



Higher National Unit specification

General information

Unit title: Complementary Therapies: Professional Issues in Practice (SCQF level 7)

Unit code: HF7M 34

Superclass: PA

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Source: Scottish Qualifications Authority

Version: 01

Unit purpose

On completion of the Unit the learner should be able to understand the application of ethical, legal, moral and professional concepts to standards of practice in order to explore the relevant issues governing professional practice.

Learners will research the implications of National and European legislation in relation to therapeutic practice. The research will include ethical, legal, and moral principles relating the therapeutic practice and the codes of conduct that governs professional practice.

This Unit will be beneficial for those who wish to pursue a career within the, Complementary Therapy sector.

Outcomes

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

- 1 Explain the ethical principles of the relevant therapy practice.
- 2 Investigate the implications of National and European legislation in relation to the therapy being practised.
- 3 Investigate codes of conduct governing professional practice.
- 4 Evaluate the need for continuing professional development to maintain competent standards of practice.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Higher National Unit Specification: General information (cont)

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Recommended entry to the Unit

Access to this Unit is at the discretion of the Centre. However, it would be beneficial if learners had some general research skills.

Core Skills

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

There is no automatic certification of Core Skills or Core Skill components in this Unit.

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

Explain the ethical principles of the relevant therapy practice.

Knowledge and/or Skills

Define morals, ethic and values as they relate to:

- ◆ Practice
- ◆ Therapists
- ◆ Therapeutic community
- ◆ Society

Outcome 2

Investigate the implications of National and European legislation in relation to the therapy being practised.

Knowledge and/or Skills

- ◆ Rationale for Legislation
- ◆ Regulatory legislation
- ◆ Areas governing practice

Outcome 3

Investigate codes of conduct governing professional practice.

Knowledge and/or Skills

- ◆ Code of practice
- ◆ Regulatory bodies

Higher National Unit specification: Statement of standards (cont)

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Outcome 4

Evaluate the need for continuing professional development to maintain competent standards of practice.

Knowledge and/or Skills

- ◆ Personal effectiveness in practice
- ◆ Personal limitations and development needs
- ◆ Changes in practice and regulatory environment

Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes.

This Unit should be holistically assessed. Learners should present a research project, demonstrating their knowledge and understanding of Outcomes 1–4. The research project should contain appropriate referencing.

The research project must include:

- ◆ Morals, ethics and values in society within the principle of: utility, autonomy, universality, equality and diversity.
- ◆ Morals, ethics and values in practice: respect, honesty, confidentiality, accountability, responsibility and consent.
- ◆ Relevance of morals, ethics and values to professional therapeutic practice.
- ◆ The rationale for legislation; statutory and voluntary regulations, public accountability, public expectations, protecting public, duty to care, government pressures, acceptable guidelines.
- ◆ Identify the relevant codes of practice in relation to complementary therapy.
- ◆ Identify relevant codes of practice in relation to regulatory bodies and within clinic practice in National and International context.
- ◆ Personal development plan to include:
 - methods of evaluation
 - personal limitations
 - development needs
 - strategies for continual professional development.



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 40 hours.

Guidance on the content and context for this Unit

This Unit is designed to enable the learner to create an awareness of the implications and understand the application of ethical, legal, moral, values and the professional concepts to standards of practice required in Complementary Practice.

On completion of the Unit learners will be able to explain the ethical principles relevant to therapies, investigate the implications of National and European legislation in relation to therapies being practice. Learners will then be able to investigate the codes of conduct governing professional practice before evaluating why there is a need for Continuous Professional Development (CPD).

The research should include a definition of morals, ethic, legal and values as they relate to:

- ◆ Practice
- ◆ Therapists
- ◆ Therapeutic community
- ◆ Society.
- ◆ Respect
- ◆ Honesty
- ◆ Confidentiality
- ◆ Accountability
- ◆ Respect and consent
- ◆ Relevance to professional therapeutic practice

Higher National Unit Support Notes (cont)

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This Unit should be holistically assessed. Learners should present a research project, demonstrating their knowledge and understanding of Outcomes 1–4. The research project should contain appropriate referencing.

The research project must include:

- ◆ Morals, ethics and values in society within the principle of: utility, autonomy, universality, equality and diversity.
- ◆ Morals, ethics and values in practice: respect, honesty, confidentiality, accountability, responsibility and consent.
- ◆ Relevance of morals, ethics and values to professional therapeutic practice.
- ◆ The rationale for legislation; statutory and voluntary regulations, public accountability, public expectations, protecting public, duty to care, government pressures, acceptable guidelines.
- ◆ Identify the relevant codes of practice in relation to complementary therapy.
- ◆ Identify relevant codes of practice in relation to regulatory bodies and within clinic practice in National and International context.
- ◆ Personal development plan to include:
 - methods of evaluation
 - personal limitations
 - development needs
 - strategies for continual professional development.

Guidance on approaches to delivery of this Unit

It is recommended that learners are encouraged to learn through directed research while being supported by a tutor.

Learners should address the ethical principles governing society and professional practice applicable to the learner's chosen area of practice and client's rights. This should take cognisance of legislation governing all aspects of accountable practice in Complementary Therapies. Learners should be encouraged to research current and emerging national and European Legislation.

Support in developing an effective research strategy for accessing and evaluating paper based and electronic sources of complex information on current issues and ideas may be valuable. The need to have efficient systems of recording coding and storing outline information for ease of reference should be emphasised. Learners should be encouraged to develop and show skills in *Information and Communication Technology (ICT)*.

The production of first drafts of research is a useful way to ensure assessors involvement at all stages of writing and support the development skills in evaluation and collection of material.

Delivery of this Unit should guarantee that learners have sufficient theoretical knowledge to ensure competence and confidence to work within a Clinic setting.

Higher National Unit Support Notes (cont)

Unit title: Complementary Therapies: Professional Issues in Practice (SCQF level 7)

Guidance on approaches to assessment of this Unit

This Unit should be holistically assessed. Learners should present a research project, demonstrating their knowledge and understanding of Outcomes 1–4. The research project should contain appropriate referencing.

The research project must include:

- ◆ Morals, ethics and values in society within the principle of: utility, autonomy, universality, equality and diversity.
- ◆ Morals, ethics and values in practice: respect, honesty, confidentiality, accountability, responsibility and consent.
- ◆ Relevance of morals, ethics and values to professional therapeutic practice.
- ◆ The rationale for legislation; statutory and voluntary regulations, public accountability, public expectations, protecting public, duty to care, government pressures, acceptable guidelines.
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- ◆ Identify relevant codes of practice in relation to regulatory bodies and within clinic practice in National and International context.
- ◆ Personal development plan to include:
 - methods of evaluation
 - personal limitations
 - development needs
 - strategies for continual professional development.

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.

Opportunities for developing Core and other essential skills

Communication skills are not formally assessed learners should be expected to produce and present research to a professional standard, expressing complex ideas and information accurately and in a formal structure and recognised format.

History of changes to Unit

Version	Description of change	Date

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General information for learners

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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.

On completion of the Unit you should be able to understand the application of ethical, legal, moral and professional concepts to standards of practice in order to explore the relevant issues governing professional practice.

This Unit should be holistically assessed. Learners should present a research project demonstrating their knowledge and understanding of Outcomes 1, 2, 3 and 4.

The research project should include:

- ◆ The ethical, legal, moral, value principles of therapeutic therapy practice, by explaining how it relates to Practice
- ◆ The Therapist
- ◆ Therapeutic community
- ◆ Society
- ◆ National and European Legislation in relation to practice

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.