea</td>
</tr>
<tr>
<td>LAURACEAE</td>
<td>Avocado</td>
<td>Persea americana</td>
</tr>
<tr>
<td>PEDALIACEAE</td>
<td>Sesame</td>
<td>Sesamum indicum</td>
</tr>
<tr>
<td>LINACEAE</td>
<td>Linseed</td>
<td>Linum usitatissimum</td>
</tr>
<tr>
<td>CORYLACEAE</td>
<td>Hazel</td>
<td>Corylus avellana</td>
</tr>
<tr>
<td>JUGLANDACEAE</td>
<td>Walnut</td>
<td>Juglans regia</td>
</tr>
<tr>
<td>PROTEACEAE</td>
<td>Macadamia</td>
<td>Macadamia ternifolia</td>
</tr>
<tr>
<td>ARECACEAE</td>
<td>Coconut</td>
<td>Cocos nucifera</td>
</tr>
<tr>
<td>ONAGRACEAE</td>
<td>Evening primrose</td>
<td>Oenothera biennis</td>
</tr>
<tr>
<td>POACEAE</td>
<td>Wheatgerm</td>
<td>Triticum vulgare</td>
</tr>
<tr>
<td>EUPHORBIACEAE</td>
<td>Castor</td>
<td>Ricinus communis</td>
</tr>
</tbody>
</table>

**Significant chemical constituents**

<table>
<thead>
<tr>
<th>Name of Chemical Group</th>
<th>Important information</th>
<th>Examples of Constituents</th>
</tr>
</thead>
<tbody>
<tr>
<td>HYDROCARBONS</td>
<td>The simplest organic compound</td>
<td>Limonene , Pinene, Camphene,</td>
</tr>
<tr>
<td>class</td>
<td>description</td>
<td>examples</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>MONOTERPENES</strong></td>
<td>2 isoprene units joined head to head</td>
<td>Myrcene, Sabinene, Terpinene, Menthene</td>
</tr>
<tr>
<td><strong>SESQUITERPENES</strong></td>
<td>3 isoprene units joined together head to tail to make a longer heavier chain</td>
<td>Chamazulene, Bisabolene, Cadinene, Caryophyllene, Patchoulene, Ylangene</td>
</tr>
<tr>
<td><strong>DITERPENES</strong></td>
<td>4 isoprene units Found in trace amounts in Clary Sage &amp; Cypress</td>
<td>Camphorere</td>
</tr>
<tr>
<td><strong>KETONES</strong></td>
<td>Oxygen can be attached to a molecule through a double bond. The resulting group is called a carboxyl group; if the oxygen is attached to a carbon located within a carbonic chain, the resulting molecule is a ketone</td>
<td>Thujone, Pulegone, Pinocamphone, Carvone, Menthone, Jasmonene, Camphor, Fenchone</td>
</tr>
<tr>
<td><strong>ALDEHYDES</strong></td>
<td>Oxygen is attached to a carbon atom that is also linked to a hydrogen atom</td>
<td>Citral, Citronellal, Neral, anial, Cinnamaldehyde, Piperonal, Valeranal</td>
</tr>
<tr>
<td><strong>ESTERS</strong></td>
<td>Double bond between carbon and hydrogen. A second oxygen molecule is bonded to the carboxyl group rendering it an ester group. Acids react with alcohol to form esters. There are no acids present in essential oils, they are temporary as part of the process</td>
<td>Linalyl acetate, Geranyl acetate, Benzyl acetate, Borynl acetate, Methyl salicylate</td>
</tr>
<tr>
<td><strong>ALCOHOLS</strong></td>
<td>This is the hydroxyl group and has very strong reactive powers. If an alcohol is introduced into a terpene, the resulting compound is a terpene alcohol. A monoterpenols is a monoterpenes with an attached alcohol group</td>
<td>Linalool, Borneol, Citronellol, Geraniol, Myrtenol, Santalol, Nerol, Terpineol, Terpin-4-ol</td>
</tr>
<tr>
<td><strong>ETHERS</strong></td>
<td>These a compounds in which an oxygen atom is bonded to two alkyl or two aryl groups, or one alkyl and one aryl group.</td>
<td>1,8 Cineole (mistakenly called eucalyptol)</td>
</tr>
<tr>
<td>Phenolic Quality</td>
<td>Note – this is not another functional group. Essential oils with a phenolic ring have a stronger more potent effect because they are</td>
<td>In organic chemistry when molecules are formed, they can be quite diverse. Carbon atoms do not always join in a straight line. Sometimes they join together in a ring to form a benzene ring - also known as a phenol ring and aromatic ring.</td>
</tr>
<tr>
<td>Phenolic ethers:</td>
<td>Anethole, Safrole, Methyl chavicol</td>
<td></td>
</tr>
</tbody>
</table>
stronger.

**LACTONES**

Lactones are Phenolic esters. They are similar to esters but being Phenolic it means they will be more potent, so can be hazardous. The Lactones are responsible for phototoxicity

Bergaptene (a furanocoumarin). The Apiaceae family plants; parsley and celery and carrot all have lactones – umbelliferone; a coumarin. Angelica also has some.

**Blending techniques**

Learning the chemistry, 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. The average is: 2 - 2.5% for an adult, or small areas, 1% for face, children elderly, very slim or pregnant clients, 3% for obese clients.

**Oil Blend Tables for Aromatherapy**

**0.5 Percent Blend**

<table>
<thead>
<tr>
<th>Carrier Oils (mils)</th>
<th>5</th>
<th>10</th>
<th>15</th>
<th>20</th>
<th>25</th>
<th>30</th>
<th>35</th>
<th>40</th>
<th>45</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Oils (drops)</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**1 Percent Blend**

<table>
<thead>
<tr>
<th>Carrier Oils (mils)</th>
<th>5</th>
<th>10</th>
<th>15</th>
<th>20</th>
<th>25</th>
<th>30</th>
<th>35</th>
<th>40</th>
<th>45</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Oils (drops)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

**2 Percent Blend**

<table>
<thead>
<tr>
<th>Carrier Oils (mils)</th>
<th>5</th>
<th>10</th>
<th>15</th>
<th>20</th>
<th>25</th>
<th>30</th>
<th>35</th>
<th>40</th>
<th>45</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Oils (drops)</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>18</td>
<td>20</td>
</tr>
</tbody>
</table>

**2.5 Percent Blend**

<table>
<thead>
<tr>
<th>Carrier Oils (mils)</th>
<th>5</th>
<th>10</th>
<th>15</th>
<th>20</th>
<th>25</th>
<th>30</th>
<th>35</th>
<th>40</th>
<th>45</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Oils (drops)</td>
<td>2.5</td>
<td>5</td>
<td>7.5</td>
<td>10</td>
<td>12.5</td>
<td>15</td>
<td>17.5</td>
<td>20</td>
<td>22.5</td>
<td>25</td>
</tr>
</tbody>
</table>

**3 Percent Blend**

<table>
<thead>
<tr>
<th>Carrier Oils (mils)</th>
<th>5</th>
<th>10</th>
<th>15</th>
<th>20</th>
<th>25</th>
<th>30</th>
<th>35</th>
<th>40</th>
<th>45</th>
<th>50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Oils (drops)</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td>15</td>
<td>18</td>
<td>21</td>
<td>24</td>
<td>27</td>
<td>30</td>
</tr>
</tbody>
</table>
Oils (drops)

10 mils of base oil to 1 drop of essential oil is a half percent blend.

2 percent blends are for general massage and 3 percent is the maximum you would use. If you use a blend before you finish a massage just continue with carrier oil it is safer.

To use three different oils for a one percent blend you would need to use fifteen mils of carrier oil to one drop of each of the three oils.

Oils can interfere with medications such as grapefruit with blood pressure medication so always take care.

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analgesic</td>
<td>pain-relieving</td>
</tr>
<tr>
<td>Abortifacient</td>
<td>can cause a miscarriage</td>
</tr>
<tr>
<td>Anthelmintic</td>
<td>expels intestinal worms</td>
</tr>
<tr>
<td>Anaphrodisiac</td>
<td>reduces sexual response</td>
</tr>
<tr>
<td>Antidepressant</td>
<td>helps to lift depression</td>
</tr>
<tr>
<td>Anti-fungal or fungicidal</td>
<td>inhibits mould and fungi growth</td>
</tr>
<tr>
<td>Antibiotic</td>
<td>kills pathogenic bacteria</td>
</tr>
<tr>
<td>Antiseptic</td>
<td>Combats bacterial infection</td>
</tr>
<tr>
<td>Anti-inflammatory</td>
<td>helps to reduce and prevent inflammation</td>
</tr>
<tr>
<td>Antispasmodic</td>
<td>reduces muscle spasm</td>
</tr>
<tr>
<td>Antiviral</td>
<td>inhibits growth of viruses</td>
</tr>
<tr>
<td>Astringent</td>
<td>tightens body tissue</td>
</tr>
<tr>
<td>Antibacterial or bactericidal</td>
<td>kills bacteria</td>
</tr>
<tr>
<td>Aphrodisiac</td>
<td>arousing sexual desire</td>
</tr>
<tr>
<td>Bacteriostatic</td>
<td>inhibits growth of bacteria</td>
</tr>
<tr>
<td>Bechic</td>
<td>eases coughing</td>
</tr>
<tr>
<td>Carminative</td>
<td>Settles the digestive system – relieves flatulence</td>
</tr>
<tr>
<td>Cephalic</td>
<td>clears the mind – remedy for the head</td>
</tr>
<tr>
<td>Cicatrisant</td>
<td>promotes healing by forming scar tissue</td>
</tr>
<tr>
<td>Cholagogue</td>
<td>stimulates the flow of bile</td>
</tr>
<tr>
<td>Cytophylactic</td>
<td>cell regenerator</td>
</tr>
<tr>
<td>Decongestant</td>
<td>reduces congestion</td>
</tr>
<tr>
<td>Depurative</td>
<td>helps combat impurity in the blood</td>
</tr>
<tr>
<td>Detoxifying</td>
<td>helps the body to get rid of waste products</td>
</tr>
<tr>
<td>Diuretic</td>
<td>increases urine production</td>
</tr>
<tr>
<td>Anti-Emetic</td>
<td>reduces frequency of vomiting and counteracts nausea</td>
</tr>
<tr>
<td>Emmenagogue</td>
<td>encourages/stimulates menstruation</td>
</tr>
<tr>
<td>Expectorant</td>
<td>encourages expel phlegm</td>
</tr>
<tr>
<td>Febrifuge</td>
<td>helps reduce fever</td>
</tr>
</tbody>
</table>

Level 3 Diplomas in Complementary Therapies (7607)
<table>
<thead>
<tr>
<th>Term</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fungicidal</td>
<td>kills or inhibits yeast growth</td>
</tr>
<tr>
<td>Haemostatic</td>
<td>stops bleeding</td>
</tr>
<tr>
<td>Hepatic</td>
<td>strengthens the liver</td>
</tr>
<tr>
<td>Hypertensive</td>
<td>helps raise blood pressure</td>
</tr>
<tr>
<td>Hypotensive</td>
<td>lowers blood pressure</td>
</tr>
<tr>
<td>Mucolytic</td>
<td>dissolves mucus</td>
</tr>
<tr>
<td>Nerve</td>
<td>strengthens the nervous system</td>
</tr>
<tr>
<td>Parturient</td>
<td>aids childbirth</td>
</tr>
<tr>
<td>Rubefacient</td>
<td>promotes warmth and redness to the skin by bringing blood to the surface</td>
</tr>
<tr>
<td>Sedative</td>
<td>an agent to reduce functional activity</td>
</tr>
<tr>
<td>Stomachic</td>
<td>digestive aid and tonic</td>
</tr>
<tr>
<td>Sudorific</td>
<td>promotes sweating</td>
</tr>
<tr>
<td>Tonic</td>
<td>strengthens and enlivens the body or parts of the body</td>
</tr>
<tr>
<td>Uterine</td>
<td>tonic action to the uterus</td>
</tr>
<tr>
<td>Vasoconstrictor</td>
<td>causes capillaries to constrict</td>
</tr>
<tr>
<td>Vasodilator</td>
<td>causes capillaries to dilate</td>
</tr>
<tr>
<td>Vermifuge</td>
<td>expels intestinal worms</td>
</tr>
<tr>
<td>Vulnerary</td>
<td>helps wounds to heal</td>
</tr>
</tbody>
</table>

**Origin of essences, fixed carrier oils and other media**

Country of origin, part of plant used, plant families, common and Latin names of essences and fixed carrier oils

**Safe handling, maintenance and storage**

Manufacturer’s instructions, safe and correct storage according to manufacturer’s instructions and current legislation

**Skin types and characteristics**

The four most common skin types are:

- Balanced (no apparent signs of oily or dry areas)
- Oily (shine appears on skin, no dry areas at all)
- Dry (flaking can appear, no oily areas at all)
- Combination (oily and dry or normal areas)

Also important to recognise Sensitive Skin

- Sensitive skin can be easily irritated.
- Typical reactions are itching, burning, chafing and stinging.
- After a wash it feels dry in places.
- Reactive to touch

**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.
Methods of evaluating
Visual, verbal, written feedback, repeat business, reflective practice, testimonials, client involvement in own health and well-being.
Unit 305  Provide Aromatherapy for Complementary Therapies

Outcome 3  Be able to reflect upon aromatherapy treatment

Practical skills
The candidate can:
1  reflect on own attitudes, beliefs, interests, priorities and values in relation to personal growth as an aromatherapist
2  evaluate own knowledge and practice of aromatherapy in relation to professional codes of conduct and current working practices
3  identify own strengths and weaknesses in order to best serve self and client

Underpinning knowledge
The candidate can:
1  describe the basic elements of reflective practice
2  describe how own self-awareness impacts on personal and professional life
3  identify lifelong learning opportunities to plan for self-development
4  describe how to record evidence of own knowledge and practical experience
5  explain the importance of acting on own evaluation to improve aromatherapy treatment

Range

Compare differing theories of reflective practice.
eg Kolbs Learning Cycle, Gibbs Reflective Cycle, Bolton.

Reflect
Reflection in action – decisions in the moment (ie during a treatment and the decisions you make for a particular client)
Reflection on action – looking back retrospectively (evaluating the results of a case study and developing a treatment plan for the future)
Reflective journals are useful for the student and tutor to evaluate and adapt on student needs
Strengths and weakness of your training and experiences ie (case studies)
Develop personal growth for the future

Basic elements of reflective practice
•  Keeping an open mind about what, why, and how we do things
•  Awareness of what, why, and how we do things
•  Questioning what, why, and how we do things
•  Asking what, why, and how other people do things
•  Generating choices, options and possibilities
•  Comparing and contrasting results
•  Seeking to understand underlying mechanisms & rationales
•  Viewing our activities and results from various perspectives
•  Asking "What if...?"
• Seeking feedback and other people ideas & viewpoints
• Using prescriptive (advice) models only when carefully adapted to the individual situation
• Analysing, synthesizing and testing
• Searching for, identifying, and resolving problems & result limitations (Roth (1989))

**Self awareness and evaluation of self**
Attitudes, beliefs, knowledge, understanding, practical skills.

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/client experience.

**Lifelong learning opportunities – Self development**
Develop a personal plan for continual professional development, awareness of NOS, on going research, independent study, areas for improvement in practice, CPD, technical training, personal development plan, reflective practice log/diary

**Record evidence**
Own knowledge and practical experience, records of treatment detail, outcomes achieved, effectiveness of treatments, client comments, comply with data protection, current legislation, codes of ethics, professional codes of practice
Unit 306  Provide Reflexology for Complementary Therapies

Level:  3

Credit value:  25

Unit aims
The aim of this unit is to provide the learner with the knowledge and skills to carry out reflexology.

The skills developed by the learner include: communication skills, organisation skills, the ability to work unsupervised, how to adapt techniques according to the situation, the ability to plan and promote services and advise on aftercare.

The knowledge acquired by the learner will enable them to understand how the related body systems work, the effect reflexology treatments can have on each of these systems and the theory behind each technique performed.

Entry requirements
It is recommended that learners have completed or have made arrangements to attend a first aid course.

Learning outcomes
There are three outcomes to this unit. The candidate will:
1. Be able to prepare for reflexology treatment
2. Be able to provide a reflexology treatment
3. Be able to reflect upon reflexology treatment

Guided learning hours
It is recommended that 112 guided learning hours are allocated for this unit. This may be on a full time or part time basis.

Details of the relationship between the unit and relevant national occupational standards
The unit maps to the Core Curriculum for Reflexology and is linked to the Skills for Health NOS, please see Appendix 1 for details.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Health SSC.
Connections with other qualifications
This unit contributes towards the knowledge and understanding required for the following qualification:

- 7607-31 Level 3 Diploma in Complementary Therapies
- 7607-32 Level 3 Diploma in Reflexology
- 7607-83 Level 3 Certificate in Reflexology for Complementary Therapies

Functional Skills
This unit contributes towards the Functional Skills in the following areas:

- English Level 3

Assessment
This unit will be assessed by:

- Assignment covering practical skills and underpinning knowledge
- Portfolio of evidence including reflective practice
- Evidence of reflective practice in case studies
Unit 306 Provide Reflexology for Complementary Therapies
Outcome 1 Be able to prepare for reflexology treatment

Practical skills
The candidate can:
1. prepare self, client and work area in accordance with current legislation and working practice requirements
2. consult with clients to identify factors which may influence treatment objectives
3. provide clear recommendations to the client based on the outcome of the consultation
4. select materials and equipment to suit client treatment needs

Underpinning knowledge
The candidate can:
1. describe the requirements for preparing self, client and work area for reflexology treatment
2. describe the environmental conditions suitable for reflexology treatment
3. describe the objectives and possible benefits of reflexology treatment
4. explain the contra-indications that may prevent or restrict reflexology treatment
5. describe the influencing factors that need to be considered when carrying out a client consultation
6. explain the reasons why the client may be referred to a healthcare practitioner
7. describe the employer’s and employee’s health, safety and security responsibilities

Range

Prepare self, client and work area
Behave in a professional manner throughout treatment, positive body language, personal hygiene, sanitised hands, nails, no nail varnish/extensions, hair tied back off face, no jewellery, position of self/client throughout the aromatherapy massage to ensure privacy, comfort and well-being, PPE, health & safety in accordance with current legislation

Consult
Medical and lifestyle history taking and evaluation of the client, checking for contra-indications and cautions, assessing the clients’ needs, referral to other healthcare professionals and where appropriate obtaining the client’s consent to pass on confidential information, agree a confidential treatment plan, client consent to treatment, client’s signature and date, record outcomes.

Factors
Postural faults, general health, medication, client lifestyle, client expectations, contra-indications, local contra-indications, cautions, time, personal, cultural and social situations, age, skin conditions, skin type, allergies, anxiety or stress levels, previous treatments, underlying body structures, level of stress, foot posture and bone structure of the feet, cost, time, frequency

Select appropriate equipment and materials
Treatment couch/chair, therapist chair, chair/stool with backrest and wheels, foot stool/steps, couch covers, couch roll, waste bin, trolley, antiseptic wipes/foot spray, cotton wool, tissues, disposable
gloves, individually wrapped band aid, scissors, foot medium, rolled ankle and knee support, backrest support, towels, bowl for feet, foot soak solution

Environmental conditions
Warmth, ventilation, privacy, lighting, space, cleanliness, volume and type of music/sounds, pleasant aroma, taking into account all current legislation

Objectives and possible benefits
Relaxation, stimulation, invigoration, sedation, loosening, warming, calming, stretching, reassuring
Improves energy flow around the body, balances energy in order to return the body to a balanced mental and physical level, increases circulation, lymphatic system boosted as it helps remove toxins and impurities from the body
Deeply relaxing, relieves/reduces stress levels and tension, soothes and stimulates the nervous system, enable organs to work to their optimum, helps with PMS and menopausal problems, rejuvenate tired aching feet.

Absolute Contra-indications
(Please follow the core curriculum of the Reflexology Forum)
Acute undiagnosed pain, cellulites if severe, contagious/infectious/notifiable diseases, cancer unless CPD qualified, drugs alcohol abuse if unstable, full stomach/following a heavy meal, gangrene, haemorrhage, imminent medical tests or procedures on a completely empty stomach/very hungry, pregnancy unless CPD qualified, thrombosis, unstable heart conditions

Local contra-indications (Restrict)
(Please follow the core curriculum of the Reflexology Forum)
Athletes’ foot, bone fracture, skin abrasion, contusion, wart, verrucae, muscle injury, pain, severe vascular distention

Cautions
(Please follow the core curriculum of the Reflexology Forum)
Aids/HIV/hepatitis, aneurism, phlebitis, varicose veins, asthma, diabetes, epilepsy, cellulites, skin and nail disorders, medication, recent inoculations, arthritis, osteoporosis, immediately prior and following surgery, injury to feet/hands, dysfunction of the nervous system, recent long haul flight, hypertension/hypotension, hyper/hypo thyroid, general heart conditions, migraine type headaches, heavy menstruation, any disorders or suspected disorder of internal organs

Healthcare practitioners - referral
Medical practitioner, nurse, physiotherapist, osteopath, chiropractor, counsellor or another complementary therapist, GP, pharmacist, when outside limits of own knowledge or responsibility.

Employer’s and employee’s health, safety and security responsibilities
Safe working equipment, safe working environment, PPE, risk assessment, Data Protection, Safe guarding vulnerable adults and children, all current legislation and working practice.
Unit 306  Provide Reflexology for Complementary Therapies
Outcome 2  Be able to provide reflexology treatment

Practical skills
The candidate can:
1. communicate and behave in a professional manner
2. position self and client throughout treatment to ensure privacy, comfort and wellbeing
3. use working methods that meet professional, legal and organisational requirements
4. carry out visual analysis of the feet
5. perform and adapt reflexology treatment using materials, equipment and techniques correctly and safely to meet the needs of the client
6. during treatment locate underlying body structures
7. during treatment locate reflex points on the hands and feet
8. during treatment locate zones, transfer lines and cross reflexes on hands and feet
9. complete treatment to the satisfaction of the client in a commercially acceptable time
10. evaluate the results of the treatment
11. provide suitable aftercare and homecare advice
12. record treatment accurately and store information securely in line with current legislation

Underpinning knowledge
The candidate can:
1. describe the history, philosophy and role of reflexology
2. explain the principles of reflexology theory
3. explain how reflexology techniques can be adapted to suit the individual characteristics of a client
4. explain the principles of all reflexology techniques
5. describe the importance of the supporting hand
6. explain the uses of different media
7. describe safe handling and use of products, materials, tools and equipment
8. describe the importance of the correct maintenance and storage of products, materials, tools and equipment
9. describe the contra-actions that may occur during and following treatment and how to respond
10. explain the aftercare and homecare advice that should be provided
11. describe the methods of evaluating the effectiveness of treatment

Range

Communicate
Verbal: questioning techniques, language used, tone of voice
Non-verbal: listening techniques, body language, eye contact, facial expressions
Use of: visual aids, client records. Professional communication techniques, encourage clients to express their feelings/requirements during the treatment, agreed treatment plan

Behave
Working cooperatively with others, follow salon requirements, respect colleagues and clients professional manner (respectful, reliable, honest, ethical, supportive)
Position self, client for treatment
Self - sitting posture – feet/hips even weight couch at correct working height, working methods to avoid RSI
Client – modesty, towel positioning, supports (head, legs, arms, face) enhance benefit of treatment, prevent injury, maintain client comfort and relaxation

Working methods
Safe working methods, hygienic working methods, ethical practice, professional codes of conduct, (see International Federation of Reflexologists (IFR), manner, posture, client preparation, treatments required, COSHH, special treatment licensing Act & Regulations, HSE Risk assessments

Materials and equipment
Treatment couch/chair, therapist chair, chair/stool with backrest and wheels, foot stool/steeps, couch covers, couch roll, waste bin, trolley, antiseptic wipes/foot spray, cotton wool, tissues, disposable gloves, individually wrapped band aid, scissors, foot medium, ankle and knee support, backrest support, towels, bowl for feet, foot soak solution, correct selection process, hygiene/sanitation procedures, storage

Location of body structures
Major skeletal muscles, vital organs, bones, major skeletal muscles of feet and hands, bones of feet and hands, major nerves of feet and hands, major tendons and ligaments of feet and hands, underlying body structures

Reflex points
Ear, eye and taste

Organ/Zone Relationship
10 longitudinal zone lines that were established by William Fitzgerald. These zone lines start at the toes on the feet and rise through the body to the top of the head and back down to the fingers on each hand. This is why the reflexes on the hands and feet are similar. Each zone on the foot contains the reflexes for each organ along that line through the body. Walking over the zones to complete a treatment ensures that every organ has been worked on. The table below shows the organs found along each zone.

<table>
<thead>
<tr>
<th>Zone 1 Centre</th>
<th>Big Toes/Thumbs</th>
<th>Pituitary, Brain, Hypothalamus, Thyroid, Sinuses, Trachea, Oesophagus, Spine, Small Intestine, Transverse Colon, Pancreas, Stomach, Duodenum, Adrenal Gland, Urethra, Bladder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zone 2 Right</td>
<td>2nd Toe/Index Finger</td>
<td>Sinus, Eye, Lung, Diaphragm, Liver, Oesophagus, Duodenum, Transverse Colon, Small Intestine, Kidney</td>
</tr>
<tr>
<td>Zone 3 Right</td>
<td>3rd Toe/Middle Finger</td>
<td>Sinuses, Eustachian Tube, Lung, Diaphragm, Liver, Transverse Colon, Small Intestine</td>
</tr>
<tr>
<td>Zone 4 Right</td>
<td>4th Toe/Ring Finger</td>
<td>Sinuses, Ear, Lung, Diaphragm, Liver, Gall Bladder, Transverse Colon, Small Intestine</td>
</tr>
</tbody>
</table>
Left Foot/Hand

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

Satisfaction of the client
Appropriate communication, consent, agreed plan, depth of pressure, focus on specific reflexes, comfort, dignity, relaxation, evaluation, reflection, aftercare, agreed plan, focus on specific areas, within time allocated or extended time by agreement, depth of pressure, comfort and dignity, towel draping, appropriate communication, physical comfort (warmth, lighting, music), effectiveness

Commercially acceptable time
First treatment 1 hour 30 minutes, following treatments 1 hour each including; 45 minutes of treatment and 15 minutes for after care advice and recording.

Evaluate the results
Effectiveness of treatment, client’s opinions, further treatment, revised goals, clients involvement in own health and well – being, discuss and review outcomes of treatment and it’s effectiveness with clients, encourage clients to offer their opinions, where continued treatment is considered advisable agree revised goals and further treatment, encourage clients to think how they might promote their own health and well-being

Aftercare and homecare advice
Limit physical exercise, modify diet, for 12- 24 hours ensure light food, no alcohol, or caffeine rest, ensure light food, gradually increase water intake , explanation of healing reactions suggest further treatment, recommend lifestyle changes (if appropriate), recommend self help reflexology (if appropriate) referral to medical/non medical practitioner, time management, smoking habits, lifestyle changes, relaxation/stress management techniques, healthy eating, avoid strenuous activity/heat treatments, if driving open window.

Record
Confidential client notes, consultation, continuous consent, treatment record, aftercare advice, evaluation and reflection, signed treatment plans.

History
Ancient Egypt - appears to be ‘Reflexology’ to include the tomb wall relief translation
Practices in China, far East, India, North America, Europe and Africa

Zone Theory:
Longitudinal zones, transverse zones, cross reflexes, referral zones, related areas -
Sir Henry Head, Sir Charles Sherrington, Dr William Fitzgerald, Jo Shelby (Selby) Riley, Edwin Bowers
Joseph Corvo, Hanne Marquardt, Eunice Ingham, Dwight Byers, Doreen Bayly, ongoing development

Zone Theory to Reflexology:
Eunice Ingham the three transitions it is believed she established to build reflexology from zone therapy - identified feet as target, mapped the feet in detail locating the original reflexes, added the technique of variable and alternating pressure as an alternative to the constant pressure of zone therapy

Philosophies of Reflexology

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Reference</th>
</tr>
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<tbody>
<tr>
<td>Pain gate control</td>
<td>Melzak &amp; Wal, 1965</td>
</tr>
<tr>
<td>Placebo effect</td>
<td>Tanner 1978</td>
</tr>
<tr>
<td>Energy blockage theories</td>
<td>Tanner 1983, Kunz &amp; Kunz, 1985</td>
</tr>
<tr>
<td>Endorphin/encephalin release theory</td>
<td>Ginsberg &amp; Famey 1987</td>
</tr>
<tr>
<td>Autonomic &amp; somatic integration theory</td>
<td>Kunz &amp; Kunz 1988</td>
</tr>
<tr>
<td>Therapeutic Relationship</td>
<td>Tanner 1988, NOS 2001</td>
</tr>
<tr>
<td>Proprioceptive theory</td>
<td>Kunz &amp; Kunz 1988</td>
</tr>
<tr>
<td>Electromagnetic theory</td>
<td>Bliss &amp; Bliss 1999</td>
</tr>
<tr>
<td>Lactic acid theory/'U' bend theory</td>
<td>Tanner 1983 Bliss &amp; Bliss 1999</td>
</tr>
<tr>
<td>Meridian Theory</td>
<td>Dougan 1996 Crane 1996</td>
</tr>
<tr>
<td>Nerve impulse theory</td>
<td>Bliss &amp; Bliss, 2000</td>
</tr>
<tr>
<td>The reflexology package</td>
<td>Mckereth &amp; Tiran 2000</td>
</tr>
</tbody>
</table>

Attendant Philosophies
Holism, complementary medicine, alternative medicine, CAM

Reflexology techniques
Foot and hand support, warm up massage, Thumb and finger walking (caterpillar crawl), bent thumb technique, index finger slide forward – backward crawl (swim treat), index finger crawl forward – pull distal joint back immediately (the dance), pin pointing, rotating, rolling, pinch & push, hook in backup (bee sting), rocking, lateral edge walk, pinch ‘n’ rotate, webbing pinch. Toe/ankle rotation, spinal stretch/stroking

Individual characteristics
Muscle bulk, bone health, medical conditions, skin sensitivity, age related (eg. growth plates in children), deformities, areas of scar tissue, pregnant women, elderly, frail, children

Supporting hand
Five main functions of the supporting hand:
- To support the foot being worked and to keep it stationary
• To protect the foot from pressure to the opposite facet of the foot to where the pressure technique is directed, to avoid pinching and confusing the assessment of sensitive areas
• To act as a platform off which the working hand fingers or thumb can lever
• To spread or stretch an area of the foot so deep reflex points can be brought more to the surface to be accessed more easily by the working thumb or finger
• To maintain client contact and transmit reassurance
Media
Carrier oils, skin lotion, skin cream, corn flour, liquid talc

Contra-actions Positive and Negative
Mild insomnia, mild headache, mild nausea, increased secretions, lethargy, heightened emotions, increased micturition, increased frequency of bowel movement

Reflexology relaxation techniques
Effleurage, ankle rotation, side to side rocking, metatarsal spread, stretching, spinal twist, inner relaxer, Effleurage foot, Pull up heel to toe, Toe wiggles (flex toes), Spread toes, Rotate toes (clockwise and anti-clockwise), Big toe – figure of eight, Push / pull, Spinal twist, Diaphragm press (push in when client breathes in on solar plexus reflex, Achilles stretch, Ankle rock (if applicable), Fanning on sole of foot, Foot shake (medial and lateral rub)

Methods of evaluating
Visual, verbal, written feedback, repeat business, reflective practice, testimonials, client involvement in own health and well-being
Unit 306  
Provide Reflexology for Complementary Therapies

Outcome 3  
Be able to reflect upon reflexology treatment

Practical skills
The candidate can:
1. **reflect** on own attitudes, beliefs, interests, priorities and values in relation to personal growth as a reflexologist
2. evaluate own knowledge and practice of reflexology in relation to professional codes of conduct and current working practices
3. identify own strengths and weaknesses in order to best serve self and client

Underpinning knowledge
The candidate can:
1. describe the **basic elements of reflective practice**
2. describe how own **self-awareness** impacts on personal and professional life
3. identify **lifelong learning opportunities** to plan for self-development
4. describe how to **record evidence** of own knowledge and practical experience
5. explain the importance of acting on own evaluation to improve reflexology treatment

Range

**Compare differing theories of reflective practice.**

eg (Kolbs Learning Cycle, Gibbs Reflective Cycle, Bolton)

Reflect
Reflection in action – decisions in the moment (ie during a treatment and the decisions you make for a particular client)
Reflection on action – looking back retrospectively (evaluating the results of a case study and developing a treatment plan for the future)
Reflective journals are useful for the student and tutor to evaluate and adapt on student needs

**Basic elements of reflective practice**
- Keeping an open mind about what, why, and how we do things
- Awareness of what, why, and how we do things
- Questioning what, why, and how we do things
- Asking what, why, and how other people do things
- Generating choices, options and possibilities
- Comparing and contrasting results
- Seeking to understand underlying mechanisms & rationales
- Viewing our activities and results from various perspectives
- Asking "What if...?"
- Seeking feedback and other people ideas & viewpoints
- Using prescriptive (advice) models only when carefully adapted to the individual situation
- Analysing, synthesizing and testing
• Searching for, identifying, and resolving problems & result limitations (Roth (1989))

Self awareness and evaluation of self
Attitudes, beliefs, knowledge, understanding, practical skills.

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/client experience.

Lifelong learning opportunities – Self development
Develop a personal plan for continual professional development, awareness of NOS, on going research, independent study, areas for improvement in practice
CPD, technical training, personal development plan, reflective practice log/diary

Record evidence
Own knowledge and practical experience, records of treatment detail, outcomes achieved, effectiveness of treatments, client comments, comply with data protection, current legislation, codes of ethics, professional codes of practice,
Level 3 Diplomas in Complementary Therapies (7607)
Unit 307 Healthy Eating and Wellbeing for the Complementary Therapy Client

Outcome 1 Understand the role and sources of nutrients required for a balanced diet to maintain good health

Underpinning knowledge

The candidate can:

1. explain the functions of protein, fat/lipids, carbohydrates, roughage/fibre, water, vitamins and minerals in the diet, identifying examples of common food sources
2. describe how nutrients may be effected by:
   - the cooking process
   - refining food
   - environmental pollutants
3. explain what constitutes a balanced diet
4. explain the importance and benefits of eating regularly
5. explain how nutritional imbalance can affect health and wellbeing
6. explain metabolism, Basal Metabolic Rate (BMR) and units of energy
7. identify the basic rules/guidelines to food labelling

Range

Common food sources

Carbohydrate:
- Simple carbohydrate: Monosaccharides Disaccharides (sugars, sweets, chocolate, fruit)
- Complex carbohydrates – polysaccharides (beans, bread, pasta, potatoes, rice, corn)Fibre eg fruit, breakfast cereals, wholegrain cereals and breads
- Protein: eg (meat, fish, eggs, lentils, pulses, dairy products, beans, leafy vegetables)
- Vitamins A, B1 B2, B3, B6, B12, C, D, E, F, K (vegetables, fruit, milk, fish, eggs)
- Minerals: iron, calcium, zinc, magnesium, potassium, sodium, phosphorous, selenium, (milk, nuts, vegetables, meats)
- Lipids/fats (saturated and unsaturated, polyunsaturated)(meat, dairy products, processed foods, cakes, biscuits, pies, oils)
- Water

Nutrients effected by:

Cooking, storage, freezing, blanching, re-heating, additives, preservatives, commercial antioxidants, flavour enhancer, thickener, emulsifiers, colouring

Refined, colour, texture, taste, nutritional value.

Environmental pollutants, pesticides, CO2 emissions

Balanced diet

Reference to government guidelines, balanced intake of nutrients, regular timing of food intake, high fibre, low in fat, low in salt, five portions of fruit and vegetable a day
Importance of healthy eating
Physical/mental benefits – improved health, physical fitness, self confidence, Mood/concentration, metabolism

Nutritional imbalance – health and well-being
Common ailments; common cold, influenza, cystitis, water retention, arthritis, PMT, sinusitis, migraine, asthma, stress, eczema. Psoriasis, cellulite, hypoglycaemia, diabetes

Basal metabolic rate (BMR)
BMR is the minimum calorific requirement needed to sustain life in a resting individual. Calories and kilojoules are a measure of the energy contained in both the foods we eat and our body fat.
Calories – kcal
Kilojoules – kj

Food labelling
Nutrition labels help you choose between products, keep a check on the amount of foods high fat, salt and added sugars that you are eating. Labels on the back or side of packaging, traffic light colour coding, guidelines daily amount (GDAs)
Nutrition (SACN), food standards agency, DEFRA
Unit 307 Healthy Eating and Wellbeing for the Complementary Therapy Client

Outcome 2 Be able to provide general information on healthy eating

**Practical skills**
The candidate can:
1. evaluate the client’s present eating habits in line with current healthy eating guidelines
2. provide general information to maintain health and wellbeing.

**Underpinning knowledge**
The candidate can:
1. explain the factors that should be considered when planning healthy eating for the complementary therapy client

**Range**

**Evaluate**
Basic medical and lifestyle history taking and evaluation of the client, checking for contra-indications and cautions and assessing the clients’ needs

**Eating habits**
Frequency of consumption, snacking, eating routine, type of food – processed or fresh, 7 day food diary

**General information (lifestyle)**
Healthy eating, importance of exercise, sleep and adverse effects of nicotine, alcohol and drugs, fluid/water intake, supplements, posture, hobbies, rest, relaxation, time management, stress levels

**Factors**
Age, body type, gender, occupation, activity level, food and fluid intake, pre disposed conditions, stress, lifestyle changes: diet, increase of fluid intake and leisure activity, pregnancy, psychological, economics, sociological, environmental, culture, religion
Appendix 1  Connections to other qualifications

City & Guilds has identified the connections to other qualifications and the NOS. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

Relationship to NOS Standards
The following grid maps the knowledge and the practical skills covered in the City & Guilds Level 3 Diploma in Complementary Therapies against the National Occupational Standards produced by Skills for Health.

<table>
<thead>
<tr>
<th>Vocational Level 3 Diploma</th>
<th>CNH1</th>
<th>CNH2</th>
<th>CNH4</th>
<th>CNH7</th>
<th>CNH11</th>
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<tbody>
<tr>
<td>Unit 301</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Unit 302</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Unit 303</td>
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<td>✓</td>
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<tr>
<td>Unit 304</td>
<td>✓</td>
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<tr>
<td>Unit 305</td>
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<tr>
<td>Unit 306</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The suite of units included in the qualifications is shown below:

<table>
<thead>
<tr>
<th>Unit number</th>
<th>Unit title</th>
<th>Assessment requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 301</td>
<td>Principles and Practice of Complementary Therapies</td>
<td>Centre assessed assignment – 3 knowledge related tasks</td>
</tr>
<tr>
<td>Unit 302</td>
<td>Business Practice for Complementary Therapies</td>
<td>Centre assessed assignment – 4 knowledge related tasks and a practical observation</td>
</tr>
<tr>
<td>Unit 303</td>
<td>Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies</td>
<td>Online multiple choice examination, on demand examination using E-volve system</td>
</tr>
<tr>
<td>Unit 304</td>
<td>Provide Body Massage for Complementary Therapies</td>
<td>Records of 36 treatments including evidence of reflective practice. Practical assessment and viva by independent assessor. Written case study assessment.</td>
</tr>
<tr>
<td>Unit 305</td>
<td>Provide Aromatherapy for Complementary Therapies</td>
<td>Records of 60 treatments including evidence of reflective practice. Practical assessment and viva by independent assessor. Written case study assessment.</td>
</tr>
<tr>
<td>Unit 306</td>
<td>Provide Reflexology for Complementary Therapies</td>
<td>Records of 100 treatments including evidence of reflective practice. Practical assessment and viva by independent assessor. Written case study assessment.</td>
</tr>
<tr>
<td>Unit 307</td>
<td>Healthy Eating and Wellbeing for the Complementary Therapy Client</td>
<td>Centre assessed assignment, practical assessment, case studies</td>
</tr>
</tbody>
</table>
Appendix 3  Functional/Core Skills signposting

The qualifications provide opportunities to gather evidence for the accreditation of Functional/Core skills as shown in the table below. However, to gain Functional/Core Skills certification the Functional/Core Skills would need to be taken as an additional qualification.

Unit 301 Principles and Practice of Complementary Therapies Communication
- English Level 3

Unit 302 Business Practice for Complementary Therapies Communication
- English Level 3

Unit 303 Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies
- English Level 3
- Mathematics Level 2

Unit 304 Provide Body Massage for Complementary Therapies
- English Level 3

Unit 305 Provide Aromatherapy for Complementary Therapies
- English Level 3

Unit 306 Provide Reflexology for Complementary Therapies
- English Level 3

Unit 307 Healthy Eating and Wellbeing for the Complementary Therapy Client
- English Level 1 and 2
Appendix 4  The wider curriculum

Delivery of these units can contribute to the learner’s understanding of spiritual, moral, ethical, social and cultural issues in the following manner:

**Spiritual/Moral/Ethical:** Providing quality of service and value for money has an important moral/ethical dimension, as does the importance of respecting client confidentiality. Appreciating and respecting other’s beliefs, values, gender and disabilities is key to building good client and working relationships. It underpins all of the units in these qualifications.

**Social/Cultural:** Learning how to communicate effectively and to develop good relationships with others – their peers, assessors/teachers, supervisors, and clients – will be key to their career success and the success of the salon. It underpins all of the units in these qualifications.

**Environmental/Health and Safety:** Understanding the importance of maintaining cleanliness in the salon, the safe disposal of waste products, and ensuring that the salon environment is congenial and free of avoidable risks, is key to providing good service. It underpins all of the units in these qualifications.
# Useful contacts

<table>
<thead>
<tr>
<th>Type</th>
<th>Contact</th>
<th>Query</th>
</tr>
</thead>
</table>
| **UK learners**             | T: +44 (0)20 7294 2800  
E: learnersupport@cityandguilds.com | • General qualification information |
| **International learners**  | T: +44 (0)20 7294 2885  
F: +44 (0)20 7294 2413  
E: intcg@cityandguilds.com | • General qualification information |
| **Centres**                 | T: +44 (0)20 7294 2787  
F: +44 (0)20 7294 2413  
E: centresupport@cityandguilds.com | • Exam entries  
• Registrations/enrolment  
• Certificates  
• Invoices  
• Missing or late exam materials  
• Nominal roll reports  
• Results |
| **Single subject qualifications** | T: +44 (0)20 7294 8080  
F: +44 (0)20 7294 2413  
F: +44 (0)20 7294 2404 (BB forms)  
E: singlesubjects@cityandguilds.com | • Exam entries  
• Results  
• Certification  
• Missing or late exam materials  
• Incorrect exam papers  
• Forms request (BB, results entry)  
• Exam date and time change |
| **International awards**    | T: +44 (0)20 7294 2885  
F: +44 (0)20 7294 2413  
E: intops@cityandguilds.com | • Results  
• Entries  
• Enrolments  
• Invoices  
• Missing or late exam materials  
• Nominal roll reports |
| **Walled Garden**           | T: +44 (0)20 7294 2840  
F: +44 (0)20 7294 2405  
E: walledgarden@cityandguilds.com | • Re-issue of password or username  
• Technical problems  
• Entries  
• Results  
• GOLA  
• Navigation  
• User/menu option problems |
| **Employer**                | T: +44 (0)121 503 8993  
E: business_unit@cityandguilds.com | • Employer solutions  
• Mapping  
• Accreditation  
• Development Skills  
• Consultancy |
| **Publications**            | T: +44 (0)20 7294 2850  
F: +44 (0)20 7294 3387 | • Logbooks  
• Centre documents  
• Forms  
• Free literature |

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com