

VTCT Level 2 Diploma in Complementary Therapies (QCF)

Operational start date: **1 September 2012**
Credit value: **77**
Guided learning hours (GLH): **450**
Qualification number: **600/4847/5**

Statement of unit achievement

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements (if/where applicable) have been achieved under specified conditions, and that the evidence gathered is authentic.

This statement of unit achievement table must be completed prior to claiming certification.

| Unit code | Date achieved | Learner signature | Assessor initials | IV signature (if sampled) |
|-----------------|---------------|-------------------|-------------------|---------------------------|
| Mandatory units | | | | |
| UV21266 | | | | |
| UV21265 | | | | |
| UV21294 | | | | |
| UV21295 | | | | |
| UV21296 | | | | |
| UV21297 | | | | |
| UV21298 | | | | |

The qualification

Introduction

The VTCT Level 2 Diploma in Complementary Therapies (QCF) is an introductory qualification that has been designed to prepare you for a career in complementary therapies.

This qualification will develop your knowledge and understanding of the principles and practice and the clinic services and business awareness required for complementary therapies.

Furthermore, you will learn about anatomy and physiology and healthy eating and wellbeing for the complementary therapy client.

You will also learn basic massage therapy, aromatherapy and reflexology techniques.

National Occupational Standards (NOS)

Units in this qualification have been mapped to the relevant NOS (where applicable). This qualification is accredited on the Qualifications and Credit Framework (QCF).

This qualification is approved and supported by Skills for Health, the sector skills council for health.

Prerequisites

There are no formal prerequisite qualifications that you must have prior to undertaking this qualification.

Your centre will have ensured that you have the required knowledge, understanding and skills to enrol and successfully achieve this qualification.



Progression

On completion of this qualification you may choose to undertake further study; qualifications you could progress to include:

- VTCT Level 3 Award in Healthy Eating and Wellbeing for the Complementary Therapy Client (QCF)
- VTCT Level 3 Diploma in Complementary Therapies (QCF)
- VTCT Level 3 Diploma in Aromatherapy (QCF)
- VTCT Level 3 Diploma in Reflexology (QCF)
- VTCT Level 3 Diploma in Massage (QCF)
- VTCT Level 3 Certificate in Anatomy, Physiology and Pathology for Complementary Therapies (QCF)

Qualification structure

Total credits required - 77

All mandatory units must be completed.

Mandatory units - 77 credits

| VTCT unit code | Ofqual unit reference | Unit title | Credit value | GLH |
|----------------|-----------------------|--|--------------|-----|
| UV21266 | J/503/7778 | Introduction to principles and practice of complementary therapies | 7 | 45 |
| UV21265 | F/503/7777 | Introduction to clinic services and business awareness for complementary therapies | 7 | 45 |
| UV21294 | M/503/7628 | Knowledge of anatomy and physiology for complementary therapies | 16 | 90 |
| UV21295 | H/503/7738 | Provide basic massage therapy techniques for complementary therapies | 14 | 80 |
| UV21296 | A/503/7745 | Provide basic aromatherapy techniques using pre-blended oils | 14 | 80 |
| UV21297 | D/503/7656 | Provide basic reflexology techniques | 14 | 80 |
| UV21298 | M/504/0318 | Introduction to healthy eating and wellbeing for the complementary therapy client | 5 | 30 |

Guidance on assessment

This book contains the mandatory units that make up this qualification. Optional units will be provided in additional booklets (if applicable). Where indicated, VTCT will provide assessment materials. Assessments may be internal or external. The method of assessment is indicated in each unit.

Internal assessment

(any requirements will be shown in the unit)

Assessment is set, marked and internally verified by the centre to clearly demonstrate achievement of the learning outcomes. Assessment is sampled by VTCT external verifiers.

External assessment

(any requirements will be shown in the unit)

Externally assessed question papers completed electronically will be set and marked by VTCT.

Externally assessed hard-copy question papers will be set by VTCT, marked by centre staff and sampled by VTCT external verifiers.

Assessment explained

VTCT qualifications are assessed and verified by centre staff. Work will be set to improve your practical skills, knowledge and understanding. For practical elements, you will be observed by your assessor. All your work must be collected in a portfolio of evidence and cross-referenced to requirements listed in this record of assessment book.

Your centre will have an internal verifier whose role is to check that your assessment and evidence is valid and reliable and meets VTCT and regulatory requirements.

An external verifier, appointed by VTCT, will visit your centre to sample and quality-check assessments, the internal verification process and the evidence gathered. You may be asked to attend on a different day from usual if requested by the external verifier.

This record of assessment book is your property and must be in your possession when you are being assessed or verified. It must be kept safe. In some cases your centre will be required to keep it in a secure place. You and your course assessor will together complete this book to show achievement of all learning outcomes, assessment criteria and ranges.



Creating a portfolio of evidence

As part of this qualification you are required to produce a portfolio of evidence. A portfolio will confirm the knowledge, understanding and skills that you have learnt. It may be in electronic or paper format.

Your assessor will provide guidance on how to prepare the portfolio of evidence and how to show practical achievement and understanding of the knowledge required to successfully complete this qualification. It is this booklet along with the portfolio of evidence that will serve as the prime source of evidence for this qualification.

Evidence in the portfolio may take the following forms:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

All evidence should be documented in the portfolio and cross-referenced to unit outcomes. Constructing the portfolio of evidence should not be left to the end of the course.

Many frequently asked questions and other useful information are detailed in the VTCT Candidate's Handbook, which is available on the VTCT website at www.vtct.org.uk/students. Other questions should be addressed to the tutor, lecturer or assessor.

Case studies

To achieve this qualification you must carry out and document evidence of the following case studies:

UV21295 - Provide basic massage therapy techniques for complementary therapies:

You must carry out and document evidence for at least ten treatments.

UV21296 - Provide basic aromatherapy techniques using pre-blended oils: You must carry out and document evidence for at least ten treatments.

UV21297 - Provide basic reflexology techniques: You must carry out and document evidence for at least ten treatments.

Unit assessment methods

This section provides an overview of the assessment methods that make up each unit in this qualification. Detailed information on assessment is provided in each unit.

| Mandatory units | | | | |
|-----------------|--|-------------------|----------------|-----------------------|
| | | External | Internal | |
| VTCT unit code | Unit title | Question paper(s) | Observation(s) | Portfolio of Evidence |
| UV21266 | Introduction to principles and practice of complementary therapies | 0 | ✗ | ✓ |
| UV21265 | Introduction to clinic services and business awareness for complementary therapies | 0 | ✗ | ✓ |
| UV21294 | Knowledge of anatomy and physiology for complementary therapies | 2 | ✗ | ✓ |
| UV21295 | Provide basic massage therapy techniques for complementary therapies | 0 | ✓ | ✓ |
| UV21296 | Provide basic aromatherapy techniques using pre-blended oils | 0 | ✓ | ✓ |
| UV21297 | Provide basic reflexology techniques | 0 | ✓ | ✓ |
| UV21298 | Introduction to healthy eating and wellbeing for the complementary therapy client | 0 | ✗ | ✓ |

Unit glossary

| | Description |
|--|---|
| VTCT product code | All units are allocated a unique VTCT product code for identification purposes. This code should be quoted in all queries and correspondence to VTCT. |
| Unit title | The title clearly indicates the focus of the unit. |
| National Occupational Standards (NOS) | NOS describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence. |
| Level | Level is an indication of the demand of the learning experience; the depth and/or complexity of achievement and independence in achieving the learning outcomes. There are 9 levels of achievement within the Qualifications and Credit Framework (QCF). |
| Credit value | This is the number of credits awarded upon successful achievement of all unit outcomes. Credit is a numerical value that represents a means of recognising, measuring, valuing and comparing achievement. |
| Guided learning hours (GLH) | The number of hours of teacher-supervised or directed study time required to teach a qualification or unit of a qualification. |
| Observations | This indicates the minimum number of competent observations, per outcome, required to achieve the unit. |
| Learning outcomes | The learning outcomes are the most important component of the unit; they set out what is expected in terms of knowing, understanding and practical ability as a result of the learning process. Learning outcomes are the results of learning. |
| Evidence requirements | This section provides guidelines on how evidence must be gathered. |
| Observation outcome | An observation outcome details the tasks that must be practically demonstrated to achieve the unit. |
| Knowledge outcome | A knowledge outcome details the theoretical requirements of a unit that must be evidenced through oral questioning, a mandatory written question paper, a portfolio of evidence or other forms of evidence. |
| Assessment criteria | Assessment criteria set out what is required, in terms of achievement, to meet a learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place. Assessment criteria define the standard expected to meet learning outcomes. |
| Range | The range indicates what must be covered. Ranges must be practically demonstrated in parallel with the unit's observation outcomes. |

UV21266

Introduction to principles and practice of complementary therapies

The aim of this unit is to introduce you to the principles of complementary therapies and the ways in which they are practiced.

Level

2

Credit value

7

GLH

45

Observation(s)

0

External paper(s)

0



Introduction to principles and practice of complementary therapies

Learning outcomes

On completion of this unit you will:

1. Understand the basic theories of complementary therapies
2. Know the process of offering clients basic treatments in complementary therapies
3. Know how to present and provide services in a professional manner for complementary therapies

Evidence requirements

1. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
2. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
3. *External paper*
There is no external paper requirement for this unit.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means.

**This is not an exhaustive list.*

Knowledge



Learning outcome 1

Understand the basic theories of complementary therapies

| You can: | Portfolio reference / Assessor initials* |
|---|--|
| a. Describe the basic theories of complementary therapies | |
| b. Explain why complementary therapies are used | |

* Assessor initials to be inserted if orally questioned.



Learning outcome 2

Know the process of offering clients basic treatments in complementary therapies

| You can: | Portfolio reference / Assessor initials* |
|---|--|
| a. Describe how to consult with the client | |
| b. Explain how to prepare for basic treatment | |
| c. Identify possible causes and symptoms of stress in order to offer basic treatments | |

* Assessor initials to be inserted if orally questioned.



Learning outcome 3

Know how to present and provide services in a professional manner for complementary therapies

| You can: | Portfolio reference / Assessor initials* |
|--|--|
| a. State the requirements for personal and professional presentation | |
| b. Describe procedures for client assessment and planning of basic complementary therapies | |
| c. State the personal and professional conduct acceptable to clients and colleagues | |

* Assessor initials to be inserted if orally questioned.

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Understand the basic theories of complementary therapies

Basic theories: Power of touch, holistic health, balance and harmony, effect of social/economic/environmental factors on health and wellbeing.

Effects of complementary therapies: Reflexology, aromatherapy, traditional massage, remedial and therapeutic massage, Indian head massage, Thai massage, colour therapy, crystal therapy, nutritional therapy, Reiki/spiritual healing, shiatsu, yoga/meditation, flower remedies, iridology, kinesiology, Bowen technique,

Alexander technique, acupuncture, homeopathy, effects of specific treatments (physiological, psychological).

Reasons for using complementary therapies: Relaxation, stress relief, holistic approach to life, balance and harmony of the body and mind, reasons for using specific therapies.

Learning outcome 2: Know the process of offering clients basic treatments in complementary therapies

How to consult with the client: Client positioning (reducing barriers, relaxed), use of communication skills (verbal and non-verbal, active listening, open and closed questioning), conduct (confidentiality, rapport, empathy, trust, professional, polite, friendly, enthusiastic), gather information (personal details, medical history, contraindications to treatment, lifestyle), establish client's needs, referral if necessary, prepare a treatment plan according to client needs, agreement of treatment plan, consent to treatment, accurately recording the consultation outcomes.

How to prepare for basic treatment: Explanation of treatment procedures, preparing the client for treatment physically/mentally/emotionally, personal

standards (e.g. hygiene, dress), clean and hygienic surroundings and equipment, appropriate equipment and products to perform the treatment.

Possible causes of stress and symptoms of stress: Health, lifestyle changes, occupation, relationships, physical symptoms of stress (skin rashes, constant fatigue, frequent headaches, aches and pains, poor immunity, digestive disorders, nausea, palpitations), emotional symptoms.

Awareness of relaxation treatments: Time management, breathing exercises, meditation, aromatherapy, aromatic baths, regular exercise, healthy diet, visualisation, massage, reflexology, hypnotherapy.



Learning outcome 3: Know how to present and provide services in a professional manner for complementary therapies

Personal presentation: According to the organisation's requirements, professional work wear (e.g. clean/pressed uniform, low-heeled and fully enclosed footwear, socks with trousers, natural colour tights with skirts), suitable or natural make-up, short and clean fingernails free from polish or enhancements, no overpowering odours (e.g. perfume, body odour, bad breath), clean and tidy hair tied back off the face, no jewellery other than a plain wedding band and stud earrings, no chewing gum or sweets.

Procedures for client assessment and planning: Consultation (e.g. verbal and non-verbal communication, medical history, lifestyle questionnaire, client expectations and preparation), review of assessment to plan treatment programme, agree treatment with client, obtain written consent, prepare a treatment record sheet, refer the client if necessary, confidentiality, data protection.

Personal and professional conduct: According to organisation's requirements, work within limits of responsibility and qualification, confidentiality, appropriate use of personal protective equipment (PPE), personal values (e.g. professional, positive, confident, approachable, relaxed, empathetic, honest, moral, reflective).

Notes

Use this area for making notes and drawing diagrams



UV21265

Introduction to clinic services and business awareness for complementary therapies

The aim of this unit is to provide you with an introduction to the provision of complementary therapies, how such businesses operate and the employment opportunities for therapists.

Level

2

Credit value

7

GLH

45

Observation(s)

0

External paper(s)

0



Introduction to clinic services and business awareness for complementary therapies

Learning outcomes

On completion of this unit you will:

1. Know how to offer complementary therapies within a business environment
2. Know how a complementary therapy business operates
3. Know the key aspects of employment as a complementary therapist

Evidence requirements

1. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
2. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
3. *External paper*
There is no external paper requirement for this unit.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means.

**This is not an exhaustive list.*

Knowledge



Learning outcome 1

Know how to offer complementary therapies within a business environment

| You can: | Portfolio reference / Assessor initials* |
|---|--|
| a. Describe the different complementary therapy business models | |
| b. Identify the resources needed to offer well-known therapies | |
| c. State the requirements of an environment where complementary therapies are offered | |
| d. Describe the methods of promoting and marketing complementary therapy services | |

* Assessor initials to be inserted if orally questioned.



Learning outcome 2

Know how a complementary therapy business operates

| You can: | Portfolio reference / Assessor initials* |
|---|--|
| a. State the well-known services or products available | |
| b. Describe a client appointment system | |
| c. Describe ways of ensuring client loyalty to the business | |

* Assessor initials to be inserted if orally questioned.



Learning outcome 3

Know the key aspects of employment as a complementary therapist

| You can: | Portfolio reference / Assessor initials* |
|---|--|
| a. List the range of employment opportunities in the complementary therapy industry | |
| b. State relevant legislation with regards to running a business | |
| c. State the insurance requirements for employment and self-employment | |

* Assessor initials to be inserted if orally questioned.

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Know how to offer complementary therapies within a business environment

Complementary therapy

establishments: Type of business (partnership, limited company, franchise, sole trader, mobile), operation examples of specific complementary establishments.

Resources: Tools, equipment, products, linens, consumables.

An overview of the complementary therapy environment: Appropriate size and location of premises, temperature, lighting, ventilation, plumbing, layout, privacy, ambience, decor, storage, laundry facilities, waste disposal, hygiene, reception service, waiting area.

Complementary treatment in a business environment: Treatment and product services offered, pricing of treatments, booking appointments, reception service,

personal consultation, client assessment, client treatment, client aftercare, payment for products and services, ongoing client relationship and satisfaction.

Promotion and marketing: Describe how a reputation may be built, the importance of image, advertising and promotional materials, gift vouchers, client incentives, open evenings, client questionnaires, public relations (word of mouth), branding and logo, posters, leaflets, mailshots, business cards, website, newspaper advertisements, TV or radio press release, referrals, word of mouth, presentations and demonstrations, promotional materials, endorsement, networking, and client feedback.

Learning outcome 2: Know how a complementary therapy business operates

Informing clients about therapies: Inform about treatment services, products and prices, methods (advertisements, posters, leaflets, mailshots, telesales, website, presentations).

Recommend services or products: Types of complementary therapy treatments, to meet client preferences and needs, treatment packages and special offers, pricing.

Client appointment system: Initial enquiry, treatment recommendations,

client's name and contact details, booking (treatment type, therapist allocation, timings), recording booking (diary, computerised system), re-booking if necessary.

Client loyalty: High service standards, customer care, adapt services to meet customer demand, act on customer feedback, customer incentives, customer loyalty cards, gift vouchers, special offers and packages.



Learning outcome 3: Know the key aspects of employment as a complementary therapist

Employment opportunities: Self-employed (renting a room, room in own home, mobile therapist, owning a clinic), employed (spa, salon, clinic, healthcare, hotels, fitness centres, cruises, education, agency), full-time and part-time, career progressions (e.g. junior therapist, therapist, senior therapist, manager).

Legislation: Applicable national/local legislation relating to the workplace (e.g. health and safety, equality and diversity, data protection, employment, consumer protection, workplace regulations, manual handling, use of work equipment, liability insurance (employees, professional indemnity), control of substances hazardous to health, handling/storage/disposal/cautions of use of products, fire precautions, hygiene practice, disposal of waste, environmental protection, special treatment licenses, European Directive), further information should be sought from the relevant authorities.

Insurance requirements: Public liability, employer liability, professional indemnity, personal accident, health, product liability, building and contents insurance, insurance as a mobile therapist, source of insurance (e.g. professional associations, insurance companies), cover provided by insurance policy.

Notes

Use this area for making notes and drawing diagrams



UV21294

Knowledge of anatomy and physiology for complementary therapies

The aim of this unit is to develop your knowledge and understanding of the relevant anatomy and physiology that underpins complementary therapies.

Level

2

Credit value

16

GLH

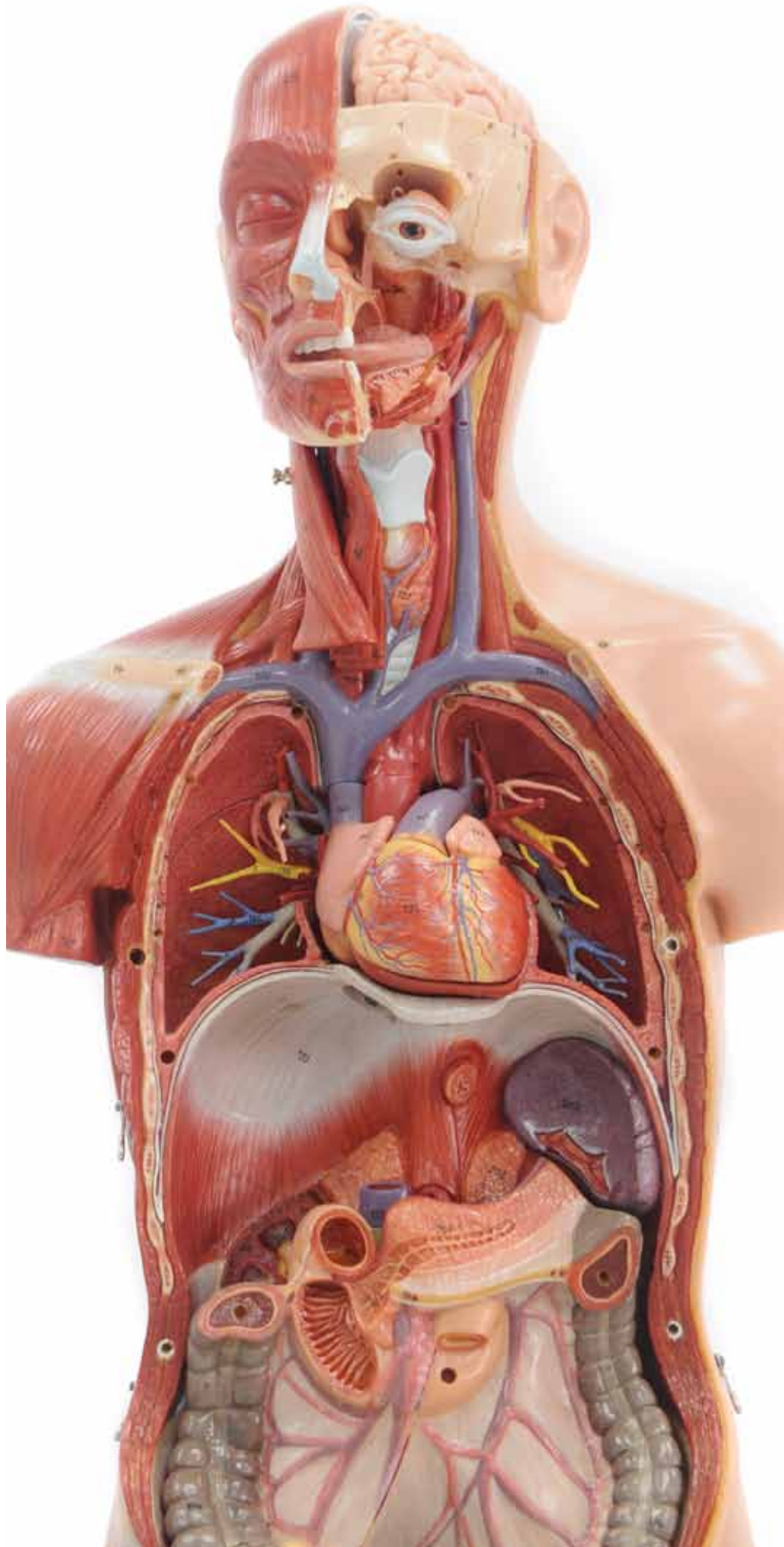
90

Observation(s)

0

External paper(s)

2



Knowledge of anatomy and physiology for complementary therapies

Learning outcomes

On completion of this unit you will:

1. Know the organisation of the body
2. Know the structure, function and pathologies of the skin, hair and nail
3. Know the structure, function and pathologies of the skeletal system
4. Know the structure, function and pathologies of the muscular system
5. Know the structure, function and pathologies of the nervous system
6. Know the structure, function and pathologies of the endocrine system
7. Know the structure, function and pathologies of the respiratory system
8. Know the structure, function and pathologies of the cardiovascular system
9. Know the structure, function and pathologies of the lymphatic system
10. Know the structure, function and pathologies of the other systems of the body

Evidence requirements

1. *Knowledge outcomes*

There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.

A minimum of two pathologies (disorders/diseases) for each body system must be evidenced in your portfolio.

2. *Tutor/Assessor guidance*

You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.

3. *External paper*

Knowledge and understanding in this unit will be assessed by an external paper.

The criteria that make up this paper are highlighted in white throughout this unit.

There are two external papers that must be achieved.

The external papers assess anatomy and physiology only, pathology (disorders/diseases) is not assessed by this method.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

**This is not an exhaustive list.*

Achieving the external paper

The external paper will test your knowledge of the criteria highlighted in white. **A pass mark of 70% must be achieved.** Criteria not achieved will be identified to your tutor/assessor. You will then be orally questioned or asked to produce other forms of evidence as **all unit criteria must be achieved.**

Your assessor will complete the following table when the 70% pass mark has been achieved.

| Paper | Date achieved | Assessor initials |
|--------|---------------|-------------------|
| 1 of 2 | | |
| 2 of 2 | | |

Knowledge



Learning outcome 1

Know the organisation of the body

| You can: | Portfolio reference / Assessor initials* |
|---|--|
| a. State the anatomical regions of the body | |
| b. Describe the directional terms of the body | |
| c. Describe the basic chemical organisation of the body | |
| d. Describe the basic structure of a cell | |
| e. State the major tissue types and their location | |

* Assessor initials to be inserted if orally questioned.

Requirements highlighted in white are assessed in the external paper.



Learning outcome 2

Know the structure, function and pathologies of the skin, hair and nail

| You can: | Portfolio reference / Assessor initials* |
|--|--|
| a. Describe the structure and functions of the skin | |
| b. State the skin types and factors that affect the skin | |
| c. Describe the structure and function of the hair | |
| d. Describe the structure and function of the nail | |
| e. Describe diseases and disorders of the skin, hair and nails | |

* Assessor initials to be inserted if orally questioned.

Requirements highlighted in white are assessed in the external paper.

A minimum of two pathologies for each body system must be evidenced in your portfolio.



Learning outcome 3

Know the structure, function and pathologies of the skeletal system

| You can: | Portfolio reference / Assessor initials* |
|--|--|
| a. Describe the structure and functions of the skeleton | |
| b. State the bones of the head, neck, upper limbs, hands, lower limbs and feet | |
| c. Identify the arches of the foot | |
| d. State the types of joint | |
| e. State the range of joint movements | |
| f. Describe the diseases and disorders of the skeletal system | |

* Assessor initials to be inserted if orally questioned.

Requirements highlighted in white are assessed in the external paper.

A minimum of two pathologies for each body system must be evidenced in your portfolio.



Learning outcome 4

Know the structure, function and pathologies of the muscular system

| You can: | Portfolio reference / Assessor initials* |
|---|--|
| a. Identify the location of the muscles of the head, face, neck, shoulders, arms, hands, lower leg and foot | |
| b. Describe the actions of the muscles of the head, face, neck, shoulders, arms, hands, lower leg and foot | |
| c. State the different types of muscle contraction | |
| d. Describe the diseases and disorders of the muscular system | |

* Assessor initials to be inserted if orally questioned.

Requirements highlighted in white are assessed in the external paper.

A minimum of two pathologies for each body system must be evidenced in your portfolio.



Learning outcome 5

Know the structure, function and pathologies of the nervous system

| You can: | Portfolio reference / Assessor initials* |
|--|--|
| a. State the structure and function of the nervous system | |
| b. Describe the diseases and disorders of the nervous system | |

* Assessor initials to be inserted if orally questioned.

Requirements highlighted in white are assessed in the external paper.

A minimum of two pathologies for each body system must be evidenced in your portfolio.



Learning outcome 6

Know the structure, function and pathologies of the endocrine system

| You can: | Portfolio reference / Assessor initials* |
|--|--|
| a. State the functions of the endocrine system | |
| b. State the position and function of the endocrine glands | |
| c. Describe the diseases and disorders of the endocrine system | |

* Assessor initials to be inserted if orally questioned.

Requirements highlighted in white are assessed in the external paper.

A minimum of two pathologies for each body system must be evidenced in your portfolio.



Learning outcome 7

Know the structure, function and pathologies of the respiratory system

| You can: | Portfolio reference / Assessor initials* |
|---|--|
| a. State the structure and function of the respiratory system | |
| b. State the difference between internal and external respiration | |
| c. Describe the diseases and disorders of the respiratory system | |

* Assessor initials to be inserted if orally questioned.

Requirements highlighted in white are assessed in the external paper.

A minimum of two pathologies for each body system must be evidenced in your portfolio.



Learning outcome 8

Know the structure, function and pathologies of the cardiovascular system

| You can: | Portfolio reference / Assessor initials* |
|---|--|
| a. State the structure and functions of the cardiovascular system | |
| b. State the composition and functions of the blood | |
| c. State the primary vessels in the head, face, neck, hand, wrist, forearm, foot, ankle and lower leg | |
| d. Describe the diseases and disorders of the cardiovascular system | |

* Assessor initials to be inserted if orally questioned.

Requirements highlighted in white are assessed in the external paper.

A minimum of two pathologies for each body system must be evidenced in your portfolio.



Learning outcome 9

Know the structure, function and pathologies of the lymphatic system

| You can: | Portfolio reference / Assessor initials* |
|---|--|
| a. State the function of the lymphatic system | |
| b. State the structure of the lymphatic system | |
| c. State the location of the major lymphatic nodes in the head, face, neck, hand, wrist, forearm, foot, ankle and lower leg | |
| d. Describe the diseases and disorders of the lymphatic system | |

* Assessor initials to be inserted if orally questioned.

Requirements highlighted in white are assessed in the external paper.

A minimum of two pathologies for each body system must be evidenced in your portfolio.



Learning outcome 10

Know the structure, function and pathologies of the other systems of the body

| You can: | Portfolio reference / Assessor initials* |
|---|--|
| a. State the structure and function of the digestive system | |
| b. Describe the diseases and disorders of the digestive system | |
| c. State the structure and function of the urinary system | |
| d. Describe the diseases and disorders of the urinary system | |
| e. State the structure and function of the reproductive system | |
| f. Describe the diseases and disorders of the reproductive system | |

* Assessor initials to be inserted if orally questioned.

Requirements highlighted in white are assessed in the external paper.

A minimum of two pathologies for each body system must be evidenced in your portfolio.

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Know the organisation of the body

Anatomical regions of the body:

Definitions and locations of regions (cephalic, frontal, cervical, cranial, occipital, thoracic, brachial, cubital, carpal, palmar, digital, popliteal, patellar, tarsal, plantar, cutaneous).

Directional terms: Definitions and examples of terms (superior, inferior, medial, lateral, superficial, deep, anterior, posterior, proximal, and distal).

Basic chemical organisation of the body: Simple chemicals (e.g. oxygen, carbon dioxide), nutrient chemicals (e.g. carbohydrates, fats (lipids), proteins, vitamins, minerals, fibre, water), complex chemicals (e.g. ATP, DNA, body fluids).

Basic structure of a cell: Structural components (cell membrane, nucleus, nucleolus, cytoplasm, vacuoles, vesicles, centrosome, organelles, Golgi, lysosome, ribosome, mitochondria, endoplasmic reticulum).

Major tissue types and location:

Epithelial tissue (protective, secretory), muscular tissue (striated, non-striated, cardiac), nervous tissue, connective tissue (areolar, adipose, cartilage, bone, blood, lymph).



Learning outcome 2: Know the structure, function and pathologies of the skin, hair and nail

Structure of skin: Epidermis layer structure (stratum corneum/horny, stratum lucidum/clear, stratum granulosum/granular, stratum spinosum/prickle, stratum germinativum/basal), dermis layer structure (papillary, reticular, subcutaneous, blood capillary, lymphatic capillary network, hair, sebaceous gland, sweat glands, sensory and motor nerve endings, collagen), subcutaneous layer structure (adipose).

Functions of the skin: Secretion, heat regulation, absorption, protection, excretion, sensation, vitamin D production.

Growth and repair cycle of skin: Cell formation, keratinisation, desquamation.

An awareness of diseases and disorders of the skin: Causes, signs and symptoms, infestations (scabies, mites, head lice, pediculosis pubis, pediculosis corporis), bacterial infections (impetigo, conjunctivitis, acne vulgaris, acne rosacea, boils, folliculitis), viral infections (herpes simplex, herpes zoster, verrucae or warts), fungal diseases (tinea corporis, tinea capitis, tinea pedis), allergies (dermatitis, eczema, urticaria), pigmentation disorders (vitiligo, albinism, chloasma, ephelides, lentigo, naevae, leucoderma, erythema), general disorders (e.g. sensitive skin, ultraviolet damage, pustules, papules), skin cancers (melanoma, carcinoma).

Skin types and factors affecting the skin: Definition and appearance of skin types (mature, young, dry, oily, combination, sensitive, balanced), factors affecting the skin (age, diet, smoking, alcohol, ultraviolet, stress, climate).

Hair function, structure, growth cycle and role: Hair types and functions (lanugo, vellus, terminal), hair structure and functions (cuticle, cortex, medulla, dermal papilla), hair growth cycle (anagen, catagen, telogen), factors affecting hair growth.

Diseases and disorders of the hair: Hirsutism, alopecia, hair shaft disorders.

Nail unit, function, diseases and disorders, and growth cycle: Definition and location of nail structures (nail bed, hyponychium, eponychium, perionychium, mantle, lateral nail fold, nail grooves, matrix, lunula, cuticle, nail plate, free edge), function of nails (protection, manual dexterity), nail growth cycle (nail formation in matrix, growth rates), factors affecting nail growth, causes and appearance of nail diseases and disorders (leukonychia, hang nail, paronychia, onychorrhexis, onycholysis, transverse ridges, vertical ridges, tinea unguium, pitting).



Learning outcome 3: Know the structure, function and pathologies of the skeletal system

Functions of the skeleton: Shape and support, muscle attachment, movement and leverage, production of red blood cells, storage of calcium, protection.

Bones and structure of the skeleton: Structure and function of different types of bones (compact, cancellous, long, short, flat, irregular, sesamoid), head (frontal, parietal, temporal, occipital, sphenoid, ethmoid, nasal, zygomatic, maxillae, mandible), neck (cervical vertebrae, atlas, axis), spine (thoracic vertebrae, lumbar vertebrae, sacral vertebrae, coccygeal vertebrae, intervertebral discs), torso (ribs, sternum, clavicle, scapula, pelvic girdle), upper limbs (humerus, radius, ulna), hands (carpals, metacarpals, phalanges), lower limbs (femur, patella, tibia, fibula), feet (tarsals, metatarsals, phalanges).

Arches of the foot: Structure and locations (medial longitudinal, lateral longitudinal, anterior transverse, posterior transverse).

Types of joint: Fixed, slightly moveable, freely moveable (ball and socket, hinge, pivot, gliding, saddle, ellipsoid), structure and example locations.

Range of joint movement: Definitions of movements (flexion, extension, circumduction, rotation, adduction, abduction, pronation, supination, dorsiflexion, plantar flexion, eversion, inversion), range of joint movement examples.

Pathologies: Causes, signs and symptoms (osteoporosis, osteoarthritis, rheumatoid arthritis, bursitis, gout, hallux valgus, bunions).



Learning outcome 4: Know the structure, function and pathologies of the muscular system

Location of muscles:

Head and face – frontalis, occipitalis, temporalis, procerus, corrugator, orbicularis oculi, risorius, buccinator, mentalis, masseter, platysma.

Neck – sternocleidomastoid, zygomaticus, orbicularis oris.

Shoulders – deltoids, trapezius, pectoralis major.

Arms and hands – biceps, triceps, extensor, flexor.

Lower leg and foot – gastrocnemius, soleus, tibialis anterior, peroneus longus, flexors, extensors.

Muscle actions: Examples of muscles and associated actions (flexion, extension, circumduction, rotation, adduction, abduction, pronation, supination, dorsiflexion, plantar flexion, eversion, inversion).

Pathologies: Causes, signs and symptoms (cramp, repetitive strain injury, muscle strain).

Learning outcome 5: Know the structure, function and pathologies of the nervous system

Functions of the nervous system:

Detection of stimuli, process and interpretation of stimuli, response to stimuli.

Organisation of the nervous system:

Structure and function (central nervous system, peripheral nervous system, somatic nervous system, autonomic nervous system, sympathetic, parasympathetic).

Types of neurone: Motor (efferent), sensory (afferent), mixed nerves, neurone locations and roles.

Structure of a motor neurone: Axon, dendrites, cell body, myelin sheath.

Location of structures of the brain:

Meninges, cerebrospinal fluid, cerebrum, cerebellum, pons Varolii, medulla oblongata, thalamus, hypothalamus, brain stem.

Cranial nerves: Olfactory, 5th (trigeminal), 7th (facial), 11th (accessory), location and function of cranial nerves.

Pathologies: Causes, signs and symptoms (neuritis, Bell's palsy, epilepsy, neuralgia, migraine, Parkinson's disease, myalgic encephalomyelitis, cerebral palsy, multiple sclerosis, sciatica, motor neurone disease).



Learning outcome 6: Know the structure, function and pathologies of the endocrine system

Functions of the endocrine system:

Hormone secretion, homeostasis, control of body functions.

Structure of the endocrine system:

Location and role of glands (pituitary, thyroid gland, parathyroid, thymus, pineal, pancreas, adrenals, ovaries, testes).

Pathologies: Causes, signs and symptoms (Addison's syndrome, amenorrhoea, diabetes mellitus, diabetes insipidus).

Learning outcome 7: Know the structure, function and pathologies of the respiratory system

Functions of the respiratory system:

Oxygen supply, carbon dioxide removal, internal respiration, external respiration, gaseous exchange, composition of inhaled and exhaled air.

Structure of the respiratory system:

Mouth, nose, nasal cavity, larynx, pharynx, epiglottis, trachea, bronchi, bronchioles, alveoli, lungs, pleura, diaphragm, intercostal muscles.

Pathologies: Causes, signs and symptoms, obstructive (e.g. emphysema, bronchitis, asthma), other (e.g. pneumonia, tuberculosis, hay fever, rhinitis, whooping cough, sinusitis, laryngitis, pharyngitis).



Learning outcome 8: Know the structure, function and pathologies of the cardiovascular system

Functions of the cardiovascular system:

Transport, heat regulation, protection, blood flow distribution.

Structure of the cardiovascular system:

Heart, arteries, arterioles, veins, venules, capillaries, blood plasma, erythrocytes, leucocytes, platelets, thrombocytes.

Function of the blood: Transportation (oxygen, carbon dioxide, waste products, hormones, enzymes, blood cells, nutrients), protection (clotting mechanism, fights infection), regulation of body temperature.

Primary vessels: Location and role, head, face and neck (common carotid artery, external carotid artery, internal carotid artery, external jugular vein, internal jugular vein), hand, wrist and forearm (radial and ulnar arteries, basilica and cephalic veins), foot, ankle and lower leg (anterior tibial artery/vein, posterior tibial artery/vein, saphenous vein, iliac vein, femoral vein).

Pathologies: Causes, signs and symptoms (anaemia, aneurysm, arteriosclerosis, atherosclerosis, coronary thrombosis, deep vein thrombosis (DVT), hypertension, hypotension, varicose veins, palpitations, high cholesterol).

Learning outcome 9: Know the structure, function and pathologies of the lymphatic system

Function of the lymphatic system:

Transportation (excess fluid, foreign particles, fats), purification (waste and toxins), protection (antibodies for defence).

Structure of the lymphatic system:

Lymphocytes, lymphatic capillaries, lymphatic vessels, lymph nodes, lymphatic ducts, lymphatic tissue (e.g. tonsils, appendix).

Location of the major lymphatic nodes:

In the head and neck and related areas (deep and superficial cervical, mandibular and submandibular, submental, anterior and posterior auricular, occipital, buccal, axillary, supraclavicular, popliteal).

Pathologies: Causes, signs and symptoms (cancer, fever, cellulitis, rheumatoid arthritis, oedema, Hodgkin's disease, lymphoedema).



Learning outcome 10: Know the structure, function and pathologies of the other systems of the body

Functions of the digestive system:

Ingestion, mechanical and chemical breakdown of food, digestion, absorption of nutrients, defaecation.

Structure of the digestive system:

Mouth, tongue, teeth, salivary glands, pharynx, epiglottis, oesophagus, stomach, small intestine, large intestine, rectum, anus.

Pathologies of the digestive system:

Causes, signs and symptoms (heartburn, indigestion, irritable bowel syndrome, constipation, diarrhoea, gall stones, coeliac's disease, ulcer).

Functions of the urinary system:

Filtration, reabsorption, secretion.

Structure of the urinary system: Kidneys, pelvis, ureter, bladder, urethra).

Pathologies of the urinary system:

Causes, signs and symptoms (cystitis, kidney stones, bladder stones, nephritis).

Functions of the reproductive system:

Reproduction.

Structure of the female reproductive system: Ovary, fallopian tubes, uterus, cervix, vagina, labia, clitoris.

Structure of the male reproductive system: Testes, scrotum, epididymis, seminal vesicles, prostate, urethra, penis.

Pathologies of the female reproductive system: Amenorrhoea, dysmenorrhoea, pre-menstrual syndrome, sexually transmitted diseases, polycystic ovarian syndrome.

Pathologies of the male reproductive system: Sexually transmitted diseases, penile cancer, testicular cancer, prostate cancer, epididymitis.

Notes

Use this area for making notes and drawing diagrams



UV21295

Provide basic massage therapy techniques for complementary therapies

The aim of this unit is to develop your knowledge, understanding and practical skills in performing basic massage therapy techniques for complementary therapies. You will become competent in applying massage to specific areas of the body.

Level

2

Credit value

14

GLH

80

Observation(s)

3

External paper(s)

0



Provide basic massage therapy techniques for complementary therapies

Learning outcomes

On completion of this unit you will:

1. Be able to prepare for basic massage therapy techniques
2. Be able to provide basic massage therapy techniques

Evidence requirements

1. *Environment*
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. *Simulation*
Simulation is not allowed in this unit.
3. *Observation outcomes*
Competent performance of Observation outcomes must be demonstrated on **at least three occasions**. Assessor observations, witness testimonies and products of work are likely to be the most appropriate sources of performance evidence. Professional discussion may be used as supplementary evidence for those criteria that do not naturally occur.

Assessed observations should not be carried out on the same day for the same learning outcome. There should be sufficient time between assessments for reflection and personal development.

You need to meet the same standard on a regular and consistent basis. Separating the assessments by a period of at least two weeks is recommended as competence must be demonstrated on a consistent and regular basis.

4. *Range*
All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
6. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes and cover ranges in this unit. All outcomes and ranges must be achieved.
7. *External paper*
There is no external paper requirement for this unit.
8. *Case studies*
You must carry out and document evidence for at least **ten** treatments on a minimum of three clients.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of competent observations required is indicated in the Evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through professional discussion and/or oral questioning. This evidence will be recorded by your assessor in written form or by other appropriate means.

Your assessor will sign off a learning outcome when all criteria have been competently achieved.

Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.

Case studies sign off

To achieve this unit you must carry out and document evidence for at least **ten** treatments on a minimum of three clients.

Your assessor will complete the table below when **ten** treatments have been completed and are documented in your portfolio of evidence.

| Date achieved | Assessor initials |
|---------------|-------------------|
| | |



Observations

Learning outcome 1

Be able to prepare for basic massage therapy techniques

You can:

- a. Prepare self, client and work area for treatment in accordance with current legislation and working practice requirements
- b. Consult with client to confirm their treatment objectives
- c. Provide clear and suitable treatment recommendations to the client, taking into account any influencing factors
- d. Select materials and equipment for treatment

** May be assessed through supplementary evidence.*

| Observation | 1 | 2 | 3 |
|----------------------------|---|---|---|
| Date achieved | | | |
| Criteria questioned orally | | | |
| Portfolio reference | | | |
| Assessor initials | | | |
| Learner signature | | | |



Learning outcome 2

Be able to provide basic massage therapy techniques

You can:

- a. Communicate and behave in a professional manner
- b. Position self and client for the treatment to ensure privacy, comfort and wellbeing
- c. Use safe and hygienic working methods
- d. Carry out a visual analysis of the areas to be treated
- e. Use and adapt basic massage therapy techniques, using materials and equipment correctly and safely to meet the needs of the client
- f. Locate underlying body structures during treatment
- g. Record treatment details and client feedback
- h. Provide suitable aftercare and home care advice

*May be assessed through supplementary evidence.

| | | | |
|----------------------------|---|---|---|
| Observation | 1 | 2 | 3 |
| Date achieved | | | |
| Criteria questioned orally | | | |
| Portfolio reference | | | |
| Assessor initials | | | |
| Learner signature | | | |



Range

*You must practically demonstrate that you have:

| Used all massage mediums | | Portfolio reference |
|-------------------------------------|--|---------------------|
| Oil | | |
| Cream | | |
| Used all massage techniques | | Portfolio reference |
| Effleurage | | |
| Petrissage | | |
| Frictions | | |
| Given all types of aftercare | | Portfolio reference |
| Rest | | |
| No alcohol | | |
| Drink water | | |
| Treated all areas | | Portfolio reference |
| Face | | |
| Neck | | |
| Head and scalp | | |
| Upper back and shoulder | | |
| Lower arm and hand | | |
| Lower leg and foot | | |

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

**This is not an exhaustive list.*

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Knowledge



Learning outcome 1

Be able to prepare for basic massage therapy techniques

| You can: | Portfolio reference / Assessor initials* |
|---|--|
| e. Explain basic treatment techniques | |
| f. Describe appropriate characteristics of a basic massage therapy treatment environment | |
| g. Describe factors that need to be considered for a basic massage therapy techniques treatment | |
| h. Describe the objectives and possible benefits of basic massage therapy techniques | |
| i. Describe contra-indications that may prevent or restrict basic massage therapy treatment | |
| j. State the importance of referring a client to a healthcare practitioner if necessary | |
| k. Describe the employer's and employee's health, safety and security responsibilities | |

* Assessor initials to be inserted if orally questioned.



Learning outcome 2

Be able to provide basic massage therapy techniques

| You can: | Portfolio reference / Assessor initials* |
|---|--|
| i. Describe the principles of basic massage techniques | |
| j. State how the basic massage techniques can be adapted to suit the individual characteristics of a client | |
| k. State the uses of different media | |
| l. Describe the contra-actions that may result from basic massage treatment | |
| m. State the aftercare advice that should be provided following the treatment | |
| n. Describe safe and hygienic working methods | |
| o. Describe safe handling and use of products, materials, tools and equipment | |
| p. Describe the importance of the correct maintenance and storage of products, materials, tools and equipment | |

* Assessor initials to be inserted if orally questioned.

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to prepare for basic massage therapy techniques

Preparation of self and client: Self (work wear, personal appearance, professional conduct and behaviour), clients (preparation for planned massage treatment, client positioning, protection).

Consult with clients: Greeting the client, client positioning (reduce barriers, relaxed), use of communication skills (verbal and non-verbal, active listening, open and closed questioning), conduct (confidentiality, rapport, trust, professional, polite, friendly, enthusiastic), gather information (personal details, occupation, medical history, contra-indications, lifestyle including stress levels), establish client's needs, referral if necessary, prepare a treatment plan according to client needs, agreement of treatment plan, consent to treatment, accurately recording the consultation outcomes.

Preparation of a treatment environment: Prepare the environment (layout, temperature, ventilation, lighting, music, hygiene), select appropriate equipment and materials (treatment couch/chair, couch covers, couch roll, foot stools/steps, supports, towels, oil, antiseptic/sanitising products, cotton wool, tissues, waste bin/bag), use working practices in accordance with current legislation and advertising guidelines.

Contra-indications that may prevent or restrict treatment: Recognise contra-indications that may prevent or restrict treatment, assess contra-indications that may prevent or restrict treatment (effects on suitability of treatment, effects on treatment

outcome, risks to clients' health (medical consent, insurance requirements).

Examples of contra-indications that may prevent or restrict treatment:

Skeletal diseases/disorders, stroke, severe headaches/migraine, under the influence of alcohol or drugs, diseases/disorders (e.g. respiratory disorders, cardiovascular conditions, muscular diseases/disorders, nervous diseases/disorders, diabetes, epilepsy, skin cancer and cancerous tumours, HIV), cautions (e.g. fever, infectious diseases, mild muscular strains, fibrositis, non-insulin dependent diabetes, asthma, medicated high or low blood pressure, chemotherapy, radiotherapy, pregnancy, allergies, cuts/bruises/abrasions, recent scar tissue, sunburn, following a heavy meal).

Appropriate action for contra-

indications: No treatment given, treatment adaptation, written consent, referral to another practitioner.

Refer the client: Follow referral procedures, when to refer (contra-indications, cautions, contra-actions, when outside limits of knowledge or responsibility), referral to healthcare practitioners, selecting alternative or adapted treatments, obtaining client's signature as informed consent that there is no medical objection to the treatment being provided, compliance with insurance and record keeping requirements.

Formulate and agree a treatment plan:

Plan treatment according to client needs/desired outcome, current client health,



Learning outcome 1: Be able to prepare for basic massage therapy techniques (continued)

lifestyle, medication, contra-indications, client expectations, time restrictions, client preference, agreement and consent to treatment (verbal, written), explanation of contra-indications and cautions, obtain client signature and date.

Objectives, benefits and possible contra-actions: Before/during/after treatment, objectives (relaxation, stress relief, improved sense of wellbeing).

Contra-actions: Heightened emotions, headache, muscle ache, nausea, dizziness, faintness, allergy to massage medium, erythema.

Influencing factors: Age, health, medication, lifestyle, expectations, contra-indications, cost, time, frequency, skin (sensitivity, type, conditions), medical history, stress levels, previous treatments (type, results, benefits, contra-actions), client positioning, pressure, techniques, areas of concern.

Employee and employer's health, safety and security responsibilities:

Management of health and safety at work – cleaning up spillages, report slippery surfaces, remove/report obstacles, good all-round access to trolleys and equipment, sterilise or disinfect tools/equipment/work surfaces, personal protective equipment.

Manual handling – moving stock, lifting, working heights, unpacking, posture, department, balance weight, preserve back, prevent slouching.

Towels – clean for every client, dirty towels in covered bin.

Liability insurance – employers', public, professional indemnity.

Reporting of injuries, diseases and dangerous occurrences regulations (RIDDOR) – accident book, reporting diseases, local by-laws, code of conduct, risk assessment.

Health and safety legislation: Data protection, employers' liability (compulsory insurance), fire precautions, first aid at work, health and safety at work, local government miscellaneous provisions, occupiers' liability, local by-laws.

Employer's responsibility: Current and valid liability insurance, display health and safety rules (covering staff, employees, clients), fire evacuation (provide regular training), accurate record keeping, monitoring.

Hazards: Something with potential to cause harm, requiring immediate attention, level of responsibility (report, nominated personnel, duty to recognise/deal with hazards).

Security (cash): Staff training, point of sale, regular banking, in transit.

Security (people): Staff, clients, visitors, children, personal belongings, systems (security, emergency evacuation), storage, client records, business information.

Risk: Likelihood of a hazard happening, risk assessment (determine the level of risk, preventative measures, reduce a potentially harmful situation), judgement of salon hazards (who, what, level of risk), interpret results, conclusions, record findings, regular reviews.

Reasons for risk assessment: Staff/visitor/client health and safety, safe environment, minimising hazards and risks, requirement of legislation.



Learning outcome 2: Be able to provide basic massage therapy techniques

Communicate and behave in a professional manner: Professional communication techniques, appearance (clean/pressed uniform), manner (respectful, reliable, honest, ethical, supportive), client care (modest, positioning, comfort, environment, wellbeing, treatment adaptation), no chewing, no perfume, confidentiality, education/CPD, health and safety, hygiene, organised, prepared, punctual, professional membership, insurance.

Position self: Correct posture when in lunge/stride stance, working methods to avoid repetitive strain injury, standing posture (even weight distribution), couch at correct working height.

Position of client for comfort/modesty: Suitable supports (head, legs, arms), comfortable face cradle, correctly positioned to get maximum benefit from treatment, prevent injury, visual/verbal checks to maintain client comfort and relaxation, modesty maintained.

Visual analysis: Observe and recognise the physical characteristics of the body, identify local contra-indications.

Basic massage treatment: Safe and hygienic working methods, ethical practice and professional codes of conduct, therapist grounding, meet and greet client, consultation, explain history of massage, benefits, contra-actions, contra-indications, discuss treatment plan, agree and sign treatment plan/adaptations, instruct on removal of clothing/jewellery, maintain modesty, provide suitable supports/covers, wash and sanitise hands, apply selected medium, perform basic massage therapy techniques in commercially acceptable time, maintain contact throughout, check

client satisfaction and comfort throughout, respond appropriately to client feedback/requests, note areas of tension, remove massage medium, assist client off the couch, maintain modesty, offer client water, receive client feedback, discuss treatment outcomes, review treatment plan, aftercare advice, confirm follow-on treatment, show client out, complete records, treatment areas (face, neck, chest, head and scalp, upper back and shoulders).

Basic massage therapy techniques:

Principles (deep and superficial effleurage, petrissage, kneading, picking-up, wringing, knuckling, skin rolling, frictions, warm-up and closing relaxation), perform techniques.

Physiological effects: Increased circulation, warm tissues, stimulation of skin increasing cellular function, desquamation, increased sebaceous secretions, increased lymphatic flow, stimulate nerve endings, relax tense muscles.

Psychological effects: Relaxation, relief from tension, stress relief, sense of wellbeing, invigorating.

Materials, products and equipment:

Uses, application and origin of different massage media (e.g. oil, cream), hygienic and safe use according to manufacturer's instructions, safe and correct storage according to manufacturer's instructions and current legislation, regularly check equipment.

Commercially acceptable time:

Consultation 15 minutes, 20-30 minutes treatment, 5 minutes home care advice.



Learning outcome 2: Be able to provide basic massage therapy techniques (continued)

Adaptation of treatment: Duration, frequency, client positioning, pressure, techniques, areas of concern, cost.

Records: Details of initial consultation, record of treatment plan, changes to client's medical history, how basic massage therapy techniques treatment was performed, details of any contra-actions at the time of treatment, home care advice, client requirements, store records, confidentiality requirements, (follow current legislation and current codes of practice, confidential storage of records, according to data protection legislation).

Contra-actions and responses: Erythema, aching/tenderness (pressure, technique adaptation), reaction to massage medium (remove product), headache (drink water, rest), action (treatment adaptation, discussion/advice), first aid responses.

Home and aftercare advice: May include appropriate recommendations for further treatment, lifestyle changes, relaxation techniques, postural awareness, deep-breathing exercises, relaxation, drink water, rest, stress management, hobbies, explain healing process.

Treatment assessment and evaluation: Meeting treatment objectives, meeting client expectations, successful outcome, feedback (visual, verbal, written, non-verbal communication), discussion of treatment outcomes, emotional responses, physical responses, client involvement in own health and wellbeing, client progression, ongoing treatment.

UV21296

Provide basic aromatherapy techniques using pre-blended oils

The aim of this unit is to develop your knowledge, understanding and practical skills in preparing for and providing basic aromatherapy techniques for complementary therapy clients. You will be competent in using a range of pre-blended oils to massage certain parts of the body.

Level

2

Credit value

14

GLH

80

Observation(s)

3

External paper(s)

0



Provide basic aromatherapy techniques using pre-blended oils

Learning outcomes

On completion of this unit you will:

1. Be able to prepare for basic aromatherapy techniques using pre-blended oils
2. Be able to provide basic aromatherapy techniques

Evidence requirements

1. *Environment*
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. *Simulation*
Simulation is not allowed in this unit.
3. *Observation outcomes*
Competent performance of Observation outcomes must be demonstrated on **at least three occasions**. Assessor observations, witness testimonies and products of work are likely to be the most appropriate sources of performance evidence. Professional discussion may be used as supplementary evidence for those criteria that do not naturally occur.

Assessed observations should not be carried out on the same day for the same learning outcome. There should be sufficient time between assessments for reflection and personal development.

You need to meet the same standard on a regular and consistent basis. Separating the assessments by a period of at least two weeks is recommended as competence must be demonstrated on a consistent and regular basis.

4. *Range*
All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
6. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes and cover ranges in this unit. All outcomes and ranges must be achieved.
7. *External paper*
There is no external paper requirement for this unit.
8. *Case studies*
You must carry out and document evidence for at least **ten** treatments on a minimum of three clients.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of competent observations required is indicated in the Evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through professional discussion and/or oral questioning. This evidence will be recorded by your assessor in written form or by other appropriate means.

Your assessor will sign off a learning outcome when all criteria have been competently achieved.

Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.

Case studies sign off

To achieve this unit you must carry out and document evidence for at least **ten** treatments on a minimum of three clients.

Your assessor will complete the table below when **ten** treatments have been completed and are documented in your portfolio of evidence.

| Date achieved | Assessor initials |
|---------------|-------------------|
| | |



Observations

Learning outcome 1

Be able to prepare for basic aromatherapy techniques using pre-blended oils

You can:

- a. Prepare self, client and work area for treatment in accordance with current legislation and working practice requirements
- b. Consult with client to confirm their treatment objectives
- c. Provide clear and suitable treatment recommendations to the client, taking into account any influencing factors
- d. Select materials, pre-blended oils and equipment for the treatment

** May be assessed through supplementary evidence.*

| Observation | 1 | 2 | 3 |
|----------------------------|---|---|---|
| Date achieved | | | |
| Criteria questioned orally | | | |
| Portfolio reference | | | |
| Assessor initials | | | |
| Learner signature | | | |



Learning outcome 2

Be able to provide basic aromatherapy techniques

You can:

- a. Communicate and behave in a professional manner
- b. Position self and client for the treatment to ensure privacy, comfort and wellbeing
- c. Use safe and hygienic working methods
- d. Carry out a visual analysis of areas to be treated
- e. Use and adapt basic aromatherapy techniques using materials and equipment, correctly and safely to meet the needs of the client
- f. Record treatment details and client feedback
- g. Provide suitable aftercare and home care advice in line with current legislation

**May be assessed through supplementary evidence.*

| | | | |
|----------------------------|---|---|---|
| Observation | 1 | 2 | 3 |
| Date achieved | | | |
| Criteria questioned orally | | | |
| Portfolio reference | | | |
| Assessor initials | | | |
| Learner signature | | | |



Range

*You must practically demonstrate that you have:

| Used all the massage techniques | | Portfolio reference |
|--|--|---------------------|
| Effleurage | | |
| Petrissage | | |
| Met all the treatment outcomes | | Portfolio reference |
| Relaxation | | |
| Reduction of muscular tension | | |
| Invigorating/stimulating | | |
| Treated all the areas | | Portfolio reference |
| Face | | |
| Neck | | |
| Head and scalp | | |
| Upper back and shoulders | | |
| Lower arm and hand | | |
| Lower leg and foot | | |

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

**This is not an exhaustive list.*

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Knowledge



Learning outcome 1

Be able to prepare for basic aromatherapy techniques using pre-blended oils

| You can: | Portfolio reference / Assessor initials* |
|--|--|
| e. Explain basic treatment techniques | |
| f. Describe appropriate characteristics of a basic aromatherapy treatment environment | |
| g. Describe factors that need to be considered for a basic aromatherapy treatment | |
| h. Describe the objectives and possible benefits of basic aromatherapy techniques | |
| i. Describe contra-indications that may prevent or restrict basic aromatherapy treatment | |
| j. State the importance of referring a client to a healthcare practitioner if necessary | |
| k. Describe the employer's and employee's health, safety and security responsibilities | |

* Assessor initials to be inserted if orally questioned.



Learning outcome 2

Be able to provide basic aromatherapy techniques

| You can: | Portfolio reference / Assessor initials* |
|--|--|
| h. Describe the principles of basic aromatherapy techniques | |
| i. State the uses, application and origin of 12 essences and 5 fixed carrier oils | |
| j. State how the basic aromatherapy techniques can be adapted to suit the individual characteristics of a client | |
| k. Describe the contra-actions that may result from basic aromatherapy treatment | |
| l. State the aftercare advice that should be provided following the treatment, in line with current legislation | |
| m. Describe safe and hygienic working methods | |
| n. Describe safe handling and use of products, materials, tools and equipment | |
| o. Describe the importance of the correct maintenance and storage of products, materials, tools and equipment | |

* Assessor initials to be inserted if orally questioned.

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to prepare for basic aromatherapy techniques using pre-blended oils

Preparation of self and client: Self (work wear, personal appearance, professional conduct and behaviour), client (preparation for planned massage treatment, client positioning, protection).

Preparation of a treatment environment: Prepare the environment (layout, temperature, ventilation, lighting, music, hygiene), select appropriate equipment and materials (treatment couch/chair, couch covers, couch roll, foot stools/steps, supports, towels, oil, antiseptic/sanitising products, cotton wool, tissues, waste bin/bag), use working practices in accordance with current legislation and advertising guidelines.

Consult with client: Greeting the client, client positioning (reduce barriers, relaxed), use of communication skills (verbal and non-verbal, active listening, open and closed questioning), conduct (confidentiality, rapport, trust, professional, polite, friendly, enthusiastic), gather information (personal details, occupation, medical history, contra-indications, lifestyle including stress levels), establish client's needs, patch tests, referral if necessary, prepare a treatment plan according to client needs, agreement of treatment plan, consent to treatment, accurately recording the consultation outcomes.

Characteristics of a treatment environment: Lighting, space, ventilation, privacy, heating, music, aroma, hygiene, in accordance with current legislation.

Examples of contra-indications that may restrict or prevent treatment:

Recognise contra-indications that may prevent or restrict treatment, assess contra-indications that may prevent or restrict treatment (effects on suitability of treatment, effects on treatment outcome, risks to client's health, medical consent, insurance requirements).

Refer the client: Follow referral procedures, when to refer (contra-indications, contra-actions, when outside limits of knowledge or responsibility), referral to healthcare practitioners, selecting alternative or adapted treatments, obtaining client's signature as informed consent that there is no medical objection to the treatment being provided, compliance with insurance and record keeping requirements.

Formulate and agree a treatment plan: Plan treatment according to client's needs/desired outcome, client's current health, lifestyle/medication, contra-indications, client expectations, time restrictions, carrier oil and essential oil selection and dilution, client preference, agreement and consent to treatment (verbal, written), explanation of contra-indications and cautions, obtain client signature and date.

Objectives, benefits and possible contra-actions: Before, during and after treatment.

Objectives – relaxation, stress relief, improved sense of wellbeing, pain relief, reduced muscle tension, increased energy



Learning outcome 1: Be able to prepare for basic aromatherapy techniques using pre-blended oils (continued)

levels, lymphatic drainage, maintaining health, improvement of physical condition.

Benefits – relaxing, calming, energising, stimulating, warming, reduced symptoms of stress.

Contra-actions – heightened emotions, headache, muscle ache, nausea, dizziness, faintness, allergy to essential/ carrier oil.

Possible benefits of aromatherapy massage:

Physiological effects – increased circulation, warm tissues, stimulation of skin (increasing cellular function), desquamation, increased sebaceous secretions, increased lymphatic flow, stimulate nerve endings, relax tense muscles.

Psychological effects – relaxation, relief from tension, stress relief, sense of wellbeing, invigorating.

Contra-actions and responses:

Erythema, aching/tenderness (pressure, technique adaptation), allergic reactions to massage medium/oil blend used (remove product), headache (drink water, rest, fresh air), dizziness (rest, deep breathing).

Employee and employer's health, safety and security responsibilities:

Management of health and safety at work – cleaning up spillages, report slippery surfaces, remove/report obstacles, good all-round access to trolleys and equipment, sterilise or disinfect tools, equipment, work surfaces, personal protective equipment.

Manual handling – moving stock, lifting, working heights, unpacking, posture,

department, balance weight, preserve back, prevent slouching.

Towels – clean for every client, dirty towels in covered bin.

Liability insurance – employers', public, professional indemnity.

Reporting of injuries, diseases and dangerous occurrences regulations (RIDDOR) – accident book, reporting diseases, local by-laws, code of conduct, risk assessment.

Health and safety legislation: Data protection, employers' liability (compulsory insurance), fire precautions, first aid at work, health and safety at work, local government miscellaneous provisions, occupiers liability, local by-laws.

Employer responsibility: Current and valid liability insurance, display health and safety rules (covering staff, employees, clients), fire evacuation (provide regular training), accurate record keeping, monitoring.

Hazards: Something with potential to cause harm, requiring immediate attention, level of responsibility (report, nominated personnel, duty to recognise/deal with hazards).

Security (cash): Staff training, point of sale, regular banking, in transit.

Security (people): Staff, clients, visitors, children, personal belongings, systems (security, emergency evacuation), storage, client records, business information.

Risk: Likelihood of a hazard happening, risk assessment (determine the level of risk, preventative measures, reduce a potentially harmful situation), judgement



Learning outcome 1: Be able to prepare for basic aromatherapy techniques using pre-blended oils (continued)

of salon hazards (who, what, level of risk), interpret results, conclusions, record findings, regular reviews.

Reasons for risk assessment: Staff, visitor, client health and safety, safe environment, minimising hazards and risks, requirement of legislation.



Learning outcome 2: Be able to provide basic aromatherapy techniques

Communicate and behave in a professional manner: Professional communication techniques, appearance (clean/presented uniform), manner (respectful, reliable, honest, ethical, supportive), client care (modest, positioning, comfort, environment, wellbeing, treatment adaptation), no chewing, no perfume, confidentiality, education/CPD, health and safety, hygiene, organised, prepared, punctual, professional membership, insurance.

Position self: Correct posture when in lunge/stride stance, working methods to avoid repetitive strain injury, standing posture (even weight distribution), couch at correct working height.

Position of client for comfort/modesty: Suitable supports (head, legs, arms), comfortable face cradle, correctly positioned to get maximum benefit from treatment, prevent injury, visual/verbal checks to maintain client comfort and relaxation, modesty maintained.

Perform basic aromatherapy treatment: Treatment areas (face, neck, chest, head and scalp, upper back and shoulders), safe and hygienic working methods, ethical practice and professional codes of conduct, therapist grounding, meet and greet client, consultation, benefits, contra-actions, patch test, contra-indications, discuss treatment plan, carrier and essential oil selection and blending, treatment method, agree and sign treatment plan/adaptations, instruct/assist removal of clothing/jewellery, assist client onto couch (if necessary), maintain modesty, sanitise client's feet, apply selected blend, perform basic aromatherapy massage in commercially acceptable time, maintain contact

throughout, check client satisfaction and comfort throughout, respond appropriately to client feedback/requests, note areas of imbalance/muscle tension, assist client off the couch, maintain modesty, offer client water, give and receive client feedback, discuss treatment outcomes, review treatment plan, give aftercare advice, confirm follow-on treatment, complete records.

Basic aromatherapy massage techniques: Warm-up and closing relaxation techniques, effleurage (stroking), petrissage (kneading).

Visual analysis: Observe and recognise the physical characteristics of the body, check for local contra-indications, other observations of client.

Materials and equipment: Pre-blended oils, essential oil boxes/carrying cases, bowls, dark glass bottles/jars, couch, couch covers, bolsters, trolley, bin, stool, disposable products, product use, hygiene procedures, safe and correct storage in accordance with manufacturer's instructions and legislation.

Labelling requirements: Name, blended date, use-by date, ingredients, dilutions, therapist's contact details, directions for use, storage, precautions, applicable/national legislation.

Working methods: According to current legislation, ethical practice and professional codes of conduct, posture, client preparation and client records, safe and hygienic working methods.

Storage of treatment records: Follow current legislation and current codes of practice, confidential storage of records, according to data protection legislation.



Learning outcome 2: Be able to provide basic aromatherapy techniques (continued)

Use, application and origin of essential oils and carrier oils: Plant kingdom, binomial system, plant family, genus, structure (angiosperm, gymnosperm, monocotyledon, dicotyledon, root, rhizome, stem, leaf, flower, fruit, seeds).

Awareness of origins of essences and fixed oils: Country of origin, leaves, flowers, stems, twigs, bark, heartwood, resin, root, rhizomes, fruit pulp, fruit peel, seeds.

Possible benefits of aromatherapy massage:

Physiological effects – increased circulation, warm tissues, stimulation of skin (increasing cellular function), desquamation, increased sebaceous secretions, increased lymphatic flow, stimulate nerve endings, relax tense muscles.

Psychological effects – relaxation, relief from tension, stress relief, sense of wellbeing, invigorating.

How techniques can be adapted to suit individual client needs: Patch test, client preference, dilution ratios, time of day, age, health, medication, lifestyle, expectations, contra-indications, cost, time, frequency, skin (sensitivity, type, conditions), medical history, stress levels, previous treatments (type, results, benefits, contra-actions), client positioning, pressure, techniques, areas of concern, treatment method (massage, inhalation, compress, immersion), carrier and essential oil suitability.

Awareness of other methods of use: Condition to be treated, frequency, baths/showers, compresses, creams, lotions, hydrolats, inhalations, masks, massage,

neat application, shampoos, sprays, diffusers, home care usage guidelines.

Other aromatherapy mediums and sources: Advantages/disadvantages of creams/lotions/gels/water/air/clay/hydrolats/shear butter/cocoa butter/malvaceae.

Treatment records: Initial consultation, record of treatment plan, changes to client's medical history, changes to basic aromatherapy techniques, adverse reactions at the time of treatment and details of oils used, contra-actions, home care advice, client requirements, store records demonstrating knowledge of basic confidentiality requirements (consultation form, signed treatment plans, client notes, referral letters), records of treatment (detail, adaptations, aftercare advice, recommendations), evaluation, reflection.

Treatment assessment and evaluation: Meeting treatment objectives, meeting client expectations, successful outcome, feedback (visual, verbal, written, non-verbal communication), discussion of treatment outcomes, emotional responses, physical responses, client involvement in own health and wellbeing, client progression, ongoing treatment, reflective practice.

Aftercare advice, contra-actions and responses: Provide written instruction and documented details of the aromatherapy treatment and products/blends used, drink plenty of water, have some rest and fresh air, erythema, aching/tenderness (pressure, technique adaptation), allergic reactions to massage medium/oil blend used (remove product), headache (drink water, rest, fresh air), dizziness (rest, deep breathing).

Notes

Use this area for making notes and drawing diagrams



UV21297

Provide basic reflexology techniques

The aim of this unit is to develop your basic knowledge, understanding and practical skills in reflexology techniques.

Level

2

Credit value

14

GLH

80

Observation(s)

3

External paper(s)

0



Provide basic reflexology techniques

Learning outcomes

On completion of this unit you will:

1. Be able to prepare for basic reflexology techniques
2. Be able to provide basic reflexology techniques

Evidence requirements

1. *Environment*
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. *Simulation*
Simulation is not allowed in this unit.
3. *Observation outcomes*
Competent performance of Observation outcomes must be demonstrated on **at least three occasions**. Assessor observations, witness testimonies and products of work are likely to be the most appropriate sources of performance evidence. Professional discussion may be used as supplementary evidence for those criteria that do not naturally occur.

Assessed observations should not be carried out on the same day for the same learning outcome. There should be sufficient time between assessments for reflection and personal development.

You need to meet the same standard on a regular and consistent basis. Separating the assessments by a period of at least two weeks is recommended as competence must be demonstrated on a consistent and regular basis.

4. *Range*
All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
6. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes and cover ranges in this unit. All outcomes and ranges must be achieved.
7. *External paper*
There is no external paper requirement for this unit.
8. *Case studies*
You must carry out and document evidence for at least **ten** treatments.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of competent observations required is indicated in the Evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through professional discussion and/or oral questioning. This evidence will be recorded by your assessor in written form or by other appropriate means.

Your assessor will sign off a learning outcome when all criteria have been competently achieved.

Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.

Case studies sign off

You must carry out and document evidence for at least **ten** treatments.

Your assessor will complete the table below when **ten** treatments have been completed and are documented in your portfolio of evidence.

| Date achieved | Assessor initials |
|---------------|-------------------|
| | |



Observations

Learning outcome 1

Be able to prepare for basic reflexology techniques

You can:

- a. Prepare self, client and work area for treatment in accordance with current legislation and working practice requirements
- b. Consult with client to confirm their treatment objectives
- c. Provide clear and suitable treatment recommendations to the client, taking into account any influencing factors
- d. Select materials and equipment for treatment

** May be assessed through supplementary evidence.*

| | | | |
|----------------------------|---|---|---|
| Observation | 1 | 2 | 3 |
| Date achieved | | | |
| Criteria questioned orally | | | |
| Portfolio reference | | | |
| Assessor initials | | | |
| Learner signature | | | |



Learning outcome 2

Be able to provide basic reflexology techniques

You can:

- a. Communicate and behave in a professional manner
- b. Position self and client for the treatment to ensure privacy, comfort and wellbeing
- c. Use safe and hygienic working methods
- d. Carry out a visual analysis of the feet
- e. Use and adapt basic reflexology techniques using materials and equipment, correctly and safely to meet the needs of the client
- f. Locate zones on the hands and feet during treatment
- g. Record treatment details and client feedback
- h. Provide suitable aftercare and home care advice

**May be assessed through supplementary evidence.*

| | | | |
|----------------------------|---|---|---|
| Observation | 1 | 2 | 3 |
| Date achieved | | | |
| Criteria questioned orally | | | |
| Portfolio reference | | | |
| Assessor initials | | | |
| Learner signature | | | |



Range

*You must practically demonstrate that you have:

| Used all the basic techniques | Portfolio reference |
|--|---------------------|
| Thumb walking | |
| Finger walking | |
| Breathing | |
| Relaxation techniques | |
| Warm-up techniques | |
| Cool down techniques | |
| Met all the treatment objectives | Portfolio reference |
| Relaxation | |
| Stress reduction | |
| Provided all the aftercare advice | Portfolio reference |
| Drink water | |
| Rest | |
| Avoid alcohol | |

*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

**This is not an exhaustive list.*

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

Knowledge



Learning outcome 1

Be able to prepare for basic reflexology techniques

| You can: | Portfolio reference / Assessor initials* |
|---|--|
| e. Explain basic treatment techniques | |
| f. Describe appropriate characteristics of a basic reflexology treatment environment | |
| g. Describe factors that need to be considered for a basic reflexology treatment | |
| h. Describe the objectives and possible benefits of basic reflexology techniques | |
| i. Describe contra-indications that may prevent or restrict basic reflexology treatment | |
| j. State the importance of referring a client to a healthcare practitioner if necessary | |
| k. Describe the employer's and employee's health, safety and security responsibilities | |

* Assessor initials to be inserted if orally questioned.



Learning outcome 2

Be able to provide basic reflexology techniques

| You can: | Portfolio reference / Assessor initials* |
|---|--|
| i. Describe the principles of basic reflexology techniques | |
| j. State how the basic reflexology techniques can be adapted to suit the individual characteristics of a client | |
| k. Describe the contra-actions that may result from basic reflexology treatment | |
| l. State the aftercare advice that should be provided following the treatment | |
| m. Describe safe and hygienic working methods | |
| n. Describe safe handling and use of products, materials, tools and equipment | |
| o. Describe the importance of the correct maintenance and storage of products, materials, tools and equipment | |

* Assessor initials to be inserted if orally questioned.

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to prepare for basic reflexology techniques

Preparation of self and client: Self (work wear, personal appearance, professional conduct and behaviour), clients (foot preparation for planned treatment, client positioning, clothing protection), use working practices in accordance with current legislation.

Consult with clients: Greeting the client, client positioning (reduce barriers, relaxed), use of communication skills (verbal and non-verbal, active listening, open and closed questioning), conduct (confidentiality, rapport, trust, professional, polite, friendly, enthusiastic), gather information (personal details, occupation, medical history, contra-indications, lifestyle including stress levels), establish client's needs, refer if necessary, prepare a treatment plan according to client's needs, agreement of treatment plan, consent to treatment, accurately recording the consultation outcomes.

Preparation of a treatment environment: Prepare the treatment area (layout, temperature, ventilation, lighting, music, hygiene), select appropriate equipment and materials (treatment couch/chair, couch/chair covers, couch roll, foot stools/steps, supports, towels, powder, antiseptic/sanitising products, cotton wool, tissues, waste bin/bag), use working practices in accordance with current legislation.

Treatment recommendations and influencing factors: Plan treatment (according to client's needs/desired outcome, client's current health/lifestyle/medication, contra-indications, client's

expectations, time restrictions and client's preference), gain verbal/written agreement and consent to treatment, give explanation of contra-indications and cautions, obtain client's signature and date.

Treatment objectives: Relaxation, stress relief, improved sense of wellbeing, pain relief, reduced muscle tension, increased energy levels, lymphatic drainage, maintaining health, improvement of physical condition.

Possible benefits: Relaxing, calming, energising, stimulating, warming, reduced symptoms of stress.

Contra-indications that may restrict or prevent treatment: Recognise contra-indications that may prevent or restrict treatment, assess contra-indications and cautions that may prevent or restrict treatment (effects on suitability of treatment, effects on treatment outcome, risks to clients' health, medical consent, insurance requirements).

Examples of contra-indications that may prevent or restrict treatment: Skeletal diseases/disorders, stroke, severe headaches/migraine, under the influence of alcohol or drugs, diseases/disorders (respiratory disorders, cardiovascular conditions, muscular diseases/disorders, nervous diseases/disorders, diabetes, epilepsy, skin cancer and cancerous tumours, HIV, fever, infectious diseases, mild muscular strains, fibrositis, non-insulin dependent diabetes, asthma, medicated high or low blood pressure), chemotherapy,



Learning outcome 1: Be able to prepare for basic reflexology techniques (continued)

radiotherapy, pregnancy, allergies, cuts, bruises and abrasions, recent scar tissue, sunburn, following a heavy meal.

Refer the client to a healthcare

professional: Follow referral procedures, know when to refer (contra-indications, cautions, contra-actions, when outside limits of knowledge or responsibility), referral to healthcare practitioners, selecting alternative or adapted treatments, obtaining client's signature informed consent that there is no medical objection to the treatment being provided, compliance with insurance and record keeping requirements.

Employee and employer's health, safety and security responsibilities:

Management of health and safety at work – cleaning up spillages, report slippery surfaces, remove/report obstacles, good all-round access to trolleys and equipment, sterilise or disinfect tools/equipment/work surfaces, personal protective equipment.

Manual handling – moving stock, lifting, working heights, unpacking, posture, department, balance weight, preserve back, prevent slouching.

Towels – clean for every client, dirty towels in covered bin.

Liability insurance – employers', public, professional indemnity.

Reporting of injuries, diseases and dangerous occurrences regulations (RIDDOR) – accident book, reporting diseases, local by-laws, code of conduct, risk assessment.

Health and safety legislation: Data protection, employers' liability (compulsory

insurance), fire precautions, first aid at work, health and safety at work, local government miscellaneous provisions, occupiers liability, local bye-laws.

Employer's responsibility: Current and valid liability insurance, display health and safety rules (covering staff, employees, clients), fire evacuation (provide regular training), accurate record keeping, monitoring.

Hazards: Something with potential to cause harm, requiring immediate attention, level of responsibility (report, nominated personnel, duty to recognise/deal with hazards).

Security (cash): Staff training, point of sale, regular banking, in transit.

Security (people): Staff, clients, visitors, children, personal belongings, systems (security, emergency evacuation), storage, client records, business information.

Risk: Likelihood of a hazard happening, risk assessment (determine the level of risk, preventative measures, reduce a potentially harmful situation), judgement of salon hazards (who, what, level of risk), interpret results, conclusions, record findings, regular reviews.

Reasons for risk assessment: Staff, visitor, client health and safety, safe environment, minimising hazards and risks, requirement of legislation.



Learning outcome 2: Be able to provide basic reflexology techniques

Communicate and behave in a professional manner: Professional communication techniques, appearance (clean/pressed uniform), manner (respectful, reliable, honest, ethical, supportive), client care (modest, positioning, comfort, environment, wellbeing, treatment adaptation), no chewing, no perfume, confidentiality, education/CPD, health and safety, hygiene, organised, prepared, punctual, professional membership, insurance.

Position of self: Correctly seated (feet flat, set apart, back straight, head up, shoulders down/back), correct bed height, correct working position for each foot, working methods to avoid repetitive strain injury.

Position of client: Assisted comfortably onto couch/recliner chair, suitable supports (head, back, knees, feet), blanket, foot wrapping, suitably reclined to maintain eye contact, arms uncrossed.

Working methods: Applicable local/national legislation, safe working methods, hygienic working methods, ethical practice, professional codes of conduct, posture, client preparation.

Visual analysis: Structure of foot, physical characteristics of feet, local contra-indications.

Principles of basic reflexology: Concept of reflex zones, longitudinal zones, transverse zones, their position on hands and feet, how the zones relate to the basic structures of the body.

Record of treatment: Details of initial consultation, record of treatment plan, treatment adaptations, changes to client's medical history and how basic reflexology techniques treatment was performed, basic foot chart(s), details of any adverse

reactions at the time of treatment, home care advice, any individual client requirements, store records demonstrating knowledge of basic confidentiality requirements, data protection.

Home and aftercare advice: May include appropriate recommendations for further treatment, lifestyle changes, relaxation techniques, postural awareness, deep-breathing exercises, relaxation, drinking water, rest, stress management, hobbies, explain healing process.

Basic reflexology treatment: Safe and hygienic working methods, ethical practice, professional codes of conduct, therapist grounding, meet and greet client, consultation, explain basics of reflexology (techniques, benefits, contra-actions and contra-indications), agree and sign treatment plan, instruct/assist removal of socks/shoes, assist client onto couch, maintain modesty, provide suitable supports/covers, wash and sanitise hands, sanitise client's feet, read client's feet, record observations, greet the feet, apply selected medium.

Perform basic reflexology techniques: Techniques (warm-up, effleurage, ankle rotations, stretches, kneading, zone walking, thumb and finger walking and breathing), commercially viable time, maintain contact throughout, check client satisfaction and comfort throughout, respond appropriately to client feedback/requests, note reactions, wrap feet, wash hands, assist client off couch, assist with socks/shoes, offer client water, receive client feedback, give client feedback, review treatment plan, offer aftercare advice, confirm follow-on treatment, show client out, complete records and foot charts.



Learning outcome 2: Be able to provide basic reflexology techniques (continued)

Products and equipment: Treatment medium, couch, covers, bolsters, trolley, bin, disposable products, correct selection process, product use, hygiene procedures, storage procedures.

Contra-actions and responses: Emotional release, headache, muscle ache, nausea, increased urination, allergy to medium, the healing process, reassure client, offer home care advice, stop treatment if required, refer client to medical practitioner if required.

Treatment assessment and evaluation: Client feedback, effectiveness of treatment, benefits (relaxation, increased energy, stress relief, improved sense of wellbeing), physical responses, client involvement in own health and wellbeing, further treatments, revision of expectations.

UV21298

Introduction to healthy eating and wellbeing for the complementary therapy client

The aim of this unit is to develop your knowledge and understanding of providing general information on healthy eating to the complementary client.

Level

2

Credit value

5

GLH

30

Observation(s)

0

External paper(s)

0



Introduction to healthy eating and wellbeing for the complementary therapy client

Learning outcomes

On completion of this unit you will:

1. Understand the importance of healthy eating
2. Be able to advise on healthy eating and wellbeing for the complementary therapy client

Evidence requirements

1. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
2. *Tutor/Assessor guidance*
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
3. *External paper*
There is no external paper requirement for this unit.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means.

**This is not an exhaustive list.*

Knowledge



Learning outcome 1

Understand the importance of healthy eating

| You can: | Portfolio reference / Assessor initials* |
|--|--|
| a. Describe the functions of protein, fat/lipids, carbohydrates, roughage/fibre, water, vitamins and minerals in the diet, identifying common food sources of each | |
| b. Describe what constitutes a balanced diet | |
| c. State the importance of eating regularly | |
| d. Identify different eating disorders and conditions | |

* Assessor initials to be inserted if orally questioned.



Learning outcome 2

Be able to advise on healthy eating and wellbeing for the complementary therapy client

| You can: | Portfolio reference / Assessor initials* |
|---|--|
| a. Review the client's present eating habits, giving general information to maintain wellbeing | |
| b. Identify the factors to be taken into consideration when giving advice to the client on healthy eating | |
| c. Explain how lifestyle changes impact on the general health and wellbeing of the client | |

* Assessor initials to be inserted if orally questioned.

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Understand the importance of healthy eating

Functions of nutrients in the body, for

example: Protein (growth and repair), fats/lipids (energy, insulation, protection), carbohydrates (energy), fibre (healthy digestive tract), vitamins (fat soluble A, D, E, K, water soluble B1, B2, B3, B5, B6, B7, B9, B12, C), minerals (iron, calcium, zinc, magnesium, potassium, sodium, phosphorus), water.

Examples of common food sources of

nutrients: Protein (meat, fish, eggs, lentils, pulses), fats (dairy, oils, spreads, pastries, processed foods), carbohydrates (fruit, vegetables, bread, potatoes, rice, pasta), fibre (fruit, breakfast cereals, wholegrain cereals and breads), vitamins and minerals (fruit and vegetables).

Balanced diet: Recommended government guidelines, proportions and amounts of food groups, appropriate nutrient intake, healthy preparation, cooking methods.

Importance of eating regularly:

Recommended daily meal schedule, healthy snacks, importance of breakfast, effect of regular eating on metabolism/energy levels/mood/concentration.

Possible effects and common ailments related to nutritional imbalance:

Common cold, influenza, cystitis, water retention, arthritis, PMT, sinusitis, migraine, asthma, eczema, psoriasis.

Eating disorders: Bulimia, anorexia nervosa and negative perception of body image.



Learning outcome 2: Be able to advise on healthy eating and wellbeing for the complementary therapy client

Review of client's eating habits: Timings, food and fluid types, quantity, cooking method, mood after eating, lifestyle, medical history, contra-indications.

General information to maintain wellbeing: Healthy eating recommendations, physical activity and exercise, sleep and rest recommendations, adverse effects of nicotine/alcohol/caffeine/drugs, stress management.

Influencing factors: Culture, religion, geographic location, cost, other factors (e.g. lifestyle, age, body type, gender, occupation, income, activity level, food and fluid intake, stress).

Lifestyle changes: Eating habits, leisure pursuits, exercise and activity level, stress levels, sleep patterns, rest and relaxation, smoking habits, alcohol intake, caffeine intake, fluid intake, impact of changes on general health and wellbeing (e.g. improved energy, reduced risk of morbidity/disease).