



Higher National Unit specification

General information

Unit title: Reflexology (SCQF level 7)

Unit code: HF7K 34

Superclass: HK

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Version: 02

Unit purpose

This Unit is designed to enable learners to gain a sound knowledge of the theory and history of reflexology and develop the practical skills required to perform reflexology treatments. They will gain knowledge of the history, theory and philosophy. They will gain knowledge on how to consult with clients to develop reflexology treatment plans. Prepare for, perform and evaluate reflexology treatments.

This Unit will be beneficial for those who wish to pursue a career within the beauty therapy and complementary therapy and spa industries broadening their knowledge and skills.

On successful completion of this Unit learners may wish to progress to Reflexology: Advanced.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Research the theory, history and philosophy of reflexology.
- 2 Carry out consultation, develop and prepare plans for reflexology treatments.
- 3 Perform reflexology treatments.
- 4 Evaluate the effectiveness of the reflexology treatments.

Credit points and level

2 Higher National Unit credits at SCQF level 7: (16 SCQF credit points at SCQF level 7)

Higher National Unit Specification: General information (cont)

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Recommended entry to the Unit

The learners must either possess or be working towards a qualification in Anatomy and Physiology and have successfully completed DN6C33 *Body Massage* and/or *Body Massage Treatments*.

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill Problem Solving at SCQF level 6

Core Skill component None

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

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.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

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. Learners 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

Research the theory, history and philosophy of reflexology.

Knowledge and/or Skills

- ◆ Purposes and processes of reflexology
- ◆ History and philosophies of reflexology
- ◆ Client assessment techniques
- ◆ Foot analysis/reflexes
- ◆ Contra-indications/special care conditions
- ◆ Body Systems

Outcome 2

Carry out consultation, develop and prepare plans for reflexology treatments.

Knowledge and/or Skills

- ◆ Personal preparation
- ◆ Treatment environment
- ◆ Consultation Techniques
- ◆ Treatment Planning
- ◆ Client preparation

Higher National Unit specification: Statement of standards (cont)

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Outcome 3

Perform reflexology treatments.

Knowledge and/or Skills

- ◆ Timing, sequence and duration of treatment
- ◆ Relaxation techniques — effleurage, pettrissage, mobilisation techniques
- ◆ Methods of supporting foot
- ◆ Reflexology techniques — thumb and finger walking, hooking, pointing
- ◆ Location body organs
- ◆ Treatment effects on the body systems
- ◆ After effects of treatment
- ◆ Aftercare advice
- ◆ Home care advice

Outcome 4

Evaluate the effectiveness of the reflexology treatments.

Knowledge and/or Skills

- ◆ Short term effects after a single treatment
- ◆ Long term effects after multiple regular treatments
- ◆ Position and degree of tenderness in a reflex
- ◆ Tenderness and textural changes in the feet
- ◆ Client feedback
- ◆ Record of session

Higher National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or skills across all Outcomes by showing that they can:

Outcome 1

Research the theory, history and philosophy of reflexology.

Learners will produce an open book assignment to demonstrate their knowledge of reasons for consultation, theory, showing knowledge of the history philosophy of reflexology.

Learners will answer structured questions in closed-book conditions. The questions set must enable learners to demonstrate their knowledge of Reflexology and cover:

- ◆ Contra-indications: thrombosis. Phlebitis, heart conditions, increased temperature, cancer, trauma or infection of the foot, recent surgery, shingles, sepsis, pregnancy.
- ◆ Special care: epilepsy, diabetes, clients currently undergoing medical treatment, high blood pressure, low blood pressure, metal or electronic implants.
- ◆ Location of reflexes on the feet.
- ◆ Possible effects of reflexology on the body systems.
- ◆ Structure of the foot, ankle and lower leg.
- ◆ Define cross reflexes and zone theory.
- ◆ The reason for applying particular techniques.

Outcome 2 and 3

Carry out consultation, develop and prepare plans for reflexology treatments

Learners will need to demonstrate their Knowledge and/or Skills by undertaking client consultations to develop treatment plans. During consultations learners should provide evidence to demonstrate their Knowledge and/or Skills by:

- ◆ Preparing themselves
- ◆ The treatment environment
- ◆ Equipment
- ◆ The client for a reflexology treatment

Learners should:

- ◆ prepare equipment in accordance with good practice.
- ◆ ensure treatment environment is clean, warm and relaxing for client.
- ◆ assess the client, taking into consideration physical condition, emotional state and lifestyle.
- ◆ analyse the foot in terms of skin texture, temperature, colour, smell, tone, moisture content, mobility, abnormalities and condition of nails.
- ◆ deal with contra-indications and cases requiring special care.

Higher National Unit specification: Statement of standards (cont)

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- ◆ confirm treatment objectives with client indicating limitations.
- ◆ interact with clients in a professional and empathic manner..
- ◆ correctly position couch and stool to ensure good learner posture and freedom of movement.
- ◆ position and cover client to ensure comfort and enable treatment to be performed.
- ◆ establish a measurable marker of client condition to allow comparison of one treatment.

Extended client consultation record and an assessor observational checklist must be used to record evidence.

Learners will be required to compile client consultation records for four clients of six treatments each which will be assessed, however only four treatments (one per client) will be practically observed.

Outcome 3

Perform reflexology treatments.

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills by carrying out full reflexology treatment sessions on a range of clients. Learners should:

- ◆ apply techniques appropriate to the client.
- ◆ support the foot throughout the treatment.
- ◆ identify tenderness in reflex points in the foot.
- ◆ ensure the treatment is appropriate in terms of timing, sequence and duration.
- ◆ record position and degree of tenderness in the reflex points using a scale and diagram.
- ◆ define cross reflexes. (if appropriate).
- ◆ explain possible reactions during the treatment to the client.
- ◆ comply with relevant Health and Safety throughout.

Higher National Unit specification: Statement of standards (cont)

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Demonstrate by observed practical performance on a minimum of four clients with different needs that they are able to prepare for and carryout reflexology treatments.

Learners must on accurately completed client record cards for four different clients of six treatments each which will be assessed, however only one treatment from each client will be practically observed using an Assessor observation checklist.

Outcome 4

Evaluate the effectiveness of the reflexology treatments.

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills by evaluating the reflexology treatments carried out. The evaluations should include reference to:

- ◆ Reflexes
- ◆ Effects, both long and short term, after a single or multiple treatments
- ◆ Positive/adverse effects of treatments
- ◆ After care advice
- ◆ Client feedback

Learners will be required to evaluate each treatment identifying the overall effectiveness of the completed course of treatment for each client.



Higher National Unit Support Notes

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Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

This Unit is designed to give learners a solid foundation in reflexology treatment. It covers Theory history and philosophy and the basic principles of reflexology. Learners will gain a good understanding of the body's anatomy and physiology in terms of the reflexology treatment.

Suggested Content

- ◆ Theory of reflexology
- ◆ History of reflexology
- ◆ Philosophy behind reflexology
- ◆ Analysis of the body (showing a holistic understanding of the client):
 - Body — hair, skin, eyes, posture, gait, odour
 - Lifestyle — work environment, leisure activities, exercise, diet, fluid intake, sleep, family
 - Emotional — levels of stress, anxiety, energy, lethargy
 - Other treatments — complementary and conventional used by the client
 - Presenting medical conditions
 - Past medical history
 - Family medical history
 - Medication
 - Condition of the feet — moisture levels, temperature, texture, vascular network, smell, skin tone, muscle tone, structure, nail condition and other abnormalities eg. calluses, corns, verrucas, blemishes
 - The condition of the foot should be related to body condition
- ◆ Systems of the body.

Study each system in relation to the location of the organs in the body and on the foot. Benefits of reflexology can be considered system by system:

 - Circulatory
 - Respiratory
 - Genito-urinary
 - Nervous system
 - Endocrine system
 - Skeletal system
 - Muscular system
 - Accessory organs
 - Digestive system

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- ◆ Structure of the foot, ankle and lower leg
 - Bones — tibia, fibula, calcaneus, talus, navicular, cuboid, cuneiform bones, metatarsals, phalanges
- ◆ After effects of treatment
 - Immediate effects, short term and long term. For example:
 - Increased urination
 - Increased bowel movement
 - Skin irritation
 - Fatigue
 - Energy Boost
 - Increase mucous production
 - Coughing
 - Sneezing
 - Emotional release

Guidance on approaches to delivery of this Unit

Throughout this Unit there will be a large tutor input to cover knowledge aspects. This should be supplemented by hands on experience, eg in practising holds and techniques, to build up competence and confidence in the learner as their knowledge level increases. The use of simulations or role plays are preferable to real situations in formative assessments to ensure minimal distress to clients.

Learners may be able to work in pairs or to work on volunteer's clients whose feedback on formative performance would assist in identifying areas of weakness. On-going questioning would assist in identifying areas of weakness. On-going questioning would assist in monitoring the growth in learner's knowledge, Individual research of trade magazines and text books could supplement tutor input.

Throughout the emphasis should be on treatments to the foot.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Outcome 1

Learners will produce an open book assignment to demonstrate their knowledge of reasons for consultation, theory, showing knowledge of the history philosophy of reflexology.

Answer structured questions in closed-book conditions showing knowledge of relevant body systems, structure of the foot ankle and lower leg contra indications, contra-actions. Learners will carry out research and compile evidence in open-book assessment conditions. Evidence should include reasons for consultation, knowledge of relevant body systems, structure of the foot ankle and lower leg contra indications, contra-actions

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Outcomes 2 and 3

Client record cards should support the observations and written/oral questioning can be used to ensure all Knowledge and/or Skills items are covered.

Learners may be encouraged to record measurable Outcomes, in terms of stress levels, pain levels, hours of sleep, fatigue levels, energy levels etc. which will allow them to evaluate the effectiveness of the treatments in Outcome 4.

Learners may be encouraged to make observation of as many feet as possible, in order that proficiency in this area is achieved, before beginning the clients treatments

Learners may be observed consulting with clients. It is recommended they consult with a minimum of four clients although not all consultations need to be observed.

The assessment of this Outcome can be combined with Outcome 2 and 4. The learners should treat four clients on six occasions. A tenderness of reflex scale of one to five is recommended.

Outcome 4

Evaluation sheets must be completed after each individual treatment as well as after the course of treatment.

In order for the evaluation to be effective it is essential to record initial observations and measurements made at the consultation meeting.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

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Opportunities for developing Core and other essential skills

Aspects of the Core Skill of Problem Solving, that is, planning and organising, critical thinking, and reviewing and evaluating, will be developed to a sophisticated level as clients are assessed and practical treatment activities are devised, performed and evaluated. Learners undertake a detailed analysis of factors relating to health in different types of client. Identifying and assessing the relevance of all factors will include in depth consultation with clients. Consideration of appropriate forms and techniques of treatment for specific client needs taking account of contra-indications will involve a high level of critical thinking. Delivery of treatments which take account of the physical, physiological and psychological requirements of clients involves ongoing review and adaptation. Evaluation of the effectiveness of treatments is assessed and could be enhanced by in depth discussion of the full range of measurable Outcomes which could be used to measure success.

Learners should research, produce and present oral and written communication to a professional standard. Skills in accessing and evaluating sources which provide ideas and information should be developed, in order that learners are able to analyse critically current reference materials from a range of paper based and electronic sites. The need to develop efficient systems of recording, coding and storing drafts and notes during formative work for ease of reference should be emphasised. Negotiating and consulting with clients, agreeing objectives and reviewing and evaluating achievement is essential to effective treatment. Learners will have natural opportunities to develop a sophisticated level of oral communication skills in practical work with clients. They should be made fully aware of a range of listening techniques in order to interpret client needs and relate and respond to others in the most appropriate and effective way. Sensitivity and an empathic understanding of the physical, emotional and cultural needs of different people will support the ability to adapt language and non-verbal communication to progress effective communication. Communicating appropriate complex information to clients, explaining and reassuring during treatment sessions and advising on post treatment needs will be an essential aspect of competence. Learners should be able to use and adapt vocabulary, register and style to suit their purpose and clientele, and to respond to in depth questioning from both clients and the assessor accurately, and with confidence.

This Unit has the Core Skill of Problem Solving embedded in it, so when learners achieve this Unit their Core Skills profile will be updated to show that they have achieved Problem Solving at SCQF level 6.

History of changes to Unit

Version	Description of change	Date
02	Core Skill Problem Solving at SCQF level 6 embedded.	16/11/2016

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General information for learners

Unit title: Reflexology (SCQF level 7)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit will give you a solid foundation in the knowledge and skills required to perform reflexology treatments.

You will consult with the clients to develop reflexology treatment plans, in a safe and responsible manner, recognising the limitations of treatments. You will learn how to assess each client holistically, taking the client's physical condition, emotional state and lifestyle into consideration.

You will gain a good working knowledge of the body's systems in terms of reflexology treatments.

You will prepare the reflexology treatment environment, equipment and client prior to performing treatments. It is also important that you prepare yourself, in terms of appearance and hygiene, before carrying out the treatments.

You will learn about relaxation and reflexology techniques and apply to a range of clients.

After the reflexology treatments have been carried out you will evaluate their effectiveness to ascertain if the treatments are beneficial to the clients.

Aspects of the Core Skill of Problem Solving, that is, planning and organising, critical thinking, and reviewing and evaluating, will be developed to a sophisticated level as clients are assessed and practical treatment activities are devised, performed and evaluated. Learners undertake a detailed analysis of factors relating to health in different types of client. Identifying and assessing the relevance of all factors will include in depth consultation with clients. Consideration of appropriate forms and techniques of treatment for specific client needs taking account of contra-indications will involve a high level of critical thinking. Delivery of treatments which take account of the physical, physiological and psychological requirements of clients involves on-going review and adaptation. Evaluation of the effectiveness of treatments is assessed and could be enhanced by in depth discussion of the full range of measurable Outcomes which could be used to measure success.

Learners should research, produce and present oral and written communication to a professional standard. Skills in accessing and evaluating sources which provide ideas and information should be developed, in order that learners are able to analyse critically current reference materials from a range of paper based and electronic sites. The need to develop efficient systems of recording, coding and storing drafts and notes during formative work for ease of reference should be emphasised. Negotiating and consulting with clients, agreeing objectives and reviewing and evaluating achievement is essential to effective treatment. Learners will have natural opportunities to develop a sophisticated level of oral communication skills in practical work with clients. They should be made fully aware of a range of listening techniques in order to interpret client needs and relate and respond to others in the most appropriate and effective way.

General information for learners

Unit title: Reflexology (SCQF level 7)

Sensitivity and an empathic understanding of the physical, emotional and cultural needs of different people will support the ability to adapt language and non-verbal communication to progress effective communication. Communicating appropriate complex information to clients, explaining and reassuring during treatment sessions and advising on post treatment needs will be an essential aspect of competence. Learners should be able to use and adapt vocabulary, register and style to suit their purpose and clientele, and to respond to in depth questioning from both clients and the assessor accurately, and with confidence.

This Unit has the Core Skill of Problem Solving embedded in it, so when you achieve this Unit your Core Skills profile will be updated to show that you have achieved Problem Solving at SCQF level 6.