

Level 3 Diplomas in Complementary Therapies (7564)



Qualification handbook

500/4875/2

www.cityandguilds.com
September 2009
Version 0.1



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Diploma in Complementary Therapies (7564-50)
500/4875/2

Diploma in Aromatherapy (7564-51)
500/6235/9

Diploma in Body Massage (7564-52)
500/6236/0

Diploma in Reflexology (7564-53)
500/6234/7

**Diploma in Complementary Therapies Techniques
(7564-54)**
500/6240/2

Diploma in Body Massage Techniques (7564-55)
500/6233/5

Diploma in Aromatherapy Techniques (7564-56)
500/6237/2

Diploma in Reflexology Techniques (7564-57)
500/6238/4

**Diploma in Anatomy, Physiology and Pathology
(7564-58)**
500/6511/7

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1 About this document

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

Level 3 Diploma in Complementary Therapies

City & Guilds qualification number 7564-50
QCA accreditation number 500/4875/2

Level 3 Diploma in Aromatherapy

City & Guilds qualification number 7564-51
QCA accreditation number 500/6235/9

Level 3 Diploma in Body Massage

City & Guilds qualification number 7564-52
QCA accreditation number 500/6236/0

Level 3 Diploma in Reflexology

City & Guilds qualification number 7564-53
QCA accreditation number 500/6234/7

Level 3 Diploma in Complementary Therapies Techniques

City & Guilds qualification number 7564-54
QCA accreditation number 500/6240/2

Level 3 Diploma in Body Massage Techniques

City & Guilds qualification number 7564-55
QCA accreditation number 500/6233/5

Level 3 Diploma in Aromatherapy Techniques

City & Guilds qualification number 7564-56
QCA accreditation number 500/6237/2

Level 3 Diploma in Reflexology Techniques

City & Guilds qualification number 7564-57
QCA accreditation number 500/6238/4

Level 3 Diploma in Anatomy, Physiology and Pathology

City & Guilds qualification number 7564-58
QCA accreditation number 500/6511/7

This document includes details and guidance on:

- centre resource requirements
- candidate entry requirements
- information about links with, and progression to, other qualifications
- qualification *standards* and specifications
- assessment requirements.

2 About the qualifications

2.1 Accreditation details

Accreditation details

These qualifications are accredited by the Qualifications and Curriculum Authority at Level 3 of the QCF

Qualifications and Credit Framework (QCF)

The QCF replaces the National Qualifications Framework (NQF) in England and Northern Ireland, and is intended to replace the regulated pillar within the Qualifications and Credit Framework for Wales (CQFW). It is also intended to align with the Scottish Credit and Qualifications Framework (SCQF). The QCF provides a way of recognising achievement through the award of credit for units and qualifications. Units within the framework are allocated a:

- level to indicate the level of difficulty
- credit value to indicate the size of the unit. 10 hours of **learning time** = 1 credit value.

Learning time is a notional measure of the amount of time a typical candidate might be expected to take to complete all the learning relevant to achievement of the learning outcomes. It differs from Guided Learning Hours (GLH) which represent only those hours a tutor/trainer or facilitator are present and contributing to the learning process because it takes into account all learning relevant to the learning outcomes regardless of where, when and how it has taken place.

The QCF recognises learning by awarding credit each time a candidate successfully completes a unit. Candidates can accumulate and transfer credit achievement over time.

A unit is the smallest part of learning for which credit is awarded. Candidates can also gain credit for full qualifications.

For further information about the QCF, CQFW and the SCQF, please refer to the websites for each country listed at Appendix 1.

2 About the qualifications

2.2 Aim of the qualifications

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

They have been designed by City & Guilds to:

- meet the needs of candidates who want to practice as a Level 3 therapist in the complementary therapies sector
- provide a background understanding of the complementary therapies sector and the practical skills and knowledge required at Level 3
- provide an awareness of the range of jobs and work settings in the sector
- enable candidates to make an informed assessment of their own aptitude for work in this sector and to make informed decisions about progression routes and careers; returning to work, career development options or possible career change
- allow candidates to learn, develop and practice the skills required for progression onto a professional complementary therapies qualification or employment and/or career progression in the complementary and alternative therapies sector
- introduce candidates to the discipline of the working environment and to encourage mature attitudes to the community in general
- encourage candidates to value continued learning and remain in the learning process
- provide valuable accreditation of skills and/or knowledge for learners
- be a stand alone qualification, accredited as part of the QCF at Level 3 and eligible for funding
- support government initiatives towards the Qualifications Credit Framework (QCF). For further information on the QCF see Appendix 1.

2 About the qualifications

2.3 The structure of the qualifications/rules of combination

Level 3 Diploma in Complementary Therapies

Credit value: 188

This is a professional qualification which will allow membership into the following organisations; Aromatherapy and Allied Practitioners Association (AAPA) and the International Federation of Reflexologists (IFR). The suite of units included in this qualification is shown below. To achieve full certification, candidates must complete all **eleven** units, **one** online test and **three** written dated exams. 600 guided learning hours are recommended for completion of this qualification.

Unit number	Unit title	Mandatory/optional for full qualification	Guided learning hours	Credit value
301	Principles and Practice of Complementary Therapies	Mandatory	30	13
302	Business Practice for Complementary Therapies	Mandatory	60	12
303	Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies	Mandatory	90	38
304	Knowledge of Less Common Pathology for Complementary Therapies	Mandatory	30	4
305	Provide Body Massage for Complementary Therapies	Mandatory	100	19
306	Reflective Practice for Body Massage	Mandatory	20	10
307	Provide Aromatherapy for Complementary Therapies	Mandatory	100	38
308	Reflective Practice for Aromatherapy	Mandatory	20	12
309	Provide Reflexology for Complementary Therapies	Mandatory	100	21
310	Reflective Practice for Reflexology	Mandatory	20	17
311	Health, Safety and Hygiene for Complementary Therapies	Mandatory	30	4
312	Healthy Eating and Wellbeing for the Complementary Therapy Client	Optional	30	6

External assessments

Unit assessment 105	Provide body massage therapy (written)
Unit assessment 107	Provide aromatherapy (written)
Unit assessment 109	Provide reflexology (written)

Level 3 Diploma in Body Massage**Credit value: 100**

The suite of units included in this qualification is shown below. To achieve full certification, candidates must complete all **seven** units, **one** multiple choice online test and **one** written dated exam. 360 guided learning hours are recommended for completion of this qualification

Unit number	Unit title	Mandatory/optional for full qualification	Guided learning hours	Credit value
301	Principles and Practice of Complementary Therapies	Mandatory	30	13
302	Business Practice for Complementary Therapies	Mandatory	60	12
303	Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies	Mandatory	90	38
304	Knowledge of Less Common Pathology for Complementary Therapies	Mandatory	30	4
305	Provide Body Massage for Complementary Therapies	Mandatory	100	19
306	Reflective Practice for Body Massage	Mandatory	20	10
311	Health, Safety and Hygiene for Complementary Therapies	Mandatory	30	4

External assessments

Unit assessment 105 Provide body massage therapy (written)

Unit assessment 303 Anatomy, Physiology and Pathology (GOLA online test)

Level 3 Diploma in Aromatherapy

Credit value: 121

The suite of units included in this qualification is shown below. To achieve full certification, candidates must complete all **seven** units, **one** multiple choice online test and **one** written dated exam. 360 guided learning hours are recommended for completion of this qualification.

Unit number	Unit title	Mandatory/optional for full qualification	Guided learning hours	Credit value
301	Principles and Practice of Complementary Therapies	Mandatory	30	13
302	Business Practice for Complementary Therapies	Mandatory	60	12
303	Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies	Mandatory	90	38
304	Knowledge of Less Common Pathology for Complementary Therapies	Mandatory	30	4
307	Provide Aromatherapy for Complementary Therapies	Mandatory	100	38
308	Reflective Practice for Aromatherapy	Mandatory	20	12
311	Health, Safety and Hygiene for Complementary Therapies	Mandatory	30	4

External assessments

Unit assessment 107 Provide aromatherapy (written)

Unit assessment 303 Anatomy, Physiology and Pathology (GOLA online test)

Level 3 Diploma in Reflexology

Credit value: 109

The suite of units included in this qualification is shown below. To achieve full certification, candidates must complete all **seven** units, **one** multiple choice online test and **one** written dated exam. 360 guided learning hours are recommended for completion of this qualification.

Unit number	Unit title	Mandatory/optional for full qualification	Guided learning hours	Credit value
301	Principles and Practice of Complementary Therapies	Mandatory	30	13
302	Business Practice for Complementary Therapies	Mandatory	60	12
303	Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies	Mandatory	90	38
304	Knowledge of Less Common Pathology for Complementary Therapies	Mandatory	30	4
309	Provide Reflexology for Complementary Therapies	Mandatory	100	21
310	Reflective Practice for Reflexology	Mandatory	20	17
311	Health, Safety and Hygiene for Complementary Therapies	Mandatory	30	4

External assessments

Unit assessment 109 Provide reflexology (written)

Unit assessment 303 Anatomy, Physiology and Pathology (GOLA online test)

Level 3 Diploma in Complementary Therapies Techniques **Credit value: 133**

The suite of units included in this qualification is shown below. To achieve full certification, candidates must complete all **six** units and **one** multiple choice online test. 450 guided learning hours are recommended for completion of this qualification

Unit number	Unit title	Mandatory/optional for full qualification	Guided learning hours	Credit value
301	Principles and Practice of Complementary Therapies	Mandatory	30	13
303	Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies	Mandatory	90	38
305	Provide Body Massage for Complementary Therapies	Mandatory	100	19
307	Provide Aromatherapy for Complementary Therapies	Mandatory	100	38
309	Provide Reflexology for Complementary Therapies	Mandatory	100	21
311	Health, Safety and Hygiene for Complementary Therapies	Mandatory	30	4

External assessments

Unit assessment 303 Anatomy, Physiology and Pathology (GOLA online test)

Level 3 Diploma in Body Massage Techniques **Credit value: 74**

The suite of units included in this qualification is shown below. To achieve full certification, candidates must complete all **four** units and **one** multiple choice online test. 250 guided learning hours are recommended for completion of this qualification

Unit number	Unit title	Mandatory/optional for full qualification	Guided learning hours	Credit value
301	Principles and Practice of Complementary Therapies	Mandatory	30	13
303	Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies	Mandatory	90	38
305	Provide Body Massage for Complementary Therapies	Mandatory	100	19
311	Health, Safety and Hygiene for Complementary Therapies	Mandatory	30	4

External assessments

Unit assessment 303 Anatomy, Physiology and Pathology (GOLA online test)

Level 3 Diploma in Aromatherapy Techniques

Credit value: 93

The suite of units included in this qualification is shown below. To achieve full certification, candidates must complete all **four** units and **one** multiple choice online test. 250 guided learning hours are recommended for completion of this qualification

Unit number	Unit title	Mandatory/optional for full qualification	Guided learning hours	Credit value
301	Principles and Practice of Complementary Therapies	Mandatory	30	13
303	Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies	Mandatory	90	38
307	Provide Aromatherapy for Complementary Therapies	Mandatory	100	38
311	Health, Safety and Hygiene for Complementary Therapies	Mandatory	30	4

External assessments

Unit assessment 303 Anatomy, Physiology and Pathology (GOLA online test)

Level 3 Diploma in Reflexology Techniques

Credit value: 76

The suite of units included in this qualification is shown below. To achieve full certification, candidates must complete all **four** units and **one** multiple choice online test. 250 guided learning hours are recommended for completion of this qualification

Unit number	Unit title	Mandatory/optional for full qualification	Guided learning hours	Credit value
301	Principles and Practice of Complementary Therapies	Mandatory	30	13
303	Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies	Mandatory	90	38
309	Provide Reflexology for Complementary Therapies	Mandatory	100	21
311	Health, Safety and Hygiene for Complementary Therapies	Mandatory	30	4

Level 3 Diploma in Anatomy, Physiology and Pathology Credit value: 42

The suite of units included in this qualification is shown below. To achieve full certification, candidates must complete all **two** units and **one** multiple choice online test. 120 guided learning hours are recommended for completion of this qualification

Unit number	Unit title	Mandatory/optional for full qualification	Guided learning hours	Credit value
303	Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies	Mandatory	90	38
304	Knowledge of Less Common Pathology for Complementary Therapies	Mandatory	30	4

External assessments

Unit assessment 303 Anatomy, Physiology and Pathology (GOLA online test)

Certificates of unit credit

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

Candidates who do complete a full qualification will receive, in addition to their full diploma, a CUC for each unit achieved

2 About the qualifications

2.4 Relevant sources of information

Related publications

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

Publication	Available from
Assignment Guide	Centre resources section of the City & Guilds website
Fast-track approval forms (valid for 1 year from start of qualifications)	City & Guilds website, regional office

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

- *Providing City & Guilds Qualifications – a guide to centre and qualification (scheme) approval:* This document contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification.
- *Ensuring Quality* – This document contains updates on City & Guilds assessment and policy issues.
- *Centre toolkit* – This CD-ROM contains additional information on *Providing City & Guilds Qualifications* which links to the internet for access to the latest documents, reference materials and templates
- *Directory of Qualifications* – Contains details of general regulations, registration and certification procedures and fees. This information also appears on the Walled Garden, the online qualification administration service for City & Guilds approved centres. If there are any differences between the *Directory of Qualifications* and this handbook, the *Directory of Qualifications* contains the more up-to-date information.

For relevant publications and reading lists please refer to the core curriculum for more details. These can be found with the Aromatherapy and Allied Practitioners Association (AAPA), the International Federation of Reflexologists (IFR) and the General Council for Massage Therapy (GCMT).

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

City & Guilds websites

Website	Address	Purpose and content
City & Guilds main website	www.cityandguilds.com	This is the main website for finding out about City & Guilds qualifications. It contains qualification documentation and updates.
SmartScreen	www.smartscreen.co.uk	SmartScreen is the City & Guilds online learning support website. It gives registered subscribers access to qualification-specific support materials.
Walled Garden	www.walled-garden.com	The Walled Garden is a qualification administration portal for approved centres, enabling them to register candidates and claim certification online.

3 Candidate entry and progression

Candidate entry requirements

There are no formal entry requirements for learners wishing to undertake these qualifications. Learners who have successfully completed a Level 2 Beauty Therapy qualification would be suitable for this qualification.

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

Progression

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

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

- City & Guilds Level 4 in Salon Management
- Foundation Degree in Complementary Therapies

Which are all deemed to be the recognised qualifications of regulatory bodies such as:

- AAPA (Aromatherapy & Allied Practitioners Association)
- GCMT (General Council Massage Therapy)
- Reflexology Forum
- AoR (Association of Reflexologists)
- FHT (Federation of Holistic Therapists)
- CThA (Complementary Therapists Association)

Europass Certificate Supplement

A Europass Certificate Supplement is available for the Level 3 Diplomas in Complementary Therapies

The Certificate Supplement is part of a European initiative called Europass which aims at facilitating mobility by making it easier to understand skills and qualifications, especially outside the issuing country.

The Certificate Supplement can be used to help learners find a job, get experience or enrol in an education or training programme abroad. It may also assist employers to identify the best applicant to work for their organisation.

The Certificate Supplement sits alongside the official certificate and is supplied by the awarding body which develops the qualification.

For more information on Europass and to download the Certificate Supplement for free, please visit **www.cityandguilds.com/europass**.

4 Centre requirements

4.1 Obtaining centre and qualification approval

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

Centres must meet a set of quality criteria including:

- provision of adequate resources, both physical and human
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

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

Full details of the procedures and forms for applying for centre and qualification approval are given in *Providing City & Guilds Qualifications - a guide to centre and qualification (scheme) approval*, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website.

Regional / national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

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

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

Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in *Providing City & Guilds Qualifications*.

4 Centre requirements

4.2 Approval for global online assessment (GOLA)

The Anatomy, Physiology and Pathology unit 303 is assessed by the **global online assessment (GOLA)** system.

In addition to obtaining centre and qualification approval, centres are also required to set up a GOLA profile in order to offer online examinations to candidates. Setting up a GOLA profile is a simple process that need only be completed once by the centre.

Details of how to set up the profile and GOLA technical requirements are available on the City & Guilds website (www.cityandguilds.com/e-assessment). The GOLA section of the website also has details of the GOLA helpline for technical queries and downloads for centres and candidates about GOLA examinations.

Centres should also refer to *Providing City & Guilds qualifications - a guide to centre and scheme (qualification) approval* for further information on GOLA.

4 Centre requirements

4.3 Resource requirements

Physical resources

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

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

The learning and assessment setting should incorporate a real, or simulated but realistic, working environment. The setting should take account of any bye-laws, legislation or legal authority requirements that would affect commercial establishments.

Human resources

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

Assessor (primary assessor)

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

Staff delivering the qualifications

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

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

Requirements for assessors and quality assurance coordinators

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

Assessors (Primary assessors)

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

Please note: Centre staff may undertake more than one role eg tutor and assessor but must never quality assure their own assessments.

Independent assessors (Secondary assessors)

The centre must select an independent assessor who is independent of the candidates. The independent assessor must be occupationally competent and meet the requirements of an assessor as defined in the staff delivering the qualification section.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge of the occupational area and of best practice in delivery, mentoring, training, assessment and verification remains current, and takes account of any national or legislative developments.

4 Centre requirements

4.4 Administration, registration and certification

QCF Technical Requirements

Centres must register with QCA to obtain access to the Learner Registration Service (LRS) in order to obtain the Unique Learner Number (ULN) and Learner Achievement Record (LAR) for their learners. Information on how to do this can be obtained from **www.cityandguilds.com/QCFIT**

Learners are awarded credit for the unit they have completed which is recorded on their QCF Learner Achievement Record (LAR). They may continue to accumulate credit towards a full qualification at a later date if they wish; provided it is within the timescales of accreditation for the particular qualification. The LAR also indicates to the learner how many more credits they need in order to achieve a full qualification and progression routes.

Full details of City & Guilds' administrative procedures for these qualifications are provided online to City & Guilds registered centres via the Walled Garden. This information includes details on:

- registration procedures
- enrolment numbers
- fees
- entry for examinations
- claiming certification.

These details are also available in the online catalogue.

Centres should follow all administrative guidance carefully, particularly noting that fees, registration and certification end dates for the qualifications are subject to change.

Centres should be aware of time constraints regarding the registration and certification periods for the qualifications, which are specified in the City & Guilds online catalogue.

Regulations for the conduct of examinations

Regulations for the conduct of examinations for online and written examinations are given in *Providing City & Guilds qualifications - a guide to centre and qualification approval* and in the *Online Catalogue*. Centres should ensure they are familiar with all requirements prior to offering assessments.

Retaining assessment records

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

Notification of results

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

Certificates of unit credit (CUCs)

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

Full certificates

Full certificates are only issued to candidates who have met the full requirements of the qualification[s], as described in section 2.3 The structure of the qualification/Rules of combination

4 Centre requirements

4.5 Quality assurance

Internal quality assurance

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

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

Full details and guidance on the internal and external quality assurance requirements and procedures are provided in *Providing City & Guilds Qualifications* and in the *Centre toolkit*. This document also explains the tasks, activities and responsibilities of quality assurance staff.

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

National standards and rigorous quality assurance are maintained by use of:

- City & Guilds online examinations
- City & Guilds set and marked written examinations
- City & Guilds assignments, marked by the centre according to externally set marking criteria
- internal (centre) quality assurance
- City & Guilds external verification.

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:

- quality assurance co-ordinator
- assessor
- examinations secretary
- invigilator.

External quality assurance

External verifiers are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External verification is carried out to ensure that there is validity, reliability and good practice in centres.

To carry out their quality assurance role, external verifiers/moderators must have appropriate occupational and verifying knowledge and expertise. City & Guilds external verifiers attend training and development designed to keep them up-to-date, to facilitate standardisation between verifiers and encourage the sharing of good practice.

External verifiers:

The role of the external verifier is to:

- advise and support centre staff
- ensure the quality and consistency of assessments within and between centres by the use of systematic sampling
- regularly visit centres to ensure they continue to meet the centre and qualification approval criteria
- provide feedback to centres and City & Guilds

External quality assurance for the qualifications will be provided by the usual City & Guilds external verification process which includes the use of an electronically scannable report form which is designed to provide an objective risk analysis of individual centre assessment and verification practice.

Further details of the role of external verifiers are given in *Providing City & Guilds Qualifications*.

5 Course design and delivery

Recommended delivery strategies

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

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

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

Relationship to other qualifications and wider curriculum

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

The following relationship tables are provided to assist centres with the design and delivery of the qualifications:

- relationship to National Occupational Standards can be found in Appendix 1 of this handbook
- signposting key/core skills and citizenship/PSHE for the qualifications can be found in Appendix 3 of this handbook
- opportunities to address social, moral, spiritual and cultural issues during the delivery of the qualifications have been identified, and can be found in Appendix 4 of the handbook.

Health and safety

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

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

Data protection and confidentiality

Centres offering these qualifications may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Providing City & Guilds Qualifications*.

Initial assessment and induction

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

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

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

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

Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Providing City & Guilds Qualifications*).

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

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

Access to assessment

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

Appeals

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

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

6 Assessment

6.1 Summary of assessment requirements

For these qualifications, candidates will be required to complete the following assessments:

- Practical observations and Viva - assessed at centre by a independent assessor
- GOLLA multiple choice knowledge tests
- Externally set and externally marked question papers
- Assignments covering practical assessments and knowledge related tasks
- Case Studies

GOLLA multiple choice test

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

Duration: 2 hours

Outcome number	Outcome	No. of questions	%
01	Describe the organisation of the body	4	5
02	Describe the skin, hair and nails and common pathologies	6	7.5
03	Describe the skeletal system and common pathologies	8	10
04	Describe the muscular system and common pathologies	8	10
05	Describe the nervous system and common pathologies	8	10
06	Describe the endocrine system and common pathologies	8	10
07	Describe the respiratory system and common pathologies	6	7.5
08	Describe the cardiovascular system and common pathologies	6	7.5
09	Describe the lymphatic system and common pathologies	6	7.5
10	Describe the digestive system and common pathologies	8	10
11	Describe the urinary system and common pathologies	6	7.5
12	Describe the reproductive system and common pathologies	6	7.5
Total		80	100

Sample questions for the Anatomy, Physiology and Pathology online test are provided in the Assessment Pack.

Externally set and marked question papers

- Unit assessment 105 Provide body massage therapy (written)
- Unit assessment 107 Provide aromatherapy (written)
- Unit assessment 109 Provide reflexology (written)

Each paper contains **three** case studies and is two hours long. A sample case study for each exam is provided in the Assessment Pack. The dates and times for each exam are published on the Walled Garden.

6 Assessment

6.2 About assessment

Grading and marking

Assessments will be graded pass, merit or distinction.

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

Assignments are externally set, and internally marked and graded.

Regulations for the conduct of examinations

Regulations for the conduct of examinations for online and written examinations are given in *Providing City & Guilds Qualifications - a guide to centre and qualification (scheme) approval* and in the *Directory of Qualifications*. Centres should ensure they are familiar with all requirements prior to offering assessments.

7 Units

Structure of units

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

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

City & Guilds unit number	Unit title
Unit 301	Principles and Practice of Complementary Therapies
Unit 302	Business Practice for Complementary Therapists
Unit 303	Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies
Unit 304	Knowledge of Less Common Pathologies for Complementary Therapies
Unit 305	Provide Body Massage Therapy for Complementary Therapies
Unit 306	Reflective Practice for Body Massage
Unit 307	Provide Aromatherapy for Complementary Therapies
Unit 308	Reflective Practice for Aromatherapy
Unit 309	Provide Reflexology for Complementary Therapies
Unit 310	Reflective Practice for reflexology
Unit 311	Health, Safety and Hygiene for Complementary Therapies
Unit 312	Healthy Eating and Wellbeing for the Complementary Therapy Client

Level: 3

Credit value: 13

Unit aims

The aim of this unit is to provide the learner with the knowledge and skills to work effectively safely and legally within the complementary and integrated healthcare sector. The learner will also be able to identify and deal with stress.

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

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

Entry requirements

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

Learning outcomes

There are **three** outcomes to this unit. The candidate will be able to:

- 1 Understand the key historical factors and theoretical background for Complementary Therapies
- 2 Know the main influences on working within Complementary Therapies
- 3 Know the key aspects of good clinical practice

Guided learning hours

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

Details of the relationship between the unit and relevant national occupational standards

The unit is linked to the Skills for Health Complementary Therapy NOS, please see page 144 for details.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health SSC.

Connections with other qualifications

This unit contributes towards the knowledge and understanding required for the following qualifications:

- 7564-50 Level 3 Diploma in Complementary Therapies
- 7564-51 Level 3 Diploma in Aromatherapy
- 7564-52 Level 3 Diploma in Body Massage
- 7564-53 Level 3 Diploma in Reflexology
- 7564-54 Level 3 Diploma in Complementary Therapies Techniques
- 7564-55 Level 3 Diploma in Body Massage Techniques
- 7564-56 Level 3 Diploma in Aromatherapy Techniques
- 7564-57 Level 3 Diploma in Reflexology Techniques

Key Skills

This unit contributes towards the key skills in the following areas:

- Communications Level 3
- Working with others Level 2
- Problem solving Level 2
- Improving own learning and performance Level 3

Assessment

This unit will be assessed by:

- Assignment covering underpinning knowledge

Unit 301 Principles and Practice of Complementary Therapies

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

Underpinning knowledge

The candidate will be able to:

- 1 examine the **history and origins of complementary therapies**
- 2 analyse definitions and theories of commonly available **complementary therapies (CAM disciplines)**
- 3 evaluate the theory of techniques used in commonly available **complementary therapies (CAM disciplines)**

Range

History and origins of complementary therapies

Body massage, aromatherapy and reflexology

Complementary therapies (CAM disciplines)

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

Unit 301 Principles and Practice of Complementary Therapies

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

Underpinning knowledge

The candidate will be able to:

- 1 describe **legislative requirements** and working practices
- 2 summarise the **legal obligations** of working with clients and the general public
- 3 explain the **codes of practice and ethics** relating to complementary therapies
- 4 analyse the roles of **professional associations and organisations** relating to complementary therapies
- 5 evaluate the process of registration and **regulation of complementary therapies**

Range

Legislative requirements

Employment law, National laws, Common bye-laws, Case law, Human Rights Act, Employers Liability, Social Services Act, The Fire Precautions Act, Trade Description Act, The Health & Safety at Work Act, Race Relations Act, The Health & Safety (first aid), Local Government (Miscellaneous Provisions) Act, Medical Act, Data Protection Act, Children Act, Performing Rights (under Copyright Designs and Patents) Act, Electricity at Work, The Environment Protection Act, Personal Protective Equipment, The Provision and use of Work Equipment, The Work Place Regulations (Health Safety and Welfare), The Sale and Supply of Goods Act, VAT Act, Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR), The Disability Discrimination Act, Sex Offenders Act, The Fire Precautions (Workplace) Regulations, The Working Time Regulations, Crime and Disorder Act, ECHR (Human Rights Act), Control of Substances Hazardous to Health Regulations (COSHH), The Management of Health and Safety at Work, Protection of Children Act, Youth Justice and Criminal Evidence Act, Dangerous substances and Preparations (nickel), Care Standards Act, The Children (leaving care) Act, Age discrimination Act, Advertising Standards, Veterinary Surgeons Act

Legal obligations

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

Codes of conduct and ethics

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

Professional associations and organisations

Complementary and Natural Healthcare Council (CNHC), Aromatherapy Council (AC), General Council for Massage Therapy (GCMT), Reflexology Forum (RF), Prince's Foundation for Integrated Health (PFIH), Aromatherapy and Allied Practitioners' Association (AAPA), International Federation of Reflexologists (IFR), Complementary Therapists Association (CThA), Federation of Holistic Therapists (FHT)

Regulation of complementary therapies

Criminal Records Bureau (CRB), General Osteopathy Council (GOsC), General Chiropractic Council (GCC), General Medical Council (GMC), Health Professions Council (HPC), Nursing and Midwifery Council (NMC)

Unit 301

Principles and practice of Complementary Therapies

Outcome 3

Know the key aspects of good clinical practice

Practical skills

The candidate will be able to:

- 1 use appropriate **referral procedures and protocols** with clients and others involved in integrated healthcare
- 2 collate information from clients that is necessary for assessment and treatment planning
- 3 demonstrate how to accurately **record information, store records and ensure confidentiality**

Underpinning knowledge

The candidate will be able to:

- 1 evaluate appropriate **referral procedures and protocols**
- 2 identify **effective communication skills** when dealing with clients and colleagues in maintaining good practice
- 3 outline how to ensure confidentiality

Range

Referral procedures and protocols

Etiquette, methods of referral, research local practitioners

Record information, store records and ensure confidentiality

Data Protection Act, confidentiality, other staff, making and storing case notes, patient access to their own notes, disclosure of confidential information

Exceptions to client confidentiality

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

- if the therapist believes it to be in the clients interest to disclose information to another health professional
- if the therapist believes that disclosure to someone other than another health professional is essential for the sake of the clients health
- if disclosure is required by statute
- if the therapist is directed to disclose the information by any official having a legal power to order disclosure
- if, upon seeking the advice of their regulatory body, the therapist is advised that disclosure should be made in the public interest.
- In each case where disclosure is made by a therapist in accordance with an exception to the general rule of confidentiality, the therapist shall;
- inform the client before disclosure takes place

- so far as is reasonably practicable make clear to the patient the extent of the information to be disclosed, the reason for the disclosure, and the likely consequence of disclosure, where to do so is appropriate
- disclose only such information as is relevant; ensure so far as possible that the person to whom disclosure is made undertakes to hold the information on the same terms as those to which the therapist is subject and
- record in writing the reasons for such disclosure

Effective communication skills

Verbal: questioning techniques, language used, tone of voice.

Non-verbal: listening techniques, body language, eye contact, facial expressions.

Use of: visual aids, client records

Level: 3

Credit value: 12

Unit aims

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

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

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

Entry requirements

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

Learning outcomes

There are **three** outcomes to this unit. The candidate will be able to:

- 1 Understand the key business criteria required for Complementary Therapy
- 2 Research business concepts
- 3 Plan, prepare and maintain a business plan

Guided learning hours

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

Details of the relationship between the unit and relevant national occupational standards

The unit is linked to the Skills for Health Complementary Therapy NOS, please see page 144 for details.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health SSC.

Connections with other qualifications

This unit contributes towards the knowledge and understanding required for the following qualifications:

- 7564-50 Level 3 Diploma in Complementary Therapies
- 7564-51 Level 3 Diploma in Aromatherapy
- 7564-52 Level 3 Diploma in Body Massage
- 7564-53 Level 3 Diploma in Reflexology

Key Skills

This unit contributes towards the key skills in the following areas:

- Communications Level 3
- Working with others Level 2
- Problem solving Level 2
- Improving own learning and performance Level 3

Assessment

This unit will be assessed by:

- Assignment covering underpinning knowledge

Unit 302

Business Practice for Complementary Therapies

Outcome 1

Understand the key business criteria required for Complementary Therapy

Practical skills

The candidate will be able to:

- 1 produce **promotional materials**.

Underpinning knowledge

The candidate will be able to:

- 1 explain the **legal requirements of running a business**
- 2 explain how **marketing and public relations** are used in a successful business
- 3 describe the **employment opportunities** within complementary therapies industries
- 4 evaluate **communication techniques**
- 5 describe how to communicate effectively with clients and colleagues

Range

Promotional materials

Business cards, leaflets, flyers, price lists, adverts, letterheads, website, logo, branding, press release, gift vouchers

Legal requirements of running a business

Marketing and public relations

Advertising, public relations, referrals, word of mouth, promotional materials, endorsement, networking, market research

Employment opportunities

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

Communication techniques

Verbal: questioning techniques, language used, tone of voice.

Non-verbal: listening techniques, body language, eye contact, facial expressions.

Use of: visual aids, client records

Exceptions to client confidentiality

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

- if the therapist believes it to be in the clients interest to disclose information to another health professional
- if the therapist believes that disclosure to someone other than another health professional is essential for the sake of the clients health
- if disclosure is required by statute
- if the therapist is directed to disclose the information by any official having a legal power to order disclosure
- if, upon seeking the advice of their regulatory body, the therapist is advised that disclosure should be made in the public interest.
- In each case where disclosure is made by a therapist in accordance with an exception to the general rule of confidentiality, the therapist shall;
- inform the client before disclosure takes place
- so far as is reasonably practicable make clear to the patient the extent of the information to be disclosed, the reason for the disclosure, and the likely consequence of disclosure, where to do so is appropriate
- disclose only such information as is relevant; ensure so far as possible that the person to whom disclosure is made undertakes to hold the information on the same terms as those to which the therapist is subject and
- record in writing the reasons for such disclosure

Insurance

Public liability, product and treatment liability, employer's liability, car insurance, contents insurance, medical malpractice, personal accident, health insurance, building insurance

Unit 302

Business Practice for Complementary Therapies

Outcome 2

Research a business concept

Practical skills

The candidate will be able to:

- 1 design and **research** a potential business opportunity using a range of sources
- 2 **research** potential premises, staff, product and resource requirements

Underpinning knowledge

The candidate will be able to:

- 1 compare and contrast different **business types**

Range

Research

Quantitative, qualitative, or a combination of both, data analysis (statistics), questionnaires, critical analysis and evaluation, survey

Business types

Sole trader, partnerships, limited company, franchise

Unit 302

Business Practice for Complementary Therapies

Outcome 3

Plan, prepare and maintain a business plan

Practical skills

The candidate will be able to:

- 1 **plan and prepare an appropriate business plan for a potential business**
- 2 Review premises, staff and resource requirements to maintain a business plan including professional services that may be required
- 3 calculate **costs of treatments, products and services** offered.
- 4 estimate **start up and running costs**.

Range

Plan and prepare an appropriate business plan

Business plan, SWOT analysis, business type, legal requirements, marketing/publicity, market research, personal pension, tax shelter, voluntary self regulation, resources, personal planning, transport, making a will

Costs of treatments, products and services

Payment methods, client loyalty, cost materials and products, employee costs

Start up and running costs

Travel, rent, choice of premises, cash flow, staff training, continual professional development, professional associations, fees, marketing

Level: 3

Credit value: 38

Unit aims

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

Entry requirements

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

Learning outcomes

There are **twelve** outcomes to this unit. The candidate will be able to:

- 1 Identify the organisation of the body
- 2 Identify the skin, hair and nails and common pathologies
- 3 Identify the skeletal system and common pathologies
- 4 Identify the muscular system and common pathologies
- 5 Identify the nervous system and common pathologies
- 6 Identify the endocrine system and common pathologies
- 7 Identify the respiratory system and common pathologies
- 8 Identify the cardiovascular system and common pathologies
- 9 Identify the lymphatic system and common pathologies
- 10 Identify the digestive system and common pathologies
- 11 Identify the urinary system and common pathologies
- 12 Identify the reproductive system and common pathologies

Guided learning hours

It is recommended that 90 guided learning hours are allocated for this unit. This may be on a full or part time basis.

Details of the relationship between the unit and relevant national occupational standards

The unit is linked to the Skills for Health Complementary Therapy NOS, please see page 144 for details.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health SSC.

Connections with other qualifications

This unit contributes towards the knowledge and understanding required for the following qualifications:

- 7564-50 Level 3 Diploma in Complementary Therapies
- 7564-51 Level 3 Diploma in Aromatherapy
- 7564-52 Level 3 Diploma in Body Massage
- 7564-53 Level 3 Diploma in Reflexology
- 7564-54 Level 3 Diploma in Complementary Therapies Techniques
- 7564-55 Level 3 Diploma in Body Massage Techniques
- 7564-56 Level 3 Diploma in Aromatherapy Techniques
- 7564-57 Level 3 Diploma in Reflexology Techniques
- 7564-58 Level 3 Diploma in Anatomy, Physiology and Pathology

Key Skills

This unit contributes towards the key skills in the following areas:

- Communications Level 3
- Working with others Level 2
- Problem solving Level 2
- Improving own learning and performance Level 3

Assessment

This unit will be assessed by:

- Online multiple choice examination, on City & Guilds global online assessment system (GOLA)

Unit 303

Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies

Outcome 1

Identify the organisation of the body

Underpinning knowledge

The candidate will be able to:

Describe the organisation of the body: type, location, structure, function, growth, repair and pathologies

1 anatomical regions of the body

- a abdominal
- b axillary
- c brachial: arm \upper limb)
- d buccal: inner surface of cheek
- e calcaneal: heel
- f cephalic: head
- g cervical: neck
- h costal: ribs
- i cranial: skull
- j cubital: elbow or forearm
- k cutaneous: skin
- l femoral: thigh
- m frontal: forehead
- n gluteal: buttocks
- o inguinal: groin
- p mammary
- q leg (lower limb)
- r ophthalmic
- s palmar
- t pedal
- u pelvic
- v perineal
- w pericardial: heart
- x plantar
- y popliteal
- z thoracic

2 planes of the body

- a frontal (coronal)
- b sagittal
- c transverse

- d longitudinal
- e oblique

3 directional terms

- a superior
- b inferior
- c medial
- d lateral
- e proximal
- f anterior, ventral
- g posterior, dorsal
- h peripheral
- i superficial
- j deep
- k parietal
- l visceral

4 quadrants

- a left upper (LUQ)
- b left lower quadrant (LLQ)
- c right upper quadrant (RUQ)
- d right lower (RLQ)

5 chemical organisation of the body

- a simple chemicals e.g. oxygen, carbon dioxide,
- b nutrient chemicals e.g. carbohydrates (starch, sugar, cellulose, glycogen); lipids (fats, oils); proteins
- c minerals e.g. sodium, potassium, calcium, phosphorus, chloride, iron, iodine
- d vitamins e.g. A, B complex, C, D, E and K
- e free radicals, antioxidants, essential fatty acids (EFAs)
- f fibre
- g water
- h complex chemicals e.g. ATP, DNA

6 structure of a cell

- a membrane
- b nucleus
 - i nuclear membrane
 - ii nucleolus
 - iii DNA
- c cytoplasm
- d organelles
 - i ribosomes

- ii mitochondria
 - iii lysosomes
 - iv smooth & rough endoplasmic reticulum
 - v golgi body
 - vi centrioles; centrosome
 - e cell division
 - i mitosis: growth and repair
 - ii four stages
 - iii diploid number
- 7 transport across the cell membrane
- a diffusion
 - b osmosis
 - c facilitated diffusion
 - d active transport
- 8 major tissue types and location
- a epithelial tissue: protective, secretory
 - i simple: squamous, cuboidal, columnar, ciliated
 - ii stratified: keratinised, non-keratinised, transitional
 - b connective tissue: connective
 - i fibrous: white fibrous, yellow elastic
 - ii areolar
 - iii adipose
 - iv lymphoid
 - v cartilage: hyaline, yellow elastic, white fibrous
 - vi bone: compact, cancellous
 - c blood: specialised connective tissue
 - i red blood cells
 - ii white blood cells
 - iii platelets
 - iv plasma
 - d muscular tissue – contractibility
 - i skeletal
 - ii visceral
 - iii cardiac
 - e nervous tissue- communication
 - i neurones
 - ii neuroglial cells
 - f membranes
 - i serous
 - ii mucous
 - iii synovial

Unit 303

Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies

Outcome 2

Identify the skin, hair and nails and common pathologies

Underpinning knowledge

The candidate will be able to:

Describe the skin, hair and nails: type, location, structure, function, growth, repair and pathologies

- 1 functions of skin
 - a sensation: temperature; touch; pressure; pain
 - b heat regulation: sweating; vasoconstriction; vasodilatation
 - c absorption: nicotine, steroids
 - d protection: UV light, waterproof, prevents injury to underlying soft tissue
 - e excretion
 - f secretion
 - g vitamin production (vitamin D generation for ergosterol)
- 2 organisation of skin layers
 - a main layers
 - i epidermis: stratified keratinised epithelium
 - ii dermis: areolar connective tissue
 - iii subcutaneous: adipose connective tissue
 - b epidermis – layers/ structures
 - i basal cell – stratum germinativum, continuous cell formation, keratinocytes and melanocytes
 - ii prickle cell – stratum spinosum
 - iii granular – stratum granulosum: cell death due to keratinisation
 - iv clear – stratum lucidum: only found in thick skin
 - v horny – stratum corneum: shedding or desquamation
 - vi types of skin – thickest (palms & soles), thinnest (eyelids), scalp (facial expression)
 - c dermis - layers/ structures
 - i papillary layer: mast cells & histamine
 - ii reticular layer: fibroblast cells & formation of elastin and collagen
 - iii blood and lymph capillary network
 - iv sensory nerve fibres and receptors
- 3 hair
 - a structure
 - i hair follicle
 - ii hair shaft

- iii hair root
 - iv erector pili muscle
 - b role in heat regulation
- 4 nail unit
 - a location
 - b structure
 - i technical terminology: onyx or unguium = nail
 - ii nail bed
 - iii lateral nail fold
 - iv matrix
 - v nail bed
 - vi lunula
 - vii cuticle
 - c role in protection
- 5 glands
 - a sebaceous gland and sebum
 - b sweat gland and sweat
 - i eccrine
 - ii apocrine
 - c role
 - i heat regulation
 - ii fluid balance
 - iii protection - acid mantle
- 6 common pathologies of the skin
 - a bacterial infections
 - i impetigo
 - ii conjunctivitis
 - iii hordeolum – styne
 - iv furuncles – boils
 - v carbuncles
 - vi paronychia – tissue surrounding nails
 - b viral infections
 - i herpes simplex
 - ii herpes zoster or shingles
 - iii verrucae or warts
 - c infestations
 - i scabies or itch mites
 - ii pediculosis capitis or head lice
 - iii pediculosis pubis
 - iv pediculosis corporis
 - d fungal diseases
 - i tinea corporis – body ringworm

- ii tinea capitis – ringworm of the head
 - iii tinea pedis – athlete’s foot
- e sebaceous gland disorders
 - i milia
 - ii comedones – blackheads
 - iii seborrhoea
 - iv steatomas, sebaceous cysts or wens
 - v acne vulgaris
 - vi acne rosacea
- f sudoriferous (sweat) gland disorders
 - i miliaria rubra (prickly heat)
- g pigmentation disorders
 - i ephelides – freckles
 - ii lentigines
 - iii vitiligo
 - iv albinism
 - v vascular naevi
 - vi erythema
 - vii dilated capillaries
- h skin disorders involving abnormal growth
 - i psoriasis
 - ii seborrhoeic or senile warts
 - iii verrucae filiformis or skin tags
 - iv keloids
- i allergies
 - i dermatitis
 - ii eczema
 - iii urticaria – nettle rash or hives

7 common pathologies of the nail

- a onychia — congenital absence of nail
- b Beau’s lines — deep horizontal depressions on all nails
- c leukonychia — white nails or white spots
- d longitudinal furrows
- e onycholysis — separation of the nail from the nail bed
- f paronychia — bacterial infection of the cuticle
- g tinea unguium — ringworm of the nail
- h onychauxis — thick, curved
- i onychocryptosis — ingrowing nail
- j onychorrhexis — transverse and longitudinal splitting and peeling

Unit 303

Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies

Outcome 3

Identify the skeletal system and common pathologies

Underpinning knowledge

The candidate will be able to:

Describe the skeletal system: type, location, structure, function, growth, repair and pathologies

- 1 The function of the skeleton is to provide:
 - a shape
 - b attachment for skeletal muscles and leverage
 - c support
 - d protection of internal organs
 - e production of blood cells
 - f storage of calcium
 - g storage of fat
- 2 organisation of the skeleton
 - a axial skeleton: 80 bones
 - b appendicular skeleton: 126 bones
- 3 bones
 - a bones
 - i flat
 - ii irregular
 - iii short
 - iv sesamoid
 - v long
- 4 structure of long bone
 - a diaphysis
 - b epiphysis; epiphyseal cartilage
 - c articular cartilage
 - d medullary cavity
 - e periosteum
 - f ossification
- 5 bones and joints of the skull: location & role
 - a bones of the cranium
 - i frontal

- ii parietal
 - iii temporal
 - iv occipital
 - v sphenoid
 - vi ethmoid
 - vii sutures: fibrous: synarthrotic joints
- b bones of the face: location & role
 - i nasal
 - ii vomer
 - iii zygomatic
 - iv lacrimal
 - v palatine
 - vi inferior nasal conchae
 - vii maxillae
 - viii mandible
 - ix temporo-mandibular joint: synovial: diarthrotic joint

6 bones and joints of the neck & spine: location and role

- a hyoid
- b vertebrae: body, processes
 - i cervical vertebrae: atlas; axis
 - ii thoracic vertebrae
 - iii lumbar vertebrae
 - iv sacral vertebrae
 - v coccygeal vertebrae
 - vi intervertebral discs

7 bones and joints of the thorax, arm & hand: location & role

- a thorax
 - i ribs
 - ii sternum
 - iii thoracic cage
 - iv clavicle
 - v scapula
 - vi shoulder joint & complex
 - vii shoulder girdle
- b arm
 - i humerus
 - ii radius
 - iii ulna
 - iv elbow joint
- c hands
 - i carpals: (scaphoid, lunate, triquetral, pisiform, trapezium, trapezoid, capitate, hamate)

- ii metacarpals
- iii phalanges
- iv wrist joint
- v thumb joint

8 bones and joints of the pelvis, leg & foot: location & role

- a pelvic girdle
 - i Ilium; ischium; pubis
 - ii fusion of joints: innominate bones
 - iii sacroiliac joint
 - iv hip joint
- b legs
 - i femur
 - ii patella
 - iii tibia
 - iv fibula
 - v knee joint: menisci; bursae
- c feet
 - i tarsals: talus, calcaneus, navicular, cuneiforms (medial, intermediate, lateral), cuboid
 - ii metatarsals
 - iii phalanges
 - iv ankle joint
 - v arches of the foot

9 joints

- a types of joint
 - i fixed: fibrous: synarthrotic
 - ii semi-moveable: cartilaginous: amphiarthrotic
 - iii freely moveable: synovial: diarthrotic
- b types of synovial joint
 - i ball and socket: hip; shoulder
 - ii saddle: thumb & 1st metacarpal
 - iii condyloid: temporo-mandibular; ellipsoidal: atlas & occipital
 - iv pivot: proximal & distal radius-ulna; atlas & axis
 - v hinge: elbow; knee; ankle; phalanges
 - vi gliding: patella & femur; carpals; tarsals; sacro-iliac
- c range of movement related to joint type
 - i flexion
 - ii extension
 - iii hyperextension
 - iv abduction
 - v adduction
 - vi circumduction
 - vii rotation: medial, lateral

- viii pronation
 - ix supination
- d range of movement related to feet
 - i dorsiflexion
 - ii plantar flexion
 - iii eversion
 - iv inversion
- 10 common pathologies of the skeletal system
 - a osteoarthritis
 - b gout
 - c bursitis
 - d torn cartilage
 - e sprain
 - f dislocation
 - g rickets
 - h bunions
 - i hammer toes
 - j fractures: simple, compound, stress
 - K Rheumatoid Arthritis
- 11 common pathologies of the spine
 - a scoliosis
 - b kyphosis
 - c lordosis
 - d spondylosis
 - e ankylosing spondylitis
 - f prolapsed (slipped) intervertebral disc - PID
 - g whiplash

Unit 303

Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies

Outcome 4

Identify the muscular system and common pathologies

Underpinning knowledge

The candidate will be able to do:

Describe the organisation of the muscular system: type, location, structure, function, growth, repair and pathologies

- 1 functions of muscle
 - a movement of skeleton
 - b maintenance of posture
 - c movement of substances through tracts
 - d generation of heat
- 2 organisation of muscle types
 - a skeletal: voluntary; striated; attached to bone: 650 muscles
 - b visceral: involuntary; non-striated (smooth)
 - c cardiac: involuntary; only found in the heart
- 3 structure of skeletal muscles
 - a fascia: continuous with tendons and periosteum
 - b tendons: cylindrical, aponeurosis
 - c muscle
 - d fascicles
 - e muscle fibres or cells; peripheral nuclei
 - f myofibrils
 - g filaments of actin & myosin
- 4 principles of muscle contraction
 - a sarcomere
 - b actin & myosin
- 5 muscular contraction
 - a stages
 - i tone
 - ii relaxation
 - iii fatigue
 - b antagonistic pairing
 - i prime mover
 - ii antagonist

- iii synergist
 - iv fixator
 - c types of contraction
 - i isotonic: concentric & eccentric
 - ii isometric
 - d role of ATP and function of energy systems
 - i aerobic: carbon dioxide and water
 - ii anaerobic: lactic acid
 - e types of fibres
 - i red (type I): myoglobin; mitochondria; blood supply; fatigue resistant; tonus
 - ii white (type II): glycogen storage; glycolysis; rapid movement
- 6 muscles of the scalp and face: location and action
- a facial muscles of expression
 - i frontalis
 - ii occipitalis
 - iii orbicularis oculi
 - iv corrugator supercilii
 - v nasalis
 - vi orbicularis oris
 - vii zygomaticus
 - viii risorius
 - ix mentalis
 - b facial muscles of mastication
 - i buccinator
 - ii masseter
 - iii temporalis
- 7 neck muscles of support
- a platysma
 - b sternocleidomastoid
- 8 muscles of the thorax, arm and hand: location & action
- a muscles of anterior thorax (chest)
 - i pectoralis major and minor
 - ii external & internal intercostals
 - iii diaphragm
 - iv serratus anterior
 - b muscles of posterior thorax (back)
 - i sacro-spinalis (erector spinae)
 - iii trapezius
 - iii latissimus dorsi
 - iv levator scapulae
 - v rhomboids major and minor

- vi rotator cuff; supraspinatus, infraspinatus, teres minor, subscapularis
 - vii teres major
 - c muscles of upper arm
 - i deltoid
 - ii biceps brachii
 - iii coraco-brachialis
 - iv brachialis
 - v triceps brachii
 - d muscles of lower arm and hand
 - i pronator teres
 - ii brachioradialis
 - iii Wrist flexors: flexor carpi radialis, flexor carpi ulnaris, flexor carpi digitorum
 - iv Wrist extensors : longus, brevis, extensor, carpi ulnaris, extensor carpi digitorum
 - v abductor pollicis brevis
 - vi flexor pollicis brevis
 - vii thenar and hypothenar eminence
- 9 muscles of the abdominal region: location & action
- i external obliques
 - ii rectus abdominis
 - iii internal obliques
 - iv transversus abdominis
 - v quadratus lumborum
- 10 muscles of the hip, leg and foot: location & action
- a muscles of the hip
 - i iliopsoas
 - ii piriformis
 - iii gluteus maximus, medius, minimus
 - iv tensor fasciae latae
 - b muscles of the thigh: location & action
 - i Sartorius
 - ii rectus femoris (quadriceps) : vastus lateralis, vastus intermedius, vastus medialis
 - iii biceps femoris (hamstrings): semitendinosus, semimembranosus
 - iv gracilis
 - v adductors longus, brevis, magnus
 - c muscles of the lower leg and foot: location & action
 - i gastrocnemius
 - ii soleus
 - iii tibialis anterior
 - iv peroneus longus
 - v extensor digitorum longus
 - vi flexor digitorum longus
 - vii extensor hallucis longus

- 11 common pathologies of the muscular system
 - a lumbago
 - b cramp
 - c rupture
 - e atrophy
 - f RSI (repetitive strain injury) and inflammatory variants
 - i tennis/golfers elbow
 - ii tendonitis
 - iii carpal tunnel
 - iv frozen shoulder
 - v housemaid's knee
 - vi ankle tendon injury
 - v shin splints
 - g myasthenia gravis
 - h bursitis

Unit 303

Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies

Outcome 5

Identify the nervous system and common pathologies

Underpinning knowledge

The candidate will be able to:

Describe the organisation of the nervous system: type, location, structure, function, growth, repair and pathologies

- 1 functions of the nervous system
 - a to detect stimuli inside and outside the body
 - b to process and interpret stimuli
 - c to respond to stimuli

- 2 organisation of the nervous system
 - a the central nervous system (CNS): brain & spinal cord
 - b the peripheral nervous system (PNS):
 - i the somatic nervous system: conveys information to the central nervous system from the senses (afferent); conveys information from the central nervous system to the muscles (efferent)
 - ii the autonomic nervous system: supplies involuntary muscle tissue; controls movements of internal organs; and secretions from glands; conveys information from the central nervous system to the muscles (glands)
 - c the autonomic nervous system
 - i sympathetic system: stimulates activity; activation of energy
 - ii parasympathetic system: inhibits activity; conservation of energy
 - iii role in homeostasis
 - iv links with endocrine system

- 3 types of neurone
 - a sensory (afferent)
 - b motor (efferent)
 - c association or interneurone

- 4 structure of a motor neurone
 - a cell body
 - b dendrites
 - c axon
 - d myelin sheath: Schwann cell
 - e neurilemma
 - f end feet: axon terminals

- 5 synapse
 - a synaptic gap
 - b neurotransmitter: (acetylcholine; noradrenaline; dopamine)

- 6 nerves pathways
 - a sensory
 - b motor
 - c mixed

- 7 sense organs
 - a eyes
 - i photoreceptors: retina
 - ii layers of the eye
 - iii structures in the eyeball: conjunctiva, cornea, lens, aqueous & vitreous humours
 - b ears
 - i mechanoreceptors: inner ear
 - ii middle & outer ear
 - iii eardrum
 - c nose
 - i chemoreceptors: nasal muscosa
 - ii sinuses
 - d tongue
 - i chemoreceptors: taste buds
 - ii swallowing

- 8 brain
 - a location: in skull
 - b meninges
 - i ventricles
 - ii cerebro-spinal fluid (CSF)
 - c organisation of the brain
 - i grey matter: cell bodies, unmyalinated axons & dendrites
 - ii white matter: myalinated axons
 - iii Ganglion

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

- 10 diencephalon: thalamus & hypothalamus
- a thalamus
 - i location: between cerebral hemispheres on either side of 3rd ventricle
 - ii relay station
 - b hypothalamus
 - i location: under thalamus in centre of brain
 - ii primary link with the autonomic nervous system
 - iii regulates body temperature, water balance, metabolism, hunger, thirst, sleeping and waking patterns
 - iv stimulates or inhibits the action of the anterior pituitary gland
 - v produces antidiuretic hormone (vasopressin) and oxytocin: both stored in the posterior pituitary
- 11 cerebellum
- i location: rear of brain, just under cerebral hemisphere.
 - ii function: co-ordinates automatic movement such as walking, jumping, running. Maintains muscle tone, posture and balance
- 12 brain stem
- i location: junction between brain and spinal cord
 - ii medulla oblongata: cardiac, respiratory, vasomotor and reflex centre
 - iii pons: reflex centre
 - iv midbrain: cranial nerve reflexes
- 13 cranial nerves (12 pairs)
- i location: emerging from brainstem and forebrain
 - ii (olfactory, optic, oculomotor, trochlear, trigeminal, abducens, facial, glossopharyngeal, vagus, accessory, hypoglossal)
- 14 spinal cord
- a location: within vertebral column from brain stem to lumbar vertebra
 - b functions
 - i conveys impulses to and from the brain & the peripheral nervous system
 - ii provides fast response reflexes to external/internal stimuli: reflex arc
 - c structure
 - i continuation of brain, extending down the vertebral column
 - ii grey & white matter
 - iii dorsal ganglia
- 15 spinal nerves & plexuses: 31 pairs of spinal nerves
- a cervical
 - b brachial
 - c thoracic
 - d lumbar
 - e sacral

16 common pathologies of the nervous system

- a bell's palsy
- b epilepsy
- c multiple sclerosis (MS)
- d sciatica
- e neuritis
- f myalgic encephalomyelitis (ME)
- g cluster headaches
- h migraine
- i ear problems
 - i deafness
 - ii earache
 - iii glue ear
 - iv tinnitus
 - v vertigo
- j eye problems
 - i cataract
 - ii conjunctivitis
 - iii glaucoma

Unit 303

Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies

Outcome 6

Identify the endocrine system and common pathologies

Underpinning knowledge

The candidate will be able to:

Describe the organisation of the endocrine system: type, location, structure, function, growth, repair and pathologies

- 1 functions of the endocrine system
 - a ductless: hormone secretion directly into the blood stream
 - b maintenance of homeostasis
 - c controlling effect on body's functions some of which are:
 - i stimulation/inhibition of growth
 - ii induction/suppression of cell death (apoptosis)
 - iii activation/inhibition of immune system
 - iv regulation of metabolism
 - v preparation for new activity e.g. fighting, fleeing, sexual activity
 - vi preparation for new phase in life e.g. puberty, pregnancy
 - vii controlling reproductive cycle
- 2 organisation of the endocrine glands
 - a hypothalamus; pituitary; trophic hormones
 - b pineal
 - c thyroid
 - d parathyroids
 - e thymus (in children)
 - f pancreas
 - g adrenals
 - h gonads (ovaries and testes)
- 3 hormones and hormone action
 - a receptor sites
 - b Target organs
- 4 relationship with nervous system
 - a transmission by chemical means only
 - b slower, longer lasting effects
 - c link with neurotransmitters

- 5 anterior pituitary
 - a location: below hypothalamus
 - b hormones
 - i thyroid stimulating hormone (TSH); targets thyroid; regulates metabolism,
 - ii adrenocorticotrophic hormone (ACTH); targets cortex of suprarenal glands;
 - iii human growth (somatotrophic) hormone (HGH): targets hard tissues of the body; increases rate of growth and maintains size in adults
 - iv follicle stimulating hormone (FSH): targets sexual organs; oestrogen and maturation of ovarian follicles in females and sperm production in males
 - v luteinising hormone (LH): targets sexual organs; prepares breasts for lactation and progesterone in female and testosterone in the male
 - vi lactogenic hormone - prolactin (PRL): targets mammary glands; production of milk
- 6 posterior pituitary
 - a location: behind anterior pituitary
 - b hormones stored
 - i antidiuretic hormone (ADH) or vasopressin: targets kidneys and arteries; decreases urine production
 - ii oxytocin: targets uterus and breasts; stimulates labour and ejects milk from the nipple
- 7 pineal gland
 - a location: deep centre towards back of brain
 - b melatonin: regulates the 'body clock'
- 8 thyroid and parathyroid glands
 - a thyroid
 - i location: wrapped around trachea below larynx
 - ii thyroxine T3; target cells and tissues throughout the body; controls the basal metabolic rate
 - iii calcitonin; targets bones and kidneys to regulate calcium levels
 - b parathyroid
 - i location: embedded in posterior surface of thyroid
 - ii parathormone PTH; targets bones; regulates calcium/phosphorus levels, increases blood calcium levels and activates Vitamin D
- 9 thymus
 - a location: upper anterior portion of the chest cavity just behind the sternum
 - b function
- 10 pancreas
 - a location: posterior to stomach, close to duodenum
 - b relationship between its endocrine and exocrine functions
 - c insulin: target site – blood sugar; controls metabolism of carbohydrates and lowers blood

sugar levels - islets of Langerhans: beta (β) cells.

- d glucagon: target site – blood sugar; releases glycogen stored in the liver to raise blood sugar levels - islets of Langerhans: alpha (α) cells

11 adrenal glands

- a location: superior to renal organs
- b mineralocorticoids: aldosterone; targets water content of tissues; regulates mineral content of body fluids, salt and water balance, blood pressure;
- c glucocorticoids: cortisone (cortisol); targets liver, blood sugar; regulates carbohydrate metabolism, involvement in response to stress
- d sex hormones (androgens and oestrogen) target reproductive organs; development and function of the sex organs, and the physical and psychological characteristics of both sexes
- e adrenaline; in conjunction with and stimulated by the sympathetic nervous system; controls 'fight or flight' mechanism
- f nor-adrenaline; targets circulation; contracts blood vessels and raises blood pressure;

12 ovaries

- a location:
- b Function:

13 testes

- a location:
- b Function:

14 common pathologies of the endocrine system

- a thyroid
 - i thyrotoxicosis (hyperthyroidism)
 - ii myxoedema (hypothyroidism)
 - iii goitre
- b adrenal
 - i Cushing's syndrome: hypersecretion
 - ii Addison's disease: hyposecretion
- c pancreas
 - i diabetes mellitus (type 1 & 2)
- d pineal
 - i seasonal affective disorder (SAD)
- e pituitary
 - i diabetes insipidus

Unit 303

Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies

Outcome 7

Identify the respiratory system and common pathologies

Underpinning knowledge

The candidate will be able to:

Describe the organisation of the respiratory system: type, location, structure, function, growth, repair and pathologies

- 1 functions of the respiratory system
 - a supply the blood with oxygen
 - b excrete carbon dioxide

- 2 key stages of respiration
 - a ventilation
 - b external respiration: gaseous exchange in lungs
 - c transport of gases
 - d internal respiration: gaseous exchange in tissues
 - e cellular respiration

- 3 upper respiratory system:
 - a mouth: enables intake of air when high demand is required or if the nasal cavity is blocked
 - b nose
 - i vascular mucous membranes of nasal cavity warm inhaled air
 - ii mucus humidifies air
 - iii mucus and cilia trap dust particles and filter air
 - iv sinuses
 - c pharynx
 - i location; nasal cavity to top of oesophagus
 - ii oro-pharynx part of both respiratory and digestive system: breathing ceases while swallowing
 - d larynx
 - i location: in neck below pharynx
 - ii moves upwards and forwards during swallowing causing epiglottis to block its opening
 - iii also enables the production of sound
 - e epiglottis

- 4 lower respiratory system: respiratory zone
 - a trachea
 - i cricoid cartilage to top of sternum
 - ii epithelial lining secretes dust trapping mucus
 - iii epithelial cilia sweep particles upwards away from the lungs
 - b primary bronchii (right & left)
 - i divide progressively into smaller secondary & tertiary bronchii
 - ii carry air from the trachea into the bronchioles
 - c bronchioles
 - i carry air from the bronchii into the lungs
 - d lungs
 - i three lobes on the right and two on the left
 - e alveoli
 - i respiratory bronchioles connect with alveoli
 - f pulmonary capillary network
 - i surrounding alveoli
 - g the pleural membranes
 - i Protecting lining enclosing lung
 - ii Reducing friction between lungs and rib cage
- 5 ventilation
 - a mechanism of inhalation: active process initiated by diaphragm
 - i contraction of diaphragm muscle increases the volume of the thorax
 - ii contraction of external intercostal muscles swings ribs outwards and upwards increasing size of the thorax
 - iii combined action increases capacity of the thorax lowering the inter-thoracic pressure
 - iv greater pressure outside of body causes air to flow into conducting zone
 - b mechanism of exhalation: passive process unless forced
 - i muscles of diaphragm and intercostals relax
 - ii volume of the thorax decreases thus raising inter-thoracic pressure
 - iii elastic lungs recoil
 - iv air flows back out of lungs until pressures reach equilibrium
- 6 gaseous exchange in lungs and compare inspired and expired air
 - a gaseous exchange
 - i de-oxygenated blood leaves heart via pulmonary artery enters pulmonary capillary network
 - ii dissolved oxygen diffuses through cells lining each alveolus and capillary walls into the plasma
 - iii oxygen diffuses from plasma into the erythrocytes
 - iv combines with haemoglobin to form oxy-haemoglobin

- v oxygenated blood leaves enters pulmonary veins and taken to the heart then around the body
 - b composition of inspired and expired air
 - i inspired air: oxygen – 21%; carbon dioxide – 0.04%
 - ii expired air: oxygen – 16%; carbon dioxide – 4.5%
- 7 common pathologies of the respiratory system
- a obstructive
 - i emphysema
 - ii bronchitis
 - iii asthma
 - b infectious, environmental, other
 - i pneumonia
 - ii tuberculosis (TB)
 - iii asbestosis
 - iv hay fever
 - v rhinitis
 - vi whooping cough
 - vii sinusitis
 - vi laryngitis
 - viii pharyngitis

Unit 303

Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies

Outcome 8

Identify the cardiovascular system and common pathologies

Underpinning knowledge

The candidate will be able to:

Describe the organisation of the cardiovascular system: type, location, structure, function, growth, repair and pathologies

- 1 functions of the cardiovascular system
 - a to pump blood
 - b to maintain fluid pressure
 - c to transport respiratory gases
 - d to transport nutrients, hormones, enzyme, antibodies and waste products
 - e to provide immunity
 - f helps in the regulation of body temperature
 - g prevents fluid loss through the clotting mechanism
- 2 organisation of the cardiovascular system
 - a the blood: fluid medium
 - b the heart: pump
 - c the blood vessels: pipes
- 3 blood
 - a appearance (relative oxygenation)
 - i arterial blood: bright red
 - ii venous blood: dark red
 - b blood volume in the body
 - i 5 – 6 litres in an adult
 - c constituents
 - i 55% fluid: plasma
 - ii 45% solids: blood cells
 - d erythrocytes (red blood cells) – carry oxygen to the body cells
 - e leucocytes (white blood cells) – destroy disease causing micro-organisms, ingest bacteria and dead matter
 - i neutrophils, eosinophils, basophils
 - ii lymphocytes, (monocytes/macrophages)
 - f thrombocytes/platelets – role in clotting

- 4 heart
 - a location
 - i behind the sternum between the lungs, in mediastinum of thoracic cavity
 - ii centrally placed but angled to left of midline of body
 - iii contained within protective pericardial sac: serous fluid to reduce friction
 - b structural layers
 - i pericardium/epicardium: thin, external layer
 - ii myocardium: bulk of heart wall, specialised muscle structure, responsible for heart contraction
 - iii endocardium: inner layer, covering heart wall, valves and tendons
 - c internal structure
 - i right atrium
 - ii left atrium
 - iii right ventricle
 - iv left ventricle
 - v septum
 - d principal blood vessels
 - i superior vena cava
 - ii inferior vena cava
 - iii pulmonary artery
 - iv pulmonary vein
 - v aorta
 - vi coronary artery
 - vii coronary sinus
 - e valves
 - i tricuspid valve
 - ii bicuspid (mitral) valve
 - iii pulmonary valve
 - iv aortic valve
- 5 heart physiology
 - a blood flow
 - i returned blood received via right atrium, except from lungs
 - ii right atrium to right ventricle
 - iii right ventricle to right and left pulmonary arteries, to lungs
 - iv oxygenated blood returned via pulmonary veins to left atrium
 - v left atrium to left ventricle
 - vi left ventricle to ascending aorta, to branches of the aorta to the heart and the rest of the body
 - b cardiac cycle
 - i diastole
 - ii atrial systole
 - iii ventricular systole
 - c electrical conduction in the heart: myogenic

- i sino atrial node (SAN)
 - ii atrioventricular node (AVN)
 - d heart rate
 - i 70 bpm males; 75 bpm females
 - e control of heart rate
 - i role of the autonomic nervous system; vagus nerve
 - ii role of the hormone adrenaline

- 6 blood pressure
 - a source
 - i originates from heart
 - ii force exerted by blood on walls of blood vessels
 - b measurements
 - i diastolic: 80 mmHg
 - ii systolic: 120 mmHg
 - c factors affecting blood pressure
 - i force of the heart beat
 - ii volume of blood in the cardiovascular system
 - iii resistance to the flow of blood in the arteries
 - iv viscosity of the blood
 - v elasticity of vessel walls
 - d simple causes of changes in blood pressure
 - i a decrease in volume, e.g. blood loss, causes drop in pressure
 - ii an increase in volume, e.g. fluid retention, causes an increase in pressure
 - iii activity/exercise/massage/heat

- 7 blood vessels
 - a arteries
 - i thick-walled, muscular, elastic vessels conveying blood away from heart to arterioles
 - ii help maintain blood pressure: elastic arteries closest to heart; muscular arteries further away
 - b arterioles
 - i small arteries which convey blood to the capillaries
 - c capillaries
 - i microscopic blood vessels composed of a single layer of cells : endothelium
 - ii connect arterioles and venules
 - iii allow the passage of nutrients and waste products between the blood and tissue cells
 - iv capillaries help to regulate body temperature: vasodilation or vasoconstriction
 - d venules
 - i collect blood from capillaries and drain into veins
 - ii thinner walled than arteries
 - e veins
 - i convey blood back to the heart from the venules

- ii contain valves to prevent back flow
 - iii thinner walled than arteries

- 8 types of circulation
 - i systemic
 - ii pulmonary
 - iii portal/hepatic
 - iv coronary

- 9 primary vessels of the head, face and neck
 - i common carotid artery
 - ii external carotid artery
 - iii internal carotid artery
 - iv external jugular vein
 - v internal jugular vein
 - vi vertebral artery

- 10 primary vessels of the thorax, arm and hand
 - i brachial artery
 - ii radial artery
 - iii ulnar artery
 - iv cephalic vein
 - v axillary artery
 - vi axillary vein
 - vii ascending aorta, aortic arch and descending aorta
 - viii left & right subclavian arteries
 - ix left & right subclavian veins

- 11 primary vessels of the abdomen
 - i hepatic artery
 - ii hepatic vein
 - iii hepatic portal vein
 - iv splenic artery
 - v splenic vein
 - vi renal artery
 - vii renal vein

- 12 primary vessels of the pelvis, leg and foot
 - i femoral artery
 - ii femoral vein
 - iii anterior tibial artery
 - iv posterior tibial artery
 - v saphenous vein: greater, lesser
 - vi iliac artery

- vii iliac vein
- viii popliteal artery
- iv popliteal vein

13 common pathologies of the cardiovascular system

- a angina
- b deep vein thrombosis (DVT)
- c hypertension
- d hypotension
- e stroke
- f heart rate abnormalities
 - i tachycardia (resting rate of more than 100 beats per minute)
 - ii bradycardia (resting rate of less than 50 beats per minute)
- g varicose veins
- h phlebitis
- i pulmonary embolism
- J anaemia
- K clotting disorder
- l nosebleeds: epistaxis
- m palpitations
- n sickle cell anaemia
- o gangrene

Unit 303

Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies

Outcome 9

Identify the lymphatic system and common pathologies

Underpinning knowledge

The candidate will be able to:

Describe the organisation of the lymphatic system: type, location, structure, function, growth, repair and pathologies

- 1 function of the lymphatic system
 - a carry excess fluid and foreign particles from the body tissues and cells
 - b transport fats from the digestive tract to the blood: chyle
 - c produce lymphocytes to deal with waste and toxins
 - d develop antibodies to defend the body against infection
- 2 organisation of the lymphatic system
 - a lymph
 - i clear, straw-coloured, tissue fluid derived from blood plasma through capillary filtration
 - ii comprises plasma substances e.g. fibrinogen; serum albumin; serum globulin; water; lymphocytes
 - iii lymphatic system returns tissue fluid to blood
 - iv lymph flow is unidirectional not circular
 - b lymphatic capillaries
 - i thin-walled, more permeable than blood capillaries
 - ii collect tissue fluid
 - iii carry lymph to lymphatic vessels
 - c lymphatic vessels
 - i contain valves to prevent backflow
 - ii transport lymph through lymphatic nodes
 - d lymphatic nodes (glands)
 - i vary in size from a pin head to an almond
 - ii found all over the body at strategic sites where there is a greater risk of infection
 - iii are a mass of lymphoid tissue
 - iv surrounded by connective tissue capsule
 - v fed by lymphatic vessels
 - e lymphatic ducts
 - i general: drain lymph and return it to the blood stream
 - ii thoracic duct: drains lymph from abdomen and lower limbs; drains into left subclavian vein
 - iii right lymphatic duct: drains upper right quadrant; drains into right subclavian vein

- iv cisterna chyli: drains lymph laden with digested fats (chyle) from the intestines
 - f lymphoid tissue including tonsils, appendix and Peyer's patches
 - g links with cardiovascular system
- 3 location of the major lymphatic nodes of the body
 - a cervical
 - b axillary
 - c supratrochlear
 - d iliac
 - e inguinal
 - f popliteal
- 4 thymus
 - a location within mediastium behind sternum
 - b processes lymphocytes into active 'T' cells vital to immune system
 - c endocrine function, pre-puberty, in the control of growth
 - d degenerates after puberty
- 5 spleen
 - a location: in abdomen behind and left of the stomach
 - b largest lymphatic tissue mass in body
 - c produces lymphocytes and assists in fighting infection
 - d produces phagocytes to destroy worn out erythrocytes and abnormal cells
 - e selectively filters white cells and platelets
- 6 immunity
 - a antigens, antibodies
 - b acquired immunity (from infection)
 - c natural immunity
 - d allergy triggers and the body's response
- 7 common pathologies of, or linked to, the lymphatic system
 - a allergies
 - b cancer: metastases
 - c fever
 - d HIV (and AIDS)
 - e lymphoedema
 - f mastitis
 - g cellulitis

Unit 303

Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies

Outcome 10

Identify the digestive system and common pathologies

Underpinning knowledge

The candidate will be able to:

Describe the organisation of the digestive system: type, location, structure, function, growth, repair and pathologies

- 1 functions of the digestive system
 - a to break down complex chemicals to simple ones
 - b to absorb simple chemicals
 - c to assimilate products of digestion
 - d to eliminate indigestible materials
- 2 organisation of the gastrointestinal tract: upper
 - a mouth: oral or buccal cavity
 - i lips
 - ii teeth
 - iii tongue
 - b pharynx
 - c oesophagus
- 3 accessory digestive organs: upper
 - a salivary glands – submandibular, sublingual, parotid
 - i location: around oral cavity
 - ii produces amylase to act on polysaccharides
- 4 organisation of the gastrointestinal tract: lower
 - a stomach
 - i cardiac sphincter
 - ii pyloric sphincter
 - iii oblique muscle layer
 - b small intestine
 - i duodenum
 - ii jejunum
 - iii ileum
 - iv villi

- c large intestine
 - i ileocaecal valve
 - ii caecum
 - iii ascending colon
 - iv transverse colon
 - v descending colon
- d rectum
- e anus
- f anal sphincter: internal & external

5 accessory digestive organs: lower

- a gastric glands
 - i produces pepsin (pepsinogen) to act on proteins and rennin in infants
 - ii produce HCl: activates pepsinogen; kills micro-organisms
- b pancreas
 - i produces enzymes to act upon carbohydrates (pancreatic amylase), protein (trypsin) and lipids in the small intestine
- c intestinal glands:
 - i produces enzymes to act upon carbohydrates in the small intestine
- d liver
 - i production of bile to emulsify lipids
 - ii deactivates amino acids and converts simple sugars
 - iii stores various fat and water soluble vitamins, iron and copper
 - iv synthesizes Vitamin A from carotene
 - v detoxifies drugs and noxious substances
 - vi metabolises ethanol in alcohol
 - vii inactivates hormones
 - viii desaturates fat
 - ix produces heat
 - x cells break down worn out blood cells to release iron that is stored
- e gall bladder
 - i stores and concentrates bile
 - ii Function of bile is to emulsify fats and neutralises stomach acids

6 physical and chemical digestion

- a physical digestion
 - i mastication
 - ii peristalsis
 - iii churning
- b chemical digestion: enzymes

- i proteases act on proteins and peptides to produce amino acids
 - ii lipases act on lipids to produce fatty acids and glycerol
 - iii amylases act on carbohydrates to produce simple sugars (disaccharides & monosaccharides)
 - iv pH and heat sensitivity of enzymes: lock and key theory
- 7 common pathologies of the digestive system
- a halitosis
 - b gum and dental problems: gingivitis, abscesses
 - c heart burn: acid reflux
 - d indigestion (dyspepsia)
 - e ulcers: duodenal, gastric, peptic
 - f hepatitis
 - g cirrhosis of the liver
 - h gall stones
 - i gastroenteritis
 - j constipation
 - k diarrhoea
 - l irritable bowel syndrome (IBS)
 - m flatulence
 - n haemorrhoids
 - o Hiatis hernia
 - p Crohns disease

Unit 303

Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies

Outcome 11

Identify the urinary system and common pathologies

Underpinning knowledge

The candidate will be able to:

Describe the organisation of the urinary system: type, location, structure, function, growth, repair and pathologies

- 1 basic functions of the urinary system
 - a distribution of intracellular and extracellular fluid
 - b the need to balance fluid intake with fluid output
 - c general electrolyte composition and the need to maintain electrolyte balance
 - d pH values of the body's fluid systems
 - e regulation of blood pressure (renin-angiotensin)
- 2 organisation of the urinary tract
 - a renal organs
 - b ureters
 - i direction of urine from kidneys to bladder
 - c bladder
 - i location: behind pubic bone
 - ii function: storage of urine
 - iii average capacity
 - d urethra
 - i to conduct urine to the exterior
 - ii in males functions as part of both reproductive and urinary system
- 3 renal organs or kidneys
 - a location: back of abdominal cavity just below waist
 - b capsule
 - c cortex
 - d medulla
 - e pyramids
 - f calyces
 - g pelvis

- 4 nephron
 - a afferent and efferent arterioles
 - b glomerulus
 - c glomerular/Bowman's capsule
 - d proximal coiled tubule
 - e loop of henle
 - f distal coiled tubule
 - g collecting duct

- 5 production of urine
 - a filtration under pressure
 - b reabsorption
 - c active secretion

- 6 urine content
 - a urea
 - b uric acid/ammonia
 - c salts
 - d water

- 7 common pathologies of the urinary system
 - a cystitis
 - b incontinence
 - c renal failure
 - d kidney and bladder stones

Unit 303

Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies

Outcome 12

Identify the reproductive systems and common pathologies

Underpinning knowledge

The candidate will be able to:

Describe the organization of the reproductive system: type, location, structure, function, growth, repair and pathologies

- 1 functions of the reproductive system
 - a production of sperm & ova
 - i meiosis: comparison with mitosis , cytokinesis
 - ii haploid number
- 2 the female reproductive tract
 - a Organization of the reproductive system
 - i ovary or gonad
 - ii fallopian tubes
 - iii uterus
 - iv cervix
 - v vagina
 - vi external genitalia: labia (majora, minora), clitoris
 - vii vestibule and greater vestibular glands
 - b Accessory organs of reproductive tract. (Breast)
 - i function: produce and secrete milk after birth
 - ii Location: pectoral region, anterior of chest
- 3 female sex hormones
 - i oestrogen: affects secondary sexual characteristics in females; development of female reproductive system, external genitalia, uterus and breasts, regulates menstrual cycle
 - ii progesterone: affects structures involved in pregnancy; maintenance of pregnancy, development of the placenta, preparation of breast for lactation
- 4 organisation of male reproductive tract
 - a testes
 - b scrotal sac
 - c epididymis
 - d seminal vesicles
 - e prostate
 - f urethra
 - g penis

- h glands
 - i prepuce/foreskin
- 5 male sex hormones
- i androgens: development of male reproductive system, male hair growth patterns, voice deepening, muscle bulk
 - ii testosterone: controls male secondary sex characteristics and promotes development of sperm in the testes
- 6 reproductive stages
- a female
 - i puberty: menarche
 - ii pregnancy
 - iii menopause
 - b male
 - i puberty
 - ii 'menopause'
- 7 menstrual cycle
- a menstruation
 - b follicular phase
 - c ovulation
 - d luteal phase
- 8 common pathologies of the reproductive system
- a polycystic ovarian syndrome (PCOS)
 - b impotence
 - c menstrual problems
 - i amenorrhoea
 - ii dysmenorrhoea
 - iii premenstrual syndrome
 - d post-natal depression
 - e infertility
 - f mastitis

Level: 3

Credit value: 4

Unit aims

The aim of this unit is to provide the learner with knowledge of advanced pathologies in order to practice a complementary therapy professionally

The knowledge acquired by the learner will enable them to understand and describe less common pathologies

Entry requirements

Learners undertaking this unit should have studied a complementary therapy at Level 3

Learning outcomes

There is **one** outcome to this unit. The candidate will be able to:

- 1 Identify signs, and symptoms of less common pathologies.

Guided learning hours

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

Details of the relationship between the unit and relevant national occupational standards

The unit is linked to the Skills for Health Complementary Therapy NOS, please see page 144 for details.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health SSC.

Connections with other qualifications

This unit contributes towards the knowledge and understanding required for the following qualifications:

- 7564-50 Level 3 Diploma in Complementary Therapies
- 7564-51 Level 3 Diploma in Aromatherapy
- 7564-52 Level 3 Diploma in Body Massage
- 7564-53 Level 3 Diploma in Reflexology
- 7564-58 Level 3 Diploma in Anatomy, Physiology and Pathology

Assessment

This unit will be assessed by:

- Externally set written assignment.

Unit 304

Knowledge of Less Common Pathology for Complementary Therapies

Outcome 1

Identify signs and symptoms of less common pathologies

Underpinning knowledge

The candidate will be able to:

- 1 Describe the signs and symptoms of less common pathologies of the skin
 - a sudoriferous (sweat) gland disorders
 - i bromhidrosis/osmidrosis
 - ii anhidrosis
 - iii hyperhidrosis
 - b malignant tumours
 - i squamous cell carcinomas or prickle –cell cancers
 - ii basal cell carcinomas or rodent ulcers
 - iii melanoma
- 2 Describe the signs and symptoms of less common pathologies of the skeletal system
 - a osteomalacia
 - b osteoporosis
- 3 Describe the signs and symptoms of less common pathologies of the spine
 - a cervical stenosis
 - b whiplash
- 4 Describe the signs and symptoms of less common pathologies of the muscular system
 - a muscular dystrophy
 - b fibromyalgia
 - c shin splints
- 5 Describe the signs and symptoms of less common pathologies of the nervous system
 - a alzheimers disease
 - b cerebral palsy
 - c parkinson's disease (PD)
 - d motor neurone disease (MND)
 - e myalgic encephalomyelitis (ME)
 - f meningitis
 - g spina bifida

- 6 Describe the signs and symptoms of less common pathologies of the respiratory system
 - a restrictive
 - i fibrosis
 - ii sarcoidosis
 - iii pleurisy
 - iv lung cancer
- 7 Describe the signs and symptoms of less common pathologies of the cardiovascular system
 - a myocardial infarction
 - b atherosclerosis
 - c arteriosclerosis
 - d heart rate abnormalities
 - i tachycardia (resting rate of more than 100 beats per minute)
 - ii bradycardia (resting rate of less than 50 beats per minute)
- 8 Describe the signs and symptoms of less common pathologies of, or linked to, the lymphatic system
 - a myalgic encephalomyelitis (ME)
 - b systemic lupus erythematosus (SLE)
 - c Hodgkin's Disease
 - d leukaemia
- 9 Describe the signs and symptoms of less common pathologies of the digestive system
 - a jaundice
 - b inflamed gall bladder
 - c pernicious anaemia
 - d colitis (including ulcerative colitis)
 - e Crohn's disease
 - f diverticulosis and diverticulitis
 - g colon cancer
 - h coeliac disease
- 10 Describe the signs and symptoms of less common pathologies of the urinary system
 - a nephritis: Bright's disease
 - b renal colic
 - c uraemia
 - d Enuresis
- 11 Describe the signs and symptoms of less common pathologies of the reproductive system
 - a impotence
 - b cancer
 - i testicular

- ii prostate
- iii breast
- iv cervical
- c ectopic pregnancy
- d endometriosis
- e prolapse
- f sexually transmitted diseases (STDs)
- g pelvic inflammatory disease (PIS)

Level: 3

Credit value: 19

Unit aims

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

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

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

Entry requirements

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

Learning outcomes

There are **two** outcomes to this unit. The candidate will be able to:

- 1 Prepare for a body massage treatment
- 2 Provide body massage treatment

Guided learning hours

It is recommended that 100 guided learning hours are allocated for this unit. This may be on a full or part time basis.

Details of the relationship between the unit and relevant national occupational standards

The unit is linked to the Skills for Health Complementary Therapy NOS, please see page 144 for details.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health SSC.

Connections

This unit contributes towards the knowledge and understanding required for the following qualification:

- 7564-50 Level 3 Diploma in Complementary Therapies
- 7564-52 Level 3 Diploma in Body Massage
- 7564-54 Level 3 Diploma in Complementary Therapies Techniques
- 7564-55 Level 3 Diploma in Body Massage Techniques

Key Skills

This unit contributes towards the key skills in the following areas:

- Communications Level 3
- Working with others Level 2
- Problem solving Level 2
- Improving own learning and performance Level 3

Assessment

This unit will be assessed by:

- Assignment covering practical skills and underpinning knowledge

Unit 305

Provide Body Massage for Complementary Therapies

Outcome 1

Prepare for a body massage treatment

Practical skills

The candidate will be able to:

- 1 prepare self, client and work area in accordance with current legislation and working practice requirements
- 2 **consult** with clients to clarify their requirements
- 3 identify influencing **factors** (through observations and a full consultation)
- 4 provide clear recommendations to the client based on **factors**
- 5 identify **contra-indications** and take appropriate action
- 6 refer the client to another **healthcare practitioner** if necessary or decide that the massage treatment is not appropriate

Underpinning knowledge

The candidate will be able to:

- 1 evaluate **desirable characteristics** of an appropriate treatment environment
- 2 summarise the **objectives** of massage treatments
- 3 describe the **contra-actions** that may result from a body massage
- 4 describe how to respond appropriately to contra-actions
- 5 describe the **factors** that need to be considered
- 6 evaluate known **contra-indications** that may restrict or prevent treatment
- 7 evaluate known **local contra-indications** that may restrict treatment
- 8 evaluate known **cautions** that may restrict treatment

Range

Consult

Medical and lifestyle history taking and evaluation of the client, checking for contra-indications and cautions, assessing the clients' needs, referral to other healthcare professionals and where appropriate obtaining the client's consent to pass on confidential information

Factors

Postural and figure faults, muscle type, general health, medication, client lifestyle, client expectations, contra-indications, local contra-indications, cautions, time, age, nature/extent and urgency of client needs, personal/cultural and social situation, muscle tension, skin sensitivity, skin type, medical history, presenting symptoms, skin conditions, allergies, anxiety or stress levels, previous treatments, underlying body structures

Healthcare practitioners

Medical practitioner, nurse, physiotherapist, osteopath, chiropractor, counsellor or another complementary therapist.

Desirable characteristics

Warmth, ventilation, privacy, lighting, space, cleanliness, volume and type of music/sounds

Objectives

Relaxation, stimulation, invigoration, sedation, uplifting, sense of well-being, integrated healthcare, choice of treatment type

Contra-actions

Heightened emotional state, skin irritations, increased discomfort, increased swelling, allergic reactions, insomnia, headache, nausea, muscle aches, increased secretions, lethargy

Contra-indications

(please follow core curriculum of the GCMT)

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

Local contra-indications

(please follow core curriculum of the GCMT)

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

Cautions (without medical supervision)

(Please follow core curriculum of the GCMT)

Osteoporosis, non-acute rheumatoid arthritis, non-acute ankylosing spondylitis, non-acute slipped disc, mild strain, fibrositis, rheumatism, muscular dystrophy, myasthenia gravis, myalgic encephalitis, multiple sclerosis, neuritis, diabetes, thin skin, stretch marks, asthma, pleurisy, angina, high blood pressure (controlled by medication), low blood pressure, AIDS, cancer, chemotherapy, radiotherapy, indigestion, stomach/duodenal ulcers, colitis, crohn's disease, diverticulitis, hiatus hernia, incontinence, pregnancy, menstruation

Cautions (with medical supervision)

(Please follow core curriculum of the GCMT)

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

Unit 305

Provide Body Massage for Complementary Therapies

Outcome 2

Provide a body massage treatment

Practical skills

The candidate will be able to:

- 1 perform and adapt, as necessary, the body massage treatment
- 2 perform the body massage treatment within a **commercially acceptable time**
- 3 demonstrate how body massage techniques can be adapted to suit the physical characteristics of a client
- 4 implement **working methods** that meet with professional and legal requirements
- 5 perform the treatment to the **satisfaction of the client**
- 6 locate underlying **body structures**
- 7 select, use and store **materials and equipment** effectively, correctly and safely
- 8 communicate and behave in a professional manner throughout treatment
- 9 position self and client appropriately throughout the treatment to ensure privacy, comfort and wellbeing
- 10 **evaluate the results** of the treatment
- 11 **record** treatment and store information securely in line with current legislation
- 12 provide **aftercare advice**

Underpinning knowledge

The candidate will be able to:

- 1 summarise the **history, philosophy and role** of Swedish massage and other massage traditions
- 2 evaluate the uses of the **five classical Swedish massage movements**
- 3 evaluate the **physiological and psychological effects of massage** on the body systems
- 4 explain the uses, application and origin of different **massage media**
- 5 evaluate skin types and characteristics
- 6 evaluate **general body types**
- 7 outline **common postural faults**
- 8 critically compare the **methods of evaluating** the effectiveness of body massage treatments
- 9 evaluate the philosophy of reflective practice and its relevance to the massage therapist
- 10 state the **aftercare advice** that should be provided

Range

Commercially acceptable time

A one hour full body massage may be divided as follows: Back (20 minutes), Back of legs (8 minutes), Front of legs and feet (10 minutes), Abdomen (5 minutes), Arms and Hands (10 minutes), Neck/Head/face (7 minutes)

Physical characteristics

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

Working Methods

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

Satisfaction of the client

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

Body structures

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

Materials and equipment

Massage mediums, massage table, couch covers, bolsters, trolley, pedal bin, disposable paper products eg. couch roll, towels, antiseptic wipes, dealing with spillages and breakages

Evaluate the results

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

Record

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

Aftercare advice

12-24 hours following treatment: ensure light food intake, no alcohol, or caffeine, rest, increase water intake, care when driving, explanation of healing crisis, suggest further treatment, recommend lifestyle changes, recommend self massage, recommend relaxation techniques, postural awareness, thermal modalities, referral to counsellor/lifestyle coach/ another therapist, refer to GP

History, philosophy and role

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

Five classical Swedish massage movements

Effleurage (light through to deep, stroking, feathering, draining), petrissage (kneading, wringing, pulling, circling, knuckling, pressures), tapotement (hacking, cupping, pummelling, tapping), friction, vibration (shaking, fine vibration)

Physiological and psychological effects of massage

To include (but not restricted to) 'gentle massage' for pregnant women, elderly, frail, children, sensory/motor disorders, multiple sclerosis, terminally ill).

Massage media

Fixed oils:

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

Other media

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

Creams, lotions, gels, powder

Skin types and characteristics

Types: normal, dry, oily, combination.

General conditions: sensitive, dehydrated, moist, oedematous.

Differences related to gender: hairiness, muscle bulk, fat distribution.

Differences related to age: thinness of skin, elasticity, poor muscle tone, brittle

General body types

Ectomorph, endomorph, mesomorph.

Common postural faults

Kyphosis, lordosis, scoliosis

Methods of evaluating

Visual, verbal, written feedback, repeat business, reflective practice

Level: 3

Credit value: 10

Unit aims

The aim of this unit is to provide the learner with the knowledge and skills to operate as a professional practitioner

Entry requirements

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

Learning outcomes

There is **one** outcome to this unit. The candidate will be able to:

- 1 Apply and understand reflective practice

Guided learning hours

It is recommended that 20 guided learning hours are allocated for this unit. This may be on a full or part time basis.

Details of the relationship between the unit and relevant national occupational standards

The unit is linked to the Skills for Health Complementary Therapy NOS, please see page 144 for details.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health SSC.

Connections with other qualifications

This unit contributes towards the knowledge and understanding required for the following qualification:

- 7564-50 Level 3 Diploma in Complementary Therapies
- 7564-52 Level 3 Diploma in Body Massage

Key Skills

This unit contributes towards the key skills in the following areas:

- Communications Level 3
- Working with others Level 2
- Problem solving Level 2
- Improving own learning and performance Level 3

Assessment

This unit will be assessed by:

- Portfolio of evidence including reflective practice
- Evidence of reflective practice in case studies

Practical skills

The candidate will be able to:

- 1 **reflect** on own attitudes, beliefs, interests, priorities and values in relation to personal growth as a therapist
- 2 evaluate own knowledge and practice in relation to professional codes of conduct and current working practices
- 3 identify strengths and remove limitations in order to best serve self and client

Underpinning knowledge

The candidate will be able to:

- 1 describe the **basic elements of reflective practice**
- 2 describe how own self-awareness impacts on personal and professional life
- 3 describe how to record evidence of own knowledge and practical experience
- 4 identify lifelong **learning opportunities**
- 5 describe how to plan for self development

Range

Reflect

Reflection is a process of reviewing an experience of practice in order to describe, analyse, evaluate and therefore inform learning about practice.

Reflection in action – decisions in the moment (i.e. during a treatment and the decisions you make for a particular client)

Reflection on action – looking back retrospectively (evaluating the results of a case study and developing a treatment plan for the future)

Reflective journals are useful for the student and tutor to evaluate and adapt on student needs

Basic elements of reflective practice

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

Lifelong learning opportunities

Reflection can be used to evidence continuing professional development. An example would be reading an article and then using this knowledge in practice and writing a reflective practice essay to help evidence your learning and professional growth or mentoring another therapist and writing up the experiences and what you have learned professionally and personally from that experience.

Level: 3

Credit value: 38

Unit aims

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

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

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

Entry requirements

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

Learning outcomes

There are **two** outcomes to this unit. The candidate will be able to:

- 1 Prepare for an aromatherapy treatment
- 2 Provide an aromatherapy treatment

Guided learning hours

It is recommended that 100 guided learning hours are allocated in practical study for this unit. This may be on a full time or part time basis. The theory element may be carried out using an appropriate distance learning programme.

Details of the relationship between the unit and relevant national occupational standards

The unit is linked to the Skills for Health Complementary Therapy NOS, please see page 144 for details.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health SSC.

Connections with other qualifications

This unit contributes towards the knowledge and understanding required for the following qualification:

- 7564-50 Level 3 Diploma in Complementary Therapies
- 7564-51 Level 3 Diploma in Aromatherapy
- 7564-54 Level 3 Diploma in Complementary Therapies Techniques
- 7564-56 Level 3 Diploma in Aromatherapy Techniques

Key Skills

This unit contributes towards the key skills in the following areas:

- Communications Level 3
- Working with others Level 2
- Problem solving Level 2
- Improving own learning and performance Level 3

Assessment This unit will be assessed by:

- Assignment covering practical skills and underpinning knowledge

Unit 307

Provide Aromatherapy for Complementary Therapies

Outcome 1

Prepare for an aromatherapy treatment

Practical skills

The candidate will be able to:

- 1 prepare self, client and work area in accordance with current legislation and working practice requirements
- 2 **consult** with clients to clarify their requirements
- 3 identify influencing **factors** (through observations and a full consultation)
- 4 provide clear recommendations to the client based on **factors**
- 5 identify contra-indications and take appropriate action
- 6 refer the client to another **healthcare practitioner** if necessary or decide that the massage treatment is not appropriate

Underpinning knowledge

The candidate will be able to:

- 1 evaluate **desirable characteristics** of an appropriate treatment environment
- 2 summarise the **objectives** of aromatherapy
- 3 describe the **contra-actions** that may result from an aromatherapy treatment
- 4 describe how to respond appropriately to **contra-actions**
- 5 describe the **factors** that need to be considered
- 6 evaluate known **contra-indications** that may restrict or prevent treatment
- 7 evaluate known **local contra-indications** that may restrict treatment
- 8 evaluate known **cautions** that may restrict or prevent treatment

Range

Consult

Medical and lifestyle history taking and evaluation of the client, checking for contra-indications and cautions, assessing the clients' needs, referral to other healthcare professionals and where appropriate obtaining the client's consent to pass on confidential information

Factors

Results of patch testing, client's preference, dilution ratios to be used, muscle tension, contra-indications, skin sensitivity, skin type, client lifestyle, general health, medical history, medication, presenting symptoms, skin conditions, time of day, age, allergies, anxiety or stress levels, previous treatments, underlying body structures

Healthcare practitioners

Medical practitioner, nurse, physiotherapist, osteopath, chiropractor, counsellor or another complementary therapist

Desirable characteristics

Warmth, ventilation, privacy, lighting, space, cleanliness, volume and type of music/sounds

Objectives

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

Contra-indications

(Please follow core curriculum of the Aromatherapy Council)

Infectious/contagious diseases, fever, circulatory disorders, CVA's with history of haemorrhage, deep vein thrombosis, phlebitis, heart disease, undiagnosed lumps and inflammation, anyone who has consumed a large meal/alcohol/drugs, nausea, unexplained oedema, sunburn or recent burn, recent inoculations, recent surgery (dependant on type), hernias, herniated or prolapsed disc, certain auto-immune disorders

Local contra-indications

(Please follow core curriculum of the Aromatherapy Council)

Varicose veins, certain skin disorders (i.e. weeping or open sores), recent surgery (dependant on type), recent scar tissue, or open wounds, athlete's foot, bruising, cuts, sprains, strains, fractures

Cautions

(Please follow core curriculum of the Aromatherapy Council)

High/low blood pressure, diabetes, high dose medications, allergies, epilepsy, progressive osteoporosis, mini-stroke (TIA)

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

Contra-actions

Allergic reactions, insomnia, hallucination, respiratory reactions, headache, nausea, muscle aches, skin irritations, increased secretions, lethargy, heightened emotions

Unit 307

Provide Aromatherapy for Complementary Therapies

Outcome 2

Provide an aromatherapy treatment

Practical skills

The candidate will be able to:

- 1 perform and adapt, as necessary, **aromatherapy treatment methods**
- 2 perform the treatment in **commercially acceptable time**
- 3 demonstrate how aromatherapy massage techniques can be adapted to suit the physical characteristics of a client
- 4 implement working methods that meet with professional and legal requirements
- 5 perform the treatment to the **satisfaction of the client**
- 6 apply correct legislative **labelling requirements** on blends created for clients
- 7 select, use and store **materials** and **equipment** effectively, correctly and safely
- 8 communicate and behave in a professional manner throughout the treatment
- 9 position self and client throughout the treatment to ensure privacy, comfort and wellbeing
- 10 **evaluate the results** of the treatment
- 11 **record** treatment and store information securely in line with current legislation
- 12 provide suitable **aftercare advice**

Underpinning knowledge

The candidate will be able to:

- 1 explain the **taxonomy, nomenclature, structure and function of plants** to the production of essences and fixed carrier oils
- 2 identify **methods of extraction** and sourcing of essences and fixed carrier oils
- 3 identify **significant chemical constituents** of essences for blending purposes
- 4 describe percentage dilutions
- 5 describe **blending techniques**
- 6 state the causes and avoidance of degradation and spoilage
- 7 summarise the **history, philosophy and role** of aromatherapy and other massage traditions
- 8 evaluate the physiological and psychological effects of aromatherapy massage on the body systems
- 9 identify **skin types and characteristics**
- 10 explain the **effects** of essences, fixed carrier oils and other media
- 11 state the **origin of essences, fixed carrier oils and other media**
- 12 critically compare the **methods of evaluating** the effectiveness of aromatherapy treatments
- 13 evaluate the philosophy of reflective practice and its relevance to the aromatherapist
- 14 state the **aftercare advice** that should be provided

Range

Aromatherapy treatment methods

Massage, inhalation, water, topical application, compress

Commercially acceptable time

One hour full body massage may be divided as follows: Back (20 minutes), Back of legs (8 minutes), Front of legs and feet (10 minutes), Abdomen (5 minutes), Arms and Hands (10 minutes), Neck/Head/face (7 minutes)

Working methods

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

Satisfaction of the client

Evaluation, reflection, re-book next appointment

Labelling requirements

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

Guidelines from the AC for labelling blends following a face to face consultation:

- the name of the client/patient to whom the product is to be administered. It is important that patients realise that this blend has been made specifically for them and is not transferable
- the name and contact number of the aromatherapist who prescribed it in case of sensitization, irritation or 3rd party misuse
- the date that the product was blended and a use before guidance date
- carrier(s) types & the Latin name(s) of the oils used (the dilutions & reasons for use will be added to the client/patient consultation sheet)
- directions for use (how often, where and how)
- any precautions– i.e. for external use only, not to be used in pregnancy where relevant, guidance for phototoxicity where appropriate etc.

Materials

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

The types of essence appropriate for the objectives i.e. relaxation, uplifting, sense of well-being and stimulation, integrated healthcare

Plant Family	Common Name	Botanical Name	Part of Plant used
LAMIACEAE (LABIATAE)	Lavender	<i>Lavandula angustifolia</i> Mill.	flowers
	Lavandin	<i>Lavandula x intermedia</i> Emeric ex Loisel	flowers
	Lavender, spike	<i>Lavandula latifolia</i> Medik.	flowers
	Clary sage	<i>Salvia sclarea</i> L.	herb
	Marjoram	<i>Origanum majorana</i> L.	herb
	Rosemary	<i>Rosmarinus officinalis</i> L.	herb
	Thyme	<i>Thymus vulgaris</i> L.	herb
	Peppermint	<i>Mentha x piperita</i> L.	herb
	Basil	<i>Ocimum basilicum</i> L.	herb
	Patchouli	<i>Pogostemon cablin</i> Benth.	leaves
RUTACEAE	Neroli	<i>Citrus aurantium</i> L.	flowers
	Petitgrain	<i>Citrus aurantium</i> L.	leaves
	Orange, bitter	<i>Citrus aurantium</i> L.	fruit
	Orange, sweet	<i>Citrus sinensis</i> (L.) Osbeck	Fruit
	Bergamot	<i>Citrus bergamia</i> Risso.	fruit
	Lemon	<i>Citrus limon</i> (L.) Burm.	fruit

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

Other media

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

Creams, lotions, gels, water, air, clay, shea butter

Equipment

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

Taxonomy, nomenclature, structure and function of plants

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

Record

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

Evaluate the results

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

Methods of extraction

Essences - Steam distillation, cold expression, solvent extraction (concrete & absolute), carbon dioxide extraction, hydrodistillation, enfleurage, maceration

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

Significant chemical constituents

Name of Chemical Group	Important information	Examples of Constituents
HYDROCARBONS	The simplest organic compound containing only hydrogen and carbon	Limonene , Pinene, Camphene, Myrcene
MONOTERPENES	2 isoprene units joined head to head	Ocimene, Sabinene, Terpinene, Menthene
SESQUITERPENES	3 isoprene units joined together head to tail to make a longer heavier chain	Chamazulene, Bisabolene, Cadinene, Caryophyllene, Patchoulene, Ylangene
DITERPENES	4 isoprene units Found in trace amounts in Clary Sage & Cypress	Camphorene
KETONES	Oxygen can be attached to a molecule through a double bond. The resulting group is called a carboxyl group; if the oxygen is attached to a carbon located within a carbonic chain, the resulting molecule is a ketone	Thujone, Pulegone, Pinocamphone, Carvone, Menthone, Jasmone, Camphor, Fenchone
ALDEHYDES	Oxygen is attached to a carbon atom that is also linked to a hydrogen atom	Citral, Citronellal, Neral, anial, Cinnamaldehyde, Piperonal, Valeranal
ESTERS	Double bond between carbon and hydrogen. A second oxygen molecule is bonded to the carboxyl group rendering it an ester group. Acids react with alcohol to form esters. There are no acids present in essential oils, they are temporary as part of the process	Linalyl acetate, Geranyl acetate, Benzyl acetate, Borynl acetate, Methyl salicylate
ALCOHOLS	This is the hydroxyl group and has very strong reactive powers. If an alcohol is introduced into a terpene, the resulting compound is a	Linalool, Borneol, Citronellol, Geraniol, Myrtenol, Santalol, Nerol, Terpineol, Terpin-4-ol

	terpene alcohol. A monoterpenols is a monoterpene with an attached alcohol group	
	A sesquiterpenols is a sesquiterpene with an attached alcohol group	-Bisabolol - Santalol, Farnesol, Patchoulol, Cedrol
ETHERS (mistakenly called oxides in many books)	These a compounds in which an oxygen atom is bonded to two alkyl or two aryl groups, or one alkyl and one aryl group.	1,8 Cineole (mistakenly called eucalyptol)
Phenolic Quality Note – this is not another functional group. Essential oils with a phenolic ring have a stronger more potent effect because they are stronger.	In organic chemistry when molecules are formed, they can be quite diverse. Carbon atoms do not always join in a straight line. Sometimes they join together in a ring to form a benzene ring - also known as a phenol ring and aromatic ring.	Thymol, Carvacrol, Eugenol, Cresol Phenolic ethers: Anethole, Safrole, Methyl chavicol
LACTONES	Lactones are Phenolic esters. They are similar to esters but being Phenolic it means they will be more potent, so can be hazardous. The Lactones are responsible for phototoxicity	Bergaptene (a furanocoumarin). The Apiaceae family plants; parsley and celery and carrot all have lactones – umbelliferone; a coumarin. Angelica also has some.

Blending techniques

Learning the chemistry, plant families, perfumery notes, synergy

History, philosophy and role

Plant medicine through the ages, history of first distillation of essential oils, uses through various world history from Ancient China, Mesopotamia, Greece, Egypt, The Romans, Arabia, Middle East, Middle Ages, importance of herbalists work in the 16th/17th Century, 19th Century Medicine and the effects of the Industrial revolution, Gattefosse, Valnet, Madame Marguerite Maury, the modern role of aromatherapy and regulation of the profession.

Therapeutic properties and effects

Term	Meaning
Analgesic	pain-relieving
Abortifacient	can cause a miscarriage
Anthelmintic	expels intestinal worms
Anaphrodisiac	reduces sexual response
Antidepressant	helps to lift depression
Anti-fungal or fungicidal	inhibits mould and fungi growth
Antibiotic	kills pathogenic bacteria
Antiseptic	Combats bacterial infection
Anti-inflammatory	helps to reduce and prevent inflammation
Antispasmodic	reduces muscle spasm
Antiviral	inhibits growth of viruses
Astringent	tightens body tissue

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

Skin types and characteristics

The four most common skin types are:

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

Also important to recognise Sensitive Skin

- Sensitive skin can be easily irritated.
- Typical reactions are itching, burning, chafing and stinging.
- After a wash it feels dry and itchy in places.
- By midday there are flaky patches and some redness.
- Occasionally it will break out in spots.

Origin of essences, fixed carrier oils and other media

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

Methods of evaluating

Visual, verbal, written feedback, repeat business, reflective practice, testimonials

Aftercare advice

12-24 hours following treatment: preferably no physical exercise, do not bathe or go swimming, ensure light food intake, no alcohol or caffeine, rest, increase water intake, care when driving, specific oil information on potential toxicity, explanation of possible contra-actions. Suggest further treatment, recommend lifestyle changes, recommend essences or provide blends for home use with safety instructions, postural awareness, recommend to counsellor/lifestyle coach/ another therapist, refer to GP leave oils on for up to eight hours

Fixed carrier oils

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

Level: 3

Credit value: 12

Unit aims

The aim of this unit is to provide the learner with the knowledge and skills to operate as a professional practitioner

Entry requirements

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

Learning outcomes

There is **one** outcome to this unit. The candidate will be able to:

- 1 Apply and understand reflective practice

Guided learning hours

It is recommended that 20 guided learning hours are allocated for this unit. This may be on a full or part time basis.

Details of the relationship between the unit and relevant national occupational standards

The unit is linked to the Skills for Health Complementary Therapy NOS, please see page 144 for details.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health SSC.

Connections to other qualifications

This unit contributes towards the knowledge and understanding required for the following qualification:

- 7564-50 Level 3 Diploma in Complementary Therapies
- 7564-51 Level 3 Diploma in Aromatherapy

Key Skills

This unit contributes towards the key skills in the following areas:

- Communications Level 3
- Working with others Level 2
- Problem solving Level 2
- Improving own learning and performance Level 3

Assessment

This unit will be assessed by:

- Portfolio of evidence of including reflective practice
- Evidence of reflective practice in case studies

Practical skills

The candidate will be able to:

- 1 reflect on own attitudes, beliefs, interests, priorities and values in relation to personal growth as an aromatherapist
- 2 evaluate own knowledge and practice in relation to professional codes of conduct and current working practices
- 3 identify strengths and remove limitations in order to best serve self and client

Underpinning knowledge

The candidate will be able to:

- 1 describe the **basic elements of reflective practice**
- 2 describe how own self-awareness impacts on personal and professional life
- 3 identify **lifelong learning opportunities**
- 4 describe how to record evidence of own knowledge and practical experience
- 5 describe how to plan for self development

Range

Methods

Reflection is a process of reviewing an experience of practice in order to describe, analyse, evaluate and therefore inform learning about practice.

Reflection in action – decisions in the moment (i.e. during a treatment and the decisions you make for a particular client)

Reflection on action – looking back retrospectively (evaluating the results of a case study and developing a treatment plan for the future)

Reflective journals are useful for the student and tutor to evaluate and adapt on student needs

Basic elements of reflective practice

Keeping an open mind about what, why, and how we do things

Awareness of what, why, and how we do things

Questioning what, why, and how we do things

Asking what, why, and how other people do things

Generating choices, options and possibilities

Comparing and contrasting results

Seeking to understand underlying mechanisms & rationales

Viewing our activities and results from various perspectives

Asking "What if...?"

Seeking feedback and other people ideas & viewpoints

Using prescriptive (advice) models only when carefully adapted to the individual situation

Analysing, synthesizing and testing

Searching for, identifying, and resolving problems & result limitations (Roth (1989))

Lifelong learning opportunities

Reflection can be used to evidence continuing professional development. An example would be reading an article and then using this knowledge in practice and writing a reflective practice essay to help evidence your learning and professional growth or mentoring another therapist and writing up the experiences and what you have learned professionally and personally from that experience.

Level: 3

Credit value: 21

Unit aims

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

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

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

Entry requirements

It is recommended that learners have completed or have made arrangements to attend a first aid course. Have a basic command of written and spoken English.

Learning outcomes

There are **two** outcomes to this unit. The candidate will be able to:

- 1 Prepare for a reflexology treatment
- 2 Provide a reflexology treatment

Guided learning hours

It is recommended that 100 guided learning hours are allocated for this unit. This may be on a full time or part time basis.

Details of the relationship between the unit and relevant national occupational standards

The unit is linked to the Skills for Health Complementary Therapy NOS, please see page 144 for details.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health SSC.

Connections with other qualifications

This unit contributes towards the knowledge and understanding required for the following qualification:

- 7564-50 Level 3 Diploma in Complementary Therapies
- 7564-53 Level 3 Diploma in Reflexology
- 7564-54 Level 3 Diploma in Complementary Therapies Techniques
- 7564-57 Level 3 Diploma in Reflexology Techniques

Key Skills

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

- Communication Level 3
- Working with others Level 2
- Problem solving Level 2
- Improving own learning and performance Level 3.

Assessment

This unit will be assessed by:

- Assignment covering practical skills and underpinning knowledge

Unit 309

Provide Reflexology for Complementary Therapies

Outcome 1

Prepare for a reflexology treatment

Practical skills

The candidate will be able to:

- 1 prepare self, client and work area in accordance with current legislation and working practice requirements
- 2 **consult** with clients to confirm their requirements
- 3 identify influencing **factors** through observations and a full consultation
- 4 provide clear recommendations to the client based on **factors**
- 5 identify contra-indications and take appropriate action
- 6 refer the client to another **healthcare practitioner** if necessary or decide that the reflexology treatment is not appropriate

Underpinning knowledge

The candidate will be able to:

- 1 describe and evaluate **desirable characteristics** of an appropriate treatment environment
- 2 state the **objectives** of reflexology
- 3 describe the **contra-actions** that may result from reflexology
- 4 describe how to respond appropriately to contra-actions
- 5 describe and evaluate known **contra-indications** that may restrict or prevent treatment
- 6 describe and evaluate known **local contra-indications** that may restrict treatment
- 7 describe and evaluate known **cautions** that may restrict or prevent treatment
- 8 describe the **factors** that need to be considered

Range

Consult

Medical and lifestyle history taking and evaluation of the client, checking for contra-indications and cautions, assessing the clients' needs, referral to other healthcare professionals and where appropriate obtaining the client's consent to pass on confidential information

Factors

Postural faults, general health, medication, client lifestyle, client expectations, contra-indications, local contra-indications, cautions, time, personal, cultural and social situations, age, skin conditions, skin type, allergies, anxiety or stress levels, previous treatments, underlying body structures

Healthcare practitioners

Medical practitioner, nurse, physiotherapist, osteopath, chiropractor, counsellor or another complementary therapist.

Desirable characteristics

Warmth, ventilation, privacy, lighting, space, cleanliness, volume and type of music/sounds, pleasant aroma

Objectives

Relaxation, stimulation, invigoration, sedation, loosening, warming, calming, stretching, reassuring

Contra-indications**(Please follow the core curriculum of the Reflexology Forum)**

Acute undiagnosed pain, cellulites if severe, contagious/infectious/notifiable diseases, cancer unless CPD qualified, drugs alcohol abuse if unstable, full stomach/following a heavy meal, gangrene, haemorrhage, imminent medical tests or procedures on a completely empty , stomach/very hungry, pregnancy unless CPD qualified, thrombosis, unstable heart conditions

Local contra-indications**(Please follow the core curriculum of the Reflexology Forum)**

Athletes foot, bone fracture, skin abrasion, contusion, wart, verrucae, muscle injury, pain, severe vascular distention

Cautions**(Please follow the core curriculum of the Reflexology Forum)**

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

Contra-actions

Mild insomnia, mild headache, mild nausea, increased secretions, lethargy, heightened emotions, increased micturition, increased frequency of bowl movement

Unit 309

Provide Reflexology for Complementary Therapies

Outcome 2

Provide a reflexology treatment

Practical skills

The candidate will be able to:

- 1 perform and adapt, as necessary, the reflexology treatment
- 2 complete the treatment in **commercially acceptable time**
- 3 use working methods that meet with professional and legal requirements
- 4 perform the treatment to the **satisfaction of the client**
- 5 locate underlying **body structures**
- 6 locate reflex points on feet and hands
- 7 locate zones, transfer lines and cross reflexes on feet and hands
- 8 select, use and store **materials and equipment** effectively, correctly and safely
- 9 communicate and behave in a professional manner throughout the treatment
- 10 position self and client throughout the treatment to ensure privacy, comfort and wellbeing
- 11 **evaluate the results** of the treatment
- 12 **record** treatment accurately and store information securely in line with current legislation
- 13 provide suitable **aftercare advice**

Underpinning knowledge

The candidate will be able to:

- 1 describe the **history, philosophy and role** of reflexology
- 2 state how **reflexology techniques** can be adapted to suit the **physical characteristics** of a client
- 3 explain the principles of **reflexology relaxation treatments**
- 4 explain the principles of **reflexology theory** and **techniques**
- 5 identify **skin types and characteristics**
- 6 describe the **main functions of the supporting hand**
- 7 explain the uses of different **medium**
- 8 critically compare the **methods of evaluating** the effectiveness of reflexology
- 9 state the **aftercare advice** that should be provided
- 10 state the philosophy of reflective practice and its relevance to the reflexologist

Range

Commercially acceptable time

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

Working methods

Safe working methods, hygienic working methods, ethical practice, professional codes of conduct, posture, client preparation, COSHH, RIDDOR, special treatment licensing Act & Regulations, HSE Risk assessments

Satisfaction of the client

Appropriate communication, consent, agreed plan, depth of pressure, focus on specific reflexes, comfort, dignity, relaxation, evaluation, reflection, aftercare,

Body structures

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

Materials and equipment

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

Evaluate the results

Effectiveness of treatment, client's opinions, further treatment, revised goals, clients involvement in own health and well - being

Record

Confidential client notes, consultation, continuous consent, treatment record, aftercare advice, evaluation and reflection

Aftercare advice

Physical exercise, diet, for 12- 24 hours no alcohol, or caffeine rest, ensure light food, gradually increase water intake , explanation of healing reactions suggest further treatment, recommend lifestyle changes (if appropriate), recommend self help reflexology (if appropriate) referral to medical/non medical practitioner

History, philosophy and role

Essential Key Phrases Synonymous with Reflexology:

Reflex points and areas in the hands & feet, relating to corresponding body parts

Precise hand & finger pressure techniques', normalization, homeostasis, balance, improving circulations, relaxation, stress relief, helping the body to heal itself 'or' activating the body's healing processes, prevention

History:

Ancient Egypt - appears to be 'Reflexology' to include the tomb wall relief translation

Practices in China, far East, India, North America, Europe and Africa

Zone Theory:

Longitudinal zones, transverse zones, cross reflexes, referral zones, related areas -

Sir Henry Head, Sir Charles Sherrington, Dr William Fitzgerald, Jo Shelby (Selby) Riley, Edwin Bowers Joseph Corvo, Hanne Marquardt

Zone Theory to Reflexology:

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

Reflexology and the UK:

The role Doreen Bayly has played in bringing reflexology to the UK, the role Renée Tanner has played in contributing to the on going progress of reflexology in discovery of new reflex points and additional reflexology techniques, two other early 'pioneers' within the UK, appreciate the subtle

differences in philosophy and technique that have resulted from the constraints of some early training methods.

Bodies and Organisations:

Reflexology Forum (RF) Princes Foundation for Integrated Health (PFIH), Federal Working Group (FWG), Qualifications and Curriculum Agency (QCA), Skills for Health (SfH).

Appreciate the role of Voluntary and Statutory Support Services:

Appreciate the difference in voluntary and statutory regulation and current situations in regard to reflexology

Statutory – Social Services, Benefits Agency, Local Borough Housing Department, Medical or Health Centres and NHS Advice Line/Alert

Voluntary – Cruse, WRVS, Age Concern, Help the Aged, RNIB, CAB, Samaritans, RELATE, AA, Aids HelpLine.

List of CAM disciplines:

Acupuncture, Alexander Technique, Aromatherapy, Bach Flower Remedies, Bowen Technique, Chiropractic, Healing – spiritual and natural, Herbalism, Homeopathy, Hypnotherapy, Iridology, Kinesiology, Neurolinguistic Programming (NLP), Osteopathy, Physiotherapy, Reiki, Remedial and Therapeutic Massage, Therapeutic Touch, Shiatsu, traditional Chinese medicine, Yoga.

NOS & Reports:

Be aware of the following in the development of the standards for CAM: National Occupational Standards (NOS) 1998 & 2001

House of Lords 6th report on CAM (2001) FIM report (1995) Exeter Report (2000)

Reflexology techniques

Thumb and finger walking (caterpillar crawl), bent thumb technique, index finger slide forward – backward crawl (swim treat), index finger crawl forward – pull distal joint back immediately (the dance), pin pointing, rotating, rolling, pinch & push, hook in backup (bee sting), rocking, lateral edge walk, pinch 'n' rotate, webbing pinch.

Physical characteristics

Age (neonate, infant, children, under sixteen), young females, elderly, disability, physical, mental/disability, hard of hearing, without speech, visually impaired, cultural factors, diversity,

Reflexology relaxation treatments

Effleurage, ankle rotation, side to side rocking, metatarsal spread, stretching, spinal twist, inner relaxer.

Reflexology theory

Hypothesis

Pain gate control

Placebo effect

Energy blockage theories

Endorphin/enkephalin release theory

Autonomic & somatic integration theory

Therapeutic Relationship

Proprioceptive theory

Electromagnetic theory

Lactic acid theory/'U' bend theory

Meridian Theory

Nerve impulse theory

Reference

Melzak & Wall, 1965

Tanner 1978

Tanner 1983, Kunz & Kunz, 1985

Ginsberg & Famey 1987

Kunz & Kunz 1988

Tanner 1988, NOS 2001

Kunz & Kunz 1988

Bliss & Bliss 1999

Tanner 1983 Bliss & Bliss 1999

Dougan 1996 Crane 1996

Bliss & Bliss, 2000

Skin types and characteristics

Skin Types: normal, dry, oily, combination.

General conditions: sensitive, dehydrated, moist, oedematous, thick, flaccid, scars, callus moles

Colour: white, red, yellow, blue, purple, shades of brown, shades of black

Differences related to age: thinness of skin, elasticity, fragility, pigmentation, poor muscle tone, brittle bones

Distinction between non-medical treatable skin conditions and those which should be referred

Main functions of the supporting hand

Five main functions of the supporting hand:

- To support the foot being worked and to keep it stationary
- To protect the foot from pressure to the opposite facet of the foot to where the pressure technique is directed, to avoid pinching and confusing the assessment of sensitive areas
- To act as a platform off which the working hand fingers or thumb can lever
- To spread or stretch an area of the foot so deep reflex points can be brought more to the surface to be accessed more easily by the working thumb or finger
- To maintain client contact and transmit reassurance

Medium

Carrier oils, skin lotion, skin cream, corn flour, liquid talc

Methods of evaluating

Visual, verbal, written feedback, repeat business, reflective practice

Level: 3

Credit value: 17

Unit aims

The aim of this unit is to provide the learner with the knowledge and skills to operate as a professional practitioner

Entry requirements

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

Learning outcomes

There is **one** outcome to this unit. The candidate will be able to:

- 1 Apply and understand reflective practice

Guided learning hours

It is recommended that 20 guided learning hours are allocated for this unit. This may be on a full or part time basis.

Details of the relationship between the unit and relevant national occupational standards

The unit is linked to the Skills for Health Complementary Therapy NOS, please see page 144 for details.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health SSC.

Connections to other qualifications

This unit contributes towards the knowledge and understanding required for the following qualification:

- 7564-50 Level 3 Diploma in Complementary Therapies
- 7564-53 Level 3 Diploma in Reflexology

Key Skills

This unit contributes towards the key skills in the following areas:

- Communications Level 3
- Working with others Level 2
- Problem solving Level 2
- Improving own learning and performance Level 3

Assessment

This unit will be assessed by:

- Portfolio of evidence including reflective practice
- Evidence or reflective practice in case studies

Practical skills

The candidate will be able to:

- 1 reflect on own attitudes, beliefs, interests, priorities and values in relation to personal growth as a reflexologist
- 2 evaluate own knowledge and practice in relation to professional codes of conduct and current working practices
- 3 identify strengths and remove limitations in order to best serve self and client

Underpinning knowledge

The candidate will be able to:

- 1 describe the **basic elements of reflective practice**
- 2 describe how own self-awareness impacts on personal and professional life
- 3 identify **lifelong learning opportunities**
- 4 describe how to record evidence of own knowledge and practical experience
- 5 describe how to plan for self development

Range

Methods

Reflection is a process of reviewing an experience of practice in order to describe, analyse, evaluate and therefore inform learning about practice.

Reflection in action – decisions in the moment (i.e. during a treatment and the decisions you make for a particular client)

Reflection on action – looking back retrospectively (evaluating the results of a case study and developing a treatment plan for the future)

Reflective journals are useful for the student and tutor to evaluate and adapt on student needs

Basic elements of reflective practice

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

Lifelong learning opportunities

Reflection can be used to evidence continuing professional development. An example would be reading an article and then using this knowledge in practice and writing a reflective practice essay to help evidence your learning and professional growth or mentoring another therapist and writing up the experiences and what you have learned professionally and personally from that experience.

Level: 3

Credit value: 4

Unit aims

The aim of this unit is to provide the learner with the knowledge and skills to work effectively safely and legally within the complementary and integrated healthcare sector. The learner will also be able to identify and deal with stress.

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

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

Entry requirements

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

Learning outcomes

There are **three** outcomes to this unit. The candidate will be able to:

- 1 Understand the health and safety procedures and policies required for complementary therapies
- 2 Maintain a healthy and safe environment
- 3 Apply hygiene procedures for complementary therapy treatments.

Guided learning hours

It is recommended that 20 guided learning hours are allocated for this unit. This may be on a full or part time basis.

Details of the relationship between the unit and relevant national occupational standards

The unit is linked to the Skills for Health Complementary Therapy NOS, please see page 144 for details.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health SSC.

Connections to other qualifications

This unit contributes towards the knowledge and understanding required for the following qualification:

- 7564-50 Level 3 Diploma in Complementary Therapies
- 7564-51 Level 3 Diploma in Aromatherapy
- 7564-52 Level 3 Diploma in Body Massage
- 7564-53 Level 3 Diploma in Reflexology
- 7564-54 Level 3 Diploma in Complementary Therapies Techniques
- 7564-55 Level 3 Diploma in Body Massage Techniques
- 7564-56 Level 3 Diploma in Aromatherapy Techniques
- 7564-57 Level 3 Diploma in Reflexology Techniques

Key Skills

This unit contributes towards the key skills in the following areas:

- Communications Level 3
- Working with others Level 2
- Problem solving Level 2
- Improving own learning and performance Level 3

Assessment

This unit will be assessed by:

- Portfolio of evidence including reflective practice
- Evidence or reflective practice in case studies

Unit 311

Health, Safety and Hygiene for Complementary Therapies

Outcome 1

Understand the health and safety procedures and policies required for complementary therapies

Underpinning knowledge

The candidate will be able to:

- 1 evaluate the relevant **health and safety legislation** relating to complementary therapies
- 2 review methods of complying with **health and safety legislation**
- 3 explain the health, safety and security procedures and policies
- 4 examine the **employers' and employees' health and safety responsibilities**

Range

Health and safety legislation

Health and Safety at Work Act, Personal Protective Equipment at Work Regulations, Workplace (health, safety and welfare) Regulations, Manual Handling Operations Regulations, Control of Substances Hazardous to Health Regulations (COSHH), Provision and Use of Work Equipment Regulations, Electricity at Work Regulations, Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR), Fire Precautions Act, Health and Safety First Aid Regulations, Management of Health and Safety at Work Regulations, Health and Safety (Display Screen Equipment) Regulations, Miscellaneous Provision Act

Employer's and employee's health and safety responsibilities

Safe working equipment, safe working environment, PPE, Risk assessment

Unit 311

Health, Safety and Hygiene for Complementary Therapies

Outcome 2

Be able to maintain a healthy and safe environment

Practical skills

The candidate will be able to:

- 1 follow procedures and policies to contribute to a healthy and safe working environment
- 2 assess any potential risks within own area of responsibility and report any **hazards** that need to be referred
- 3 demonstrate safe handling and use of products, materials tools and equipment
- 4 demonstrate correct maintenance and storage of products, materials, tools and equipment

Range

Hazards

Trailing wires, faulty electrical appliances, spillages, slippery surfaces, obstructions to access and egress, faulty equipment, handling and storage of equipment, products and chemicals, inadequate ventilation, inadequate fire prevention, dangerous working practices

Unit 311

Health, Safety and Hygiene for Complementary Therapies

Outcome 3

Be able to apply hygiene procedures for complementary therapy treatments

Practical skills

The candidate will be able to:

- 1 evaluate and use hygiene procedures required for a range of treatments

Underpinning knowledge

The candidate will be able to:

- 1 explain the professional standards for **personal presentation** required

Range

Personal presentation

Low healed fully enclosed footwear, hair off face, no jewellery other than a plain wedding band and one pair of studs, nails short clean and varnish free without enhancements, uniform clean and pressed (tunic and trousers), covering torso and below the knee, no overpowering scent, minimal make up

Unit 312

Healthy Eating and Wellbeing for the Complementary Therapy Client

Level: 3

Credit value: 6

Unit aims

The aim of this unit is to provide the learner with the knowledge and skills required to have a basic understanding of healthy eating and wellbeing

Learning outcomes

There are **two** outcomes to this unit. The candidate will be able to:

- 1 be able to understand the importance of healthy eating
- 2 be able to understand how general information on healthy eating can complement the therapeutic quality of the treatment

Guided learning hours

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

Details of the relationship between the unit and relevant national occupational standards

The unit is linked to the Skills for Health Complementary Therapy NOS, please see page 144 for details.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Health SSC.

Connections with other qualifications

This unit contributes towards the knowledge and understanding required for the following qualifications:

- 7564-50 Level 3 Diploma in Complementary Therapies

Key Skills

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

- Communication Level 1 and 2
- Working with Others Level 1 and 2
- Problem Solving Level 1 and 2.

Assessment

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge

Unit 312

Healthy Eating and Wellbeing for the Complementary Therapy Client Unit 312 Healthy Eating and Wellbeing for the Complementary Therapy Client

Outcome 1

Be able to understand the role and sources of nutrients required for a balanced diet to maintain good health

Underpinning knowledge

The candidate will be able to:

- 1 describe the functions of protein, fat / lipids, carbohydrates, roughage / fibre, water, vitamins and minerals in the diet
- 2 identify **common food sources**
- 3 describe what constitutes a **balanced diet**
- 4 state the importance of eating regularly.
- 5 state the possible causes and symptoms of different eating **disorders and conditions**.

Range

Common food sources

Carbohydrate: e.g. bread, potatoes, rice, pasta

Protein: e.g. meat, fish, eggs, lentils, pulses

Fibre: e.g. fruit, breakfast cereals, wholegrain cereals and breads

Vitamins A, B, C, D, E, F, K

Minerals: iron, calcium, zinc, magnesium, potassium

Lipids/fats

Water

Balanced diet

Reference to government guidelines

Disorders and conditions

Anorexia, bulimia, food allergies, coeliacs, crohns, Irritable Bowel Syndrome

Unit 312

Healthy Eating and Wellbeing for the Complementary Therapy Client

Outcome 2

Be able to understand how general information on healthy eating can complement the therapeutic quality of the treatment

Practical skills

The candidate will be able to:

- 1 ensure self, client and work area are prepared to working practice requirements
- 2 greet the client
- 3 **consult** with client to confirm their requirements
- 4 review the client's present eating habits and give **general information** to maintain wellbeing.
- 5 identify the important **factors** to take into consideration when giving information to the client re their eating habits, taking into consideration culture, religion and geographical location.
- 6 explain how **lifestyle changes** impact on the general health and wellbeing of the client.
- 7 record treatment details accurately
- 8 provide suitable homecare and **aftercare advice**
- 9 **communicate** and behave in a professional manner

Underpinning knowledge

The candidate will be able to:

- 1 state the influencing **factors** that may have an effect on healthy eating and wellbeing
- 2 explain how **lifestyle changes** have an impact on the general health and wellbeing of the client.

Range

Consult

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

General information

Healthy eating, importance of exercise, sleep and adverse effects of nicotine, alcohol and drugs

Factors

Age, body type, gender, occupation, activity level, food and fluid intake, pre disposed conditions, stress

Lifestyle changes

Diet, increase of fluid intake and leisure activity.

Aftercare Advice

Increase fluid intake, reduce caffeine, eat a balanced diet

Communicate

Verbal, listening, written, body language

Appendix 1 Connections to NVQs and other qualifications

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

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, a qualification may provide knowledge towards a N/SVQ, but centres are responsible for ensuring that the candidate has met all of the knowledge requirements specified in the N/SVQ standards.

Relationship to NOS Standards

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

		A1.1	A1.2	A1.3	A1.4	A2.1	A2.2	A2.3	A2.4	A2.5	CH-M1.1	CH-M1.2	CH-M1.3	CH-M1.4
Vocational Level 3 Diploma	Unit 301	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Unit 302	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Unit 303	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Unit 305													
	Unit 307					✓	✓	✓	✓	✓				
	Unit 309													

		CH-M2.1	CH-M2.2	CH-M2.3	CH-M2.4	R1.1	R1.2	R1.3	R1.4	R2.1	R2.2	R2.3	R2.4
Vocational Level 3 Diploma	Unit 301	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Unit 302	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Unit 303	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Unit 305	✓	✓	✓	✓								
	Unit 307												
	Unit 309									✓	✓	✓	✓

Appendix 2 Qualification structure

The suite of units included in the qualifications is shown below:

Unit number	Unit title	Assessment requirements
Unit 301	Principles and Practice of Complementary Therapies	Centre assessed assignment – 3 knowledge related tasks
Unit 302	Business Practice for Complementary Therapies	Centre assessed assignment – 4 knowledge relates tasks and a practical observation
Unit 303	Knowledge of Anatomy, Physiology and Pathology for Complementary Therapies	Online multiple choice examination, on demand examination using GOLLA system
Unit 304	Knowledge of Less Common Pathology for Complementary Therapies	Centre assessed assignment
Unit 305	Provide Body Massage for Complementary Therapies	Centre assessed assignment, records of 15 treatments and practical observation
Unit 306	Reflective Practice for Body Massage Case studies and practical assessment for the Diploma in Body Massage Therapy	Evidence of reflection in portfolio and case studies Records of 30 treatments (can include treatments for unit 305) which must include 12 clients. Practical assessment and viva by independent assessor
Unit 307	Provide Aromatherapy for Complementary Therapies	Centre assessed assignment, records of 20 treatments and practical observation
Unit 308	Reflective Practice for Aromatherapy Case studies and practical assessment for the Diploma in Aromatherapy	Evidence of reflection in portfolio and case studies Records of 60 treatments (can include treatments for unit 307) which must include 10 clients. Practical assessment and viva by independent assessor
Unit 309	Provide Reflexology for Complementary Therapies	Centre assessed assignment, records of 40 treatments and practical observation
Unit 310	Reflective practice for Reflexology Case studies and practical assessment for the Diploma in Reflexology	Evidence of reflection in portfolio and case studies Records of 100 treatments (can include treatments for unit 309) which must include 15 clients. Practical assessment and viva by independent assessor
Unit 311	Health, Safety and Hygiene for	Centre assessed assignment, 1 knowledge

	Complementary Therapies	related task
Unit 312	Healthy Eating and Wellbeing for the Complementary Therapy Client	Centre assessed assignment, practical assessment, case studies

For each Diploma of 7 units and above there is also an externally set written examination.

Appendix 3 Key/Core Skills signposting

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

Unit 301 Principles and Practice of Complementary Therapies Communication

- Communication
- Working with others Level 2
- Problem solving Level 2
- Improving own learning and performance Level 3

Unit 302 Business Practice for Complementary Therapies Communication

- Communication
- Working with others Level 2
- Problem solving Level 2
- Improving own learning and performance Level 3

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

- Communication
- Problem Solving
- Application of Number

Unit 305 Provide Body Massage for Complementary Therapies

- Communication
- Working with Others
- Improving Own Learning & Performance
- Problem Solving

Unit 307 Provide Aromatherapy for Complementary Therapies

- Communication
- Working with Others
- Improving Own Learning & Performance
- Problem Solving

Unit 309 Provide Reflexology for Complementary Therapies

- Communication
- Working with Others
- Improving Own Learning & Performance
- Problem Solving

Unit 311 Health, Safety and Hygiene for Complementary Therapies

- Communications Level 3
- Working with others Level 2
- Problem solving Level 2
- Improving own learning and performance Level 3

Unit 312 Healthy Eating and Wellbeing for the Complementary Therapy Client

- Communication Level 1 and 2
- Working with Others Level 1 and 2
- Problem Solving Level 1 and 2.

Appendix 4 The wider curriculum

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

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

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

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

Appendix 5 Funding

These qualifications are accredited and included on the Qualifications Credit Framework, and are therefore eligible for funding.

City & Guilds does not provide details on funding as this may vary between regions. Centres should contact the appropriate funding body to check eligibility for funding and any regional/national arrangements which may apply to the centre or candidates.

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

Please see the table below for where to find out more about the funding arrangements for these qualifications.

Nation	Who to contact	For higher level qualifications
England	The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over 16-year-olds. Each year the LSC publishes guidance on funding methodology and rates. There is separate guidance for further education and work-based learning. Further information on funding is available on the Learning and Skills Council website at www.lsc.gov.uk and, for funding for a specific qualification, on the Learning Aim Database http://providers.lsc.gov.uk/lad.	Contact the Higher Education Funding Council for England at www.hefce.ac.uk.
Scotland	Colleges should contact the Scottish Further Education Funding Council, at www.sfc.co.uk. Training providers should contact Scottish Enterprise at www.scottish-enterprise.com or one of the Local Enterprise Companies.	Contact the Scottish Higher Education Funding Council at www.shefc.ac.uk.
Wales	Centres should contact Education and Learning Wales (ELWa) at www.elwa.ac.uk or contact one of the four regional branches of ELWa.	For higher level qualifications, centres should contact the Higher Education Funding Council for Wales at www.hefcw.ac.uk.
Northern Ireland	Please contact the Department for Employment and Learning at www.delni.gov.uk.	

Useful contacts

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

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

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SP-03-7564