



## Higher National Unit specification

### General information

**Unit title:** Complementary Therapies: Integration in Health Care Services (SCQF level 8)

**Unit code:** HL8W 35

**Superclass:** PC

**Publication date:** May 2017

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This unit is designed to enable learners to gain knowledge of the use of complementary therapies within the allopathic healthcare environment. Learners will gain knowledge of medical terminology and systems within both public and private healthcare settings and will research how complementary therapies can be integrated into the allopathic medical environment.

This unit will be beneficial for those who wish to pursue a career within an integrated system combining complementary therapies with orthodox medicine.

### Outcomes

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

- 1 Define the models and theories of healing.
- 2 Define the structure of clinic/healthcare settings.
- 3 Design an integrated service taking into account the principles of developing complementary services in the National Health Service (NHS).

### Credit points and level

2 Higher National Unit credits at SCQF level 8: (16 SCQF credit points at SCQF level 8)

## **Higher National Unit Specification: General information (cont)**

**Unit title:** Complementary Therapies: Integration in Health Care Services (SCQF level 8)

### **Recommended entry to the Unit**

Access to this unit requires the candidate to have knowledge of complementary therapies this may include the HNC Complementary Therapies or the HN Units in Aromatherapy; Reflexology; and Body Massage.

### **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](http://www.sqa.org.uk/assessmentarrangements).

## Higher National Unit specification: Statement of standards

**Unit title:** Complementary Therapies: Integration in Health Care Services (SCQF level 8)

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

Define the models and theories of healing.

#### Knowledge and/or skills

- ◆ History of medicine and healing
- ◆ Allopathic approach to healing and its limitations
- ◆ Complementary approach to healing and its limitations
- ◆ Common ground between allopathic and complementary therapies
- ◆ Models of integration and delivery

### Outcome 2

Define the structure of clinic/healthcare settings.

#### Knowledge and/or skills

- ◆ The structure of the National Health Service (NHS)
- ◆ Models of private health care
- ◆ Health related charitable and voluntary organisations

### Outcome 3

Design an integrated service taking into account the principles of developing complementary therapies services in the National Health Service (NHS).

#### Knowledge and/or skills

- ◆ Medical terminology
- ◆ Legal implications
- ◆ Government guidelines — regulation
- ◆ Collaborative approach between allopathic and Complementary practitioners
- ◆ Improving access

## Higher National Unit specification: Statement of standards (cont)

**Unit title:** Complementary Therapies: Integration in Health Care Services (SCQF level 8)

### 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

Complete a research project in open book conditions. The research project set must incorporate:

- ◆ the history of medicine and healing
- ◆ different approaches between allopathic medicine and complementary therapies
- ◆ limitations of healing with both allopathic and complementary therapies approaches
- ◆ common ground between allopathic and complementary therapies to enable integration to take place
- ◆ existing models where integration is taken place

#### Outcome 2

Complete a research project and in open book conditions. The research project set must cover:

- ◆ the structure of the NHS
- ◆ two models of private health care
- ◆ two models of health related charitable and voluntary organisations

Evidence must be presented in the form of a report with the candidate explaining the structure and models of health care settings.

#### Outcome 3

Complete two closed-book assessments:

- ◆ Extended response structured questions (approximately 2 hours duration).
- ◆ Select and complete two from a choice of four short essay questions (should be approximately 1 hour duration). To prepare for this assessment learners should be presented with four client case study scenarios one week prior to the assessment date.
- ◆ The extended response questions and short essay questions set must enable learners to demonstrate their knowledge of:
  - medical terminology
  - the legal implications of working within a health care environment
  - government guidelines — the need for local and national legislation
  - an approach towards working collaboratively
  - possibilities for improving access to complementary therapies



## Higher National Unit Support Notes

**Unit title:** Complementary Therapies: Integration in Health Care Services (SCQF level 8)

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 intended to enable candidates to gain knowledge of the use of complementary therapies within the allopathic healthcare environment. Learners will gain the knowledge of medical terminology and systems within both the public and private healthcare setting. They will be given the opportunity to research how complementary therapies can be integrated into the allopathic medical environment.

**Outcome 1** is research based. Learners should demonstrate knowledge of the history and origins of medicine and should develop an understanding of the limitations of both allopathic and complementary interventions. They should have an understanding of how allopathic and complementary interventions can work within an integrated environment. It is advised that learners research existing models.

**Outcome 2** involves a comprehensive study of the structures of the NHS, private healthcare and health related charitable organisations. Learners should carry out directed research to gain a sound knowledge of structures within the healthcare sector. It is advised that the learners' research health related charitable organisations within their local area.

**Outcome 3** involves the learner gaining an understanding of medical terminology to a level that enables the effective communication with the allopathic medical profession. Learners should gain knowledge of government guidelines relating to complementary therapies and any legal implications that may occur.

Learners should have clear ideas on how a successful approach to collaborative working between allopathic and complementary practitioners can be achieved.

Assessors should keep in mind that overall, the work should meet SCQF level 8 criteria. <http://scqf.org.uk/the-framework/scqf-levels/>. Learners should have a clear understanding of these requirements.

## Higher National Unit Support Notes (cont)

**Unit title:** Complementary Therapies: Integration in Health Care Services (SCQF level 8)

### Guidance on approaches to delivery of this unit

It is recommended that an induction to the unit be given enabling the learner to understand fully what is required and the approaches which will be adopted.

This is a research based unit which will give the learner a knowledge into how complementary therapies can integrate into health care.

Delivery should guarantee sufficient theoretical knowledge to ensure competence and confidence to work within a healthcare setting, which should include but is not limited to:

- ◆ the history and origins of medicine.
- ◆ different approaches between allopathic medicine and complementary therapies.
- ◆ limitations of healing with both allopathic and complementary approaches.
- ◆ common ground between allopathic and complementary therapies to enable integration to take place.
- ◆ reductionist and holistic theories of healing.
- ◆ the structures of the NHS, private healthcare and health related charitable and voluntary organisations.
- ◆ medical terminology.
- ◆ the legal implications of working within a health care environment.
- ◆ Government guidelines — the need for local and national legislation.
- ◆ approaches towards working collaboratively.
- ◆ possibilities for improving access to complementary therapies.

The importance of effective communication when dealing with the allopathic medical profession should be highlighted to learners.

Analytical evaluation of information accessed should be encouraged in order to assure that information is balanced, current and accurate.

Learners should be supported as they develop skills in summarising complex key ideas and information accurately and concisely and in using appropriate formats and correct terminology. The importance of accurate spelling and punctuation should be identified.

Learners should be made aware that overall, their work should meet SCQF level 8 criteria and have a clear understanding of these.

### 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.

Centres are reminded that prior verification of centre-devised assessment 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.

## Higher National Unit Support Notes (cont)

**Unit title:** Complementary Therapies: Integration in Health Care Services (SCQF level 8)

The evidence requirements are fully expressed in the mandatory section of this unit specification.

Outcome 1 — Research project in open-book conditions.

Outcome 2 — Research project in open-book conditions. Evidence presented as a report.

Outcome 3 — Two closed-book assessments:

- ◆ Extended response structured questions (approximately 2 hours duration).
- ◆ Select and complete two from a choice of four short essay questions (should be approximately 1 hour duration). To prepare for this assessment learners should be presented with four client case study scenarios one week prior to the assessment date.

Assessment must allow the learner to demonstrate competence at the level of the qualification and provide an opportunity for evidence of each learner's performance to be generated and assessed. This evidence must then be judged against the standards set out in the unit specification. To achieve a unit, learners must generate the evidence required in relation to all outcomes. This information is found in the Statement of Standards in the relevant unit specification.

Assessors should keep in mind that overall, the work should meet SCQF level 8 criteria. <http://scqf.org.uk/the-framework/scqf-levels/>

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome. Marking schemes should also be provided.

Learner assessment responses and records of candidate achievement should be retained. These records should be available for external verification.

### 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](http://www.sqa.org.uk/e-assessment).

## Higher National Unit Support Notes (cont)

**Unit title:** Complementary Therapies: Integration in Health Care Services (SCQF level 8)

### Opportunities for developing Core and other essential skills

Aspects of the Core Skill units in *Communication, Information and Communication Technology (ICT)* may be developed throughout this unit with learners using Research Techniques to complete their reports.

Skills in accessing, analysing and evaluating sources which provide current and complex information and ideas on complementary, alternative and traditional health care should be developed as candidates conduct research projects.

*Communication* skills are not formally assessed however learners will be expected to present written communication to an acceptable professional standard.



## History of changes to unit

Version	Description of change	Date

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## General information for learners

### **Unit title:** Complementary Therapies: Integration in Health Care Services (SCQF level 8)

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 is designed to give you the competences and confidence to carry out your specialist therapies within a healthcare setting. You will gain knowledge of the structures, procedures, protocols and terminology to enable you to communicate and operate within the healthcare environment. You will carry out research into what healthcare is available within your local area.

To successfully achieve this unit you will need to demonstrate your knowledge by presenting sufficient evidence that you have met all the evidence requirements for each outcome as detailed in the unit Specification. Methods of assessment are detailed below:

Outcome 1 — Research project in open-book conditions.

Outcome 2 — Research project in open-book conditions. Evidence presented as a report.

Outcome 3 — Two closed-book assessments:

- ◆ Extended response structured questions (approximately 2 hours duration).
- ◆ Select and complete two from a choice of four short essay questions (should be approximately 1 hour duration). To prepare for this assessment learners should be presented with four client case study scenarios one week prior to the assessment date.

Key areas of knowledge will be:

- ◆ the history and origins of medicine.
- ◆ different approaches between allopathic medicine and complementary therapies.
- ◆ limitations of healing with both allopathic and complementary approaches.
- ◆ common ground between allopathic and complementary therapies to enable integration to take place.
- ◆ reductionist and holistic theories of healing.
- ◆ the structures of the NHS, private healthcare and health related charitable and voluntary organisations.
- ◆ medical terminology.
- ◆ the legal implications of working within a health care environment.
- ◆ Government guidelines — the need for local and national legislation.
- ◆ approaches towards working collaboratively.
- ◆ possibilities for improving access to complementary therapies.

Aspects of the core skill units in *Communication, Information and Communication Technology (ICT)* may be developed throughout this unit when using using Research Techniques to complete your reports.

Skills in accessing, analysing and evaluating sources which provide current and complex information and ideas on complementary, alternative and traditional health care should be developed as candidates conduct research projects.

## **General information for learners (cont)**

**Unit title:** Complementary Therapies: Integration in Health Care Services (SCQF level 8)

*Communication* skills are not formally assessed however you will be expected to present written communication to an acceptable professional standard.