

Higher National Unit specification

General information for centres

Unit title: Chinese Elements

Unit code: F1B8 35

Unit purpose: This Unit is designed to give candidates knowledge of Chinese five element and meridian theories. It will also introduce the basic theories underpinning Traditional Chinese Medicine. This Unit will provide the candidate with the knowledge and skills to support conventional consultation processes and integrate these theories with complementary therapy treatments.

On completion of the Unit the candidate should be able to:

- 1 Demonstrate knowledge and understanding of Chinese five element theory
- 2 Demonstrate knowledge and understanding of Chinese meridian theory
- 3 Demonstrate knowledge and understanding of the basic theories underpinning Traditional Chinese Medicine

Credit points and level: 2 HN credits at SCQF level 8: (16 SCQF credit points at SCQF level 8*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: This Unit will integrate well with Higher National Units — Reflexology, Aromatherapy and Body Massage. It is recommended that candidates have an appropriate level of Anatomy and Physiology.

Core Skills: There are opportunities to develop the Core Skill of Communication at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Assessment: Assessment for this Unit should include the candidate submitting evidence to demonstrate essential underpinning knowledge of Chinese five element and meridian theories. There should also be evidence that the candidate demonstrates knowledge of the basic theories underpinning Traditional Chinese Medicine.

Outcomes 1, 2 and 3 will be assessed by written and/or oral assessment. Competency should also be supported by evidence provided by clients' case studies.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Demonstrate knowledge and understanding of Chinese five element theory

Knowledge and/or Skills

- ◆ Tao
- ◆ Principles of yin and yang
- ◆ Five elements, their associations and their inter-relationships

Evidence Requirements

Candidates will need to provide written and/or oral evidence to demonstrate their knowledge and/or skills of:

- ◆ how yin and yang are related and how they affect the individual
- ◆ the five elements, their associations and how they affect the individual

Assessment Guidelines

Please refer to knowledge and/or skills for the Unit and Evidence Requirements for the Unit. The assessment of this Outcome could take the form of a written and/or oral assessment with evidence of these.

It is suggested that this Outcome is integrated with the provision of complementary therapy treatments for other Units within the framework to show that Chinese Elements has been incorporated into consultation, treatment planning and aftercare/homecare advice for clients.

The assessment for this Outcome can be combined with Outcomes 2 and 3 in the form of case studies.

Higher National Unit specification: statement of standards (cont)

Unit title: Chinese Elements

Outcome 2

Demonstrate knowledge and understanding of Chinese meridian theory

Knowledge and/or Skills

- ◆ Pathways of the twelve meridians, internally and externally
- ◆ Functions of the related organs
- ◆ Dysfunctions of each of the organs
- ◆ General channel pathologies of each of the organs
- ◆ Tsing and great points in the body.

Evidence Requirements

Candidates will need written and/or oral evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ describe the pathways of the twelve meridians, internally and externally
- ◆ explain the functions of the related organs
- ◆ explain the dysfunctions of each of the organs
- ◆ demonstrate knowledge of the general channel pathologies of each of the meridians and their associated organs
- ◆ demonstrate knowledge of the tsing and great points in the body and their influence on health, wellbeing and illness

Assessment Guidelines

Please refer to knowledge and/or skills for the Unit and Evidence Requirements for the Unit. The assessment of this Outcome could take the form of a written and/or oral assessment with evidence of these.

It is suggested that this Outcome is integrated with the provision of Complementary Therapy treatments for other Units within the framework (reflexology, aromatherapy and body massage), to show that Chinese Elements has been incorporated into consultation, treatment planning and aftercare/homecare advice for clients. The assessment for this Outcome can be combined with Outcomes 2 and 3 in the form of case studies.

Higher National Unit specification: statement of standards (cont)

Unit title: Chinese Elements

Outcome 3

Demonstrate knowledge and understanding of the basic theories underpinning Traditional Chinese Medicine

Knowledge and/or Skills

- ◆ Precipitating factors in illness
- ◆ Fundamental textures/vital substances
- ◆ Creative/promoting cycle and the destructive/controlling cycle and their relationship to health, wellbeing and the disease process
- ◆ Mother and son law
- ◆ Chinese organ clock
- ◆ Recognition of patterns of disharmony and how balance and harmony can be restored

Evidence Requirements

To achieve this Outcome, candidates will need to provide written and/or oral evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ understand the precipitating factors in illness
- ◆ the functions and dysfunctions of the fundamental textures/vital substances and how they affect the individual
- ◆ explain the mother and son law
- ◆ demonstrate knowledge of the Chinese organ clock
- ◆ understand the creative/promoting cycle and the destructive/controlling cycle and demonstrate their relationship to health, wellbeing and the disease process
- ◆ use the information collated during consultation to assess how balance and harmony can be restored to a client's energy systems

Assessment Guidelines

Please refer to knowledge and/or skills for the Unit and Evidence Requirements for the Unit. The assessment of this Outcome could take the form of a written and/or oral assessment with evidence of these.

It is suggested that this Outcome is integrated with the provision of Complementary Therapy treatments for other Units within the framework (reflexology, aromatherapy and body massage), to show that Chinese Elements has been incorporated into consultation, treatment planning and aftercare/homecare advice for clients.

The assessment in the form of case studies.

The assessment for this Outcome could be combined with Outcomes 2 and 3 in the form of case studies. They could be integrated with other Complementary Therapy treatments for other Units within the framework, to show that Chinese Element and meridian theory has been incorporated into consultation, treatment planning and aftercare/homecare advice for clients.

Higher National Unit specification: statement of standards (cont)

Unit title: Chinese Elements

Candidates would provide evidence that:

- ◆ The assessment of the condition of the client is comprehensive in terms of the precipitating factors in illness — environment, emotional responsiveness, way of life and heredity.
- ◆ An explanation of the client's condition is given in relation to Chinese five element and meridian theories with reference to the Chinese organ clock, the mother and son law and the creative and destructive cycles.

Administrative Information

Unit code: F1B8 35
Unit title: Chinese Elements
Superclass category: PC
Original date of publication: February 2007
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History of changes:

Version	Description of change	Date

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Higher National Unit specification: support notes

Unit title: Chinese Elements

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 60 hours.

Guidance on the content and context for this Unit

Current practice will apply throughout the Unit as this is subject to regular review.

Guidance on the delivery and assessment of this Unit

Delivery of this Unit is designed to give candidates knowledge of the Chinese five element and meridian theories and the basic theories underpinning Traditional Chinese Medicine. This will enable candidates to integrate these theories with Complementary Therapy treatments, incorporating them into consultation, treatment planning and aftercare/homecare advice for clients. Candidates will discover that ill health can arise from an imbalance of energy in the body and that there are acupoints which can be stimulated to restore balance, assist in relaxation and also to prevent ill health.

Outcome 1

Demonstrate knowledge and understanding of Chinese five element theory.

- ◆ **The Tao;** the Chinese saw the existence of humanity and in fact all of nature as dependent on Ch'i (Qi) energy or vital force. When Ch'i is flowing, all of life's processes are in operation in a rhythmic and harmonious way. As it is so precious and basic to life, every living creature should follow a way of life that preserves it. There is a path to caring for this Life Force on a human level that speaks of balance and harmony. It is called the Way, the Tao. The Chinese philosopher, Lao Tsu recorded the Tao in his book the Tao Te Ching. Reference can be made to his writings to highlight the meaning and philosophy of the Tao.
- ◆ **The five principles of Yin and Yang theory and how they affect the individual;** all things have two facets; any further Yin or Yang aspect can be further divided into Yin and Yang; Yin and Yang mutually create each other; Yin and Yang control each other; Yin and Yang transform into each other.
- ◆ **The five elements, their associations how they affect the individual;** the five elements are wood, fire, earth, metal, water and each element has associations with a colour, season, climate, organ, body tissue, sensory organ, balanced emotional state, imbalanced emotional state, taste, smell, power and direction. Each element opens to and manifests on specific parts of the body and assessment of these can be a shortcut to identify which element is imbalanced. A preference for a particular association can also identify an imbalance.

Higher National Unit specification: support notes (cont)

Unit title: Chinese Elements

Outcome 2

The aim of this Outcome is to develop knowledge and understanding of the twelve meridians, their energy flow and their effect on health, wellbeing and the disease process.

- ◆ The twelve meridian pairs are lungs and large intestine, stomach and spleen/pancreas, heart and small intestine, bladder and kidney, pericardium and triple burner, gall bladder and liver.
- ◆ The functions of the related organs are given in terms of tcm theories.
- ◆ The dysfunctions of each of the organs are given in terms of tcm theories.
- ◆ Ch'i, the natural internal body energy is equated to some form of electrical energy which is essential for the existence of life. It circulates throughout the body in a cycle along specific pathways known as meridians. All the organs, muscles, blood vessels and cells are reliant on ch'i for function and performance. Meridian theory assumes that a disorder within a meridian generates derangement in the pathway and creates disharmony along the meridian. Ailments can be related to the meridian pathway and are consequently seen as symptoms of an energy disease of the meridian. For example, a person with arthritis in the little finger, tennis elbow, fibrositis in the shoulder blade and hearing problems can be the result of an energy disease in the small intestine meridian.
- ◆ The tsing points or nail points are at the beginning or end of the meridian; the great points are usually the most powerful points associated with the meridian.

Outcome 3

Develop knowledge and understanding of the basic theories underpinning Traditional Chinese Medicine.

- ◆ **The precipitating factors in illness** are environment (the six pernicious influences which are dampness, wind, cold, heat or fire, dryness and summer heat); emotional responsiveness (the seven emotions which particularly affect an individual are elation, anger, sadness, grief, worry, fear and fright); way of life (diet, physical activity, sexual activity, miscellaneous factors such as burns, bites, parasites and trauma) and heredity.
- ◆ **The functions and dysfunctions of the fundamental textures/vital substances and how they affect the individual:**
 - The formation of Ch'i; the functions of Ch'i (promoting, warming, protective, holding and transforming); Ch'i deficiency; stagnation of Ch'i and rebellious Ch'i.
 - The source of blood; the functions of blood; the deficiency of blood; blood stagnation.
 - The origins of Jing (essence); the functions of Jing; the deficiency of Jing.
 - Shen (spirit) is self-awareness that fosters the human experience of personal meaning. Spirit allows self-reflection, art, morality, purpose and values.
 - Body fluids are fluids other than blood — sweat, saliva, lymph, gastric juices and urine.
- ◆ The creative/promoting cycle and the destructive/controlling cycle and their relationship to health, wellbeing and the disease process. The creative cycle is: wood creates fire → fire creates earth → earth creates metal → metal creates water → water creates wood. The destructive cycle is: wood controls earth → earth controls water → water controls fire → fire controls metal → metal controls wood.

Higher National Unit specification: support notes (cont)

Unit title: Chinese Elements

- ◆ The mother and son law — wood is the mother of fire and the son of water; fire is the mother of earth and the son of wood; earth is the mother of metal and the son of fire; metal is the mother of water and the son of earth; water is the mother of wood and the son of metal.
- ◆ The Chinese organ clock — the Chinese recognise a 24 hour movement of energy, referred to as the Chinese organ clock. This is a 24 hour cycle which divides the day and night into two hour periods. Each one is associated with a surge/depletion of energy in one of the organs and its meridian. An increase in pain at a specific time of day can indicate an imbalance.
- ◆ If every element is functioning harmoniously, there will be optimal health. If there is an energy blockage, the corresponding organ will suffer. By recognising patterns of disharmony within individuals the root cause of disease and chronic patterns of ill health can be identified. Information can be collated using five element and meridian theories, incorporating the Chinese organ clock, the creative and destructive cycles and the mother and son law. When the elements and meridians which are imbalanced have been identified, balance and harmony can be restored in a practical way. This information can be integrated into Complementary Therapy treatments by devising treatment plans and aftercare/homecare/self-treatment advice.

Opportunities for developing Core Skills

Although skills in written communication are not formally assessed, candidates should be expected to respond to and present written materials to a standard acceptable in the vocational area. As candidates research information a range of complex source materials should be analysed and key points should be identified, evaluated and summarised. Written reports should express essential complex ideas and information accurately and coherently, be formally structured and use accurate language, spelling, punctuation and syntax. Use of up to date software packages for word processing could support the development of writing skills. The use of skills checklists and production of draft notes will support the development of communication skills.

For oral reporting candidates should:

- ◆ organise information effectively
- ◆ use vocabulary, register and style suitable to purpose
- ◆ use pace, modulation, articulation and voice projection effectively
- ◆ use signposting
- ◆ select, produce and use appropriate visual/non-visual supporting materials
- ◆ use non-verbal techniques to progress communication with listeners
- ◆ respond to in depth questioning confidently and accurately

Open learning

The theoretical aspect could be studied. However, the practical competencies required make it unsuitable for open learning. For further information and advice please refer to *Assessment and Quality Assurance for Open and Distance Learning (SQA, February 2001 — publication code A1030)*.

Higher National Unit specification: support notes (cont)

Unit title: Chinese Elements

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

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