



Higher National Project-based Graded Unit Specification

General Information

This graded unit has been validated as part of the HND in Complementary Therapies. Centres are required to develop a project-based assessment in accordance with this validated specification.

Graded unit title: Complementary Therapies: Graded Unit 2
(SCQF level 8)

Graded unit code: HT98 35

Type of project: Investigation

Publication date: August 2018

Source: Scottish Qualifications Authority

Version: 03

Graded unit purpose

This graded unit is designed to provide evidence that the learner has an innovative and objective integrated approach to their work and the ability to respond to the challenges posed by changes in the environment or practices of the Complementary Therapy industry and has achieved the following principal aims of the HND Complementary Therapies:

- ◆ Develop an understanding of the different environments in which Complementary Therapies can be offered.
- ◆ Increase awareness of differing theories and evidence-based research to provide the optimum Complementary Therapy for the client.
- ◆ Develop a sound understanding of the principles of Anatomy, Physiology and Pathology in relation to Complementary Therapies.
- ◆ Develop knowledge, understanding and practical skills in planning, applying and evaluating Complementary Therapy Treatments.
- ◆ Extend practical skills in a variety of Complementary Therapies.
- ◆ Develop working practices to the current accepted professional standards.

Higher National Project-based Graded Unit Specification: General Information (cont)

Learners will carry out an investigation based on the skills gained from the mandatory units. The investigation is in three stages — Planning, Developing and Evaluating. Learners must produce written evidence for each stage. The investigation will facilitate learner engagement and collaboration with a health care provider.

Learners must liaise with their selected health care provider to identify two clients for inclusion in the investigation; each with different conditions. Subsequent research of the clients' condition will enable the learner to select an appropriate complementary therapy/therapy combination which will promote restoring the wellness of each client. The investigation will culminate in the learner evaluating and drawing conclusions before giving feedback and discussing these with the health care provider. Learners will then present an overview of the investigation and their finding to the assessor and peer group.

The work necessary to undertake the investigation will consolidate skills and knowledge acquired throughout the HND Complementary Therapies. These will employ skills developed through a combination of the mandatory units from the group award and one or more of the optional practical therapies studied.

Credit points and level

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

Recommended entry to the graded unit

It is recommended that the learner should have completed or be in the process of completing the following units relating to the above principal aims prior to undertaking this graded unit:

Unit number	Unit title
HF7M 34	Complementary Therapies: Professional Issues and Practice
HF7N 34	Health and Safety Legislation: Complementary Therapists
F1BR 34	Perspectives of Health
F9T5 34	Human Anatomy and Physiology for Beauty and Complementary Therapy
HF7J 34	Body Massage Treatments
HF7P 34	Complementary Therapies: Clinic Practice
HF7L 34	Complementary Therapies: Stress Management for Clients
HL8X 35	Human Pathological Processes
HL8Y 35	Lifestyle Advice for Clients
HL8W 35	Complementary Therapies: Integration in Health Care Services
One or more of the following complementary therapies	
HF7K 34	Reflexology
HL90 35	Reflexology: Advanced
HF7T 34	Aromatherapy Massage
HL9Y 35	Aromatherapy: Advanced
HL92 35	Remedial Massage
HF7L 34	Traditional Head Massage

Higher National Project-based Graded Unit Specification: General Information (cont.)

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.

Assessment Support Pack

The assessment support pack for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable instrument of assessment. Centres wishing to develop their own assessments should refer to the assessment support pack to ensure a comparable standard. Assessment Support Packs are available on SQA's secure website.

Equality and inclusion

This graded unit 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 SQA's website:

www.sqa.org.uk/assessmentarrangements

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners

Graded unit title: Complementary Therapies: Graded Unit 2
(SCQF level 8)

Assessment

This graded unit will be assessed by the use of a project-based *investigation* developed by centres. The project should provide the learner with the opportunity to produce evidence that demonstrates she/he has met the aims of this graded unit.

The project undertaken by the learner must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be unfamiliar to the learner

The project must require the learner to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this Graded unit has been designed to cover.

Investigation brief:

This investigation will enable learners to generate evidence of engagement and collaboration with a health care provider to promote the improvement of clients condition by the application of a complementary therapy/therapy treatment combination over a period of time on two clients with different conditions.

Planning

Learners must select a suitable health care provider with which they would like to work; liaise with them to confirm their support; then mutually agree the selection of **two clients with different conditions** which would benefit from receiving a series of complementary therapy sessions designed to promote restoring the wellness of each client.

Developing

Learners must research each condition before consulting with each client to discuss and agree the complementary therapy/therapy combination to be used and duration of course of therapy treatments. Learners should demonstrate an understanding of the client's condition, and the benefits of the complementary therapy/therapy combination selected. They should carry out the complementary therapy sessions over a sufficient period of time, give advice and recommendations which will enhance the benefits of the therapy/therapy combination and record and monitor changes.

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

Graded unit title: Complementary Therapies: Graded Unit 2
(SCQF level 8)

Evaluating

Learners must evaluate the results that have been achieved and draw conclusions for each client. They should liaise with their selected health care professional to give feedback and discuss results. Finally learners should present an overview of the investigation and their findings to the assessor and peer group.

Conditions of assessment

The learner should be given a date for completion of the project. However, the instructions for the project should be distributed to allow the learner sufficient time to assimilate the details and carry out the project. During the time between the distribution of the project instructions and the completion date, assessors may answer questions; provide clarification, guidance and reasonable assistance.

Reasonable assistance is the term used by SQA to describe the difference between providing learners with some direction to generate the required evidence for assessment and providing too much support which would compromise the integrity of the assessment. Reasonable assistance is part of all learning and teaching processes. In relation to the assessment of Higher National Project-based Graded Units, assessors may provide advice, clarification, and guidance during the time between the distribution of the project instructions and the completion date, ie at each stage of the project.

Remediation allows an assessor to clarify learner responses, either by requiring a written amendment or by oral questioning, where there is a minor shortfall or omission in evidence requirements. In either case, such instances must be formally noted by the assessor, either in writing or recording, and be made available to the internal and external verifier. In relation to Higher National Project-based Graded Units, learners must be given the opportunity for remediation at each stage of the project.

The evidence for a Higher National Project-based Graded Unit is generated over time and involves three distinct stages, each of which has to be achieved before the next is undertaken. This means that any re-assessment of stages must be undertaken before proceeding to the next stage. The overall grade is derived from the total number of marks *across all* sections, and should reflect the ability of the learner to work autonomously and the amount of support required. In relation to Higher National Project-based Graded Units, learners who have failed any stage of the project and have been unable to provide the necessary evidence through remediation must be given the opportunity for re-assessment of that stage.

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

Graded unit title: Complementary Therapies: Graded Unit 2 (SCQF level 8)

Evidence requirements for this graded unit

The project undertaken by learners will consist of three stages: planning; developing; and evaluating. At each stage learners should demonstrate adherence to current professional standards and use language, format and structure appropriate to SCQF level 8.

The following table specifies the minimum evidence required to pass each stage.

Project stage	Minimum evidence requirements	% Mark allocation
Stage 1 — Planning	<p>Learners should produce and submit a detailed written plan which must:</p> <ul style="list-style-type: none"> ◆ Identify the purpose of the investigation ◆ Identify and provide evidence of liaison and interaction with a suitable health care provider ◆ Identify and justify the suitability of each client selected for the investigation ◆ Give clear timelines for treatment planning and implementation <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Planning stage. The learner should achieve a minimum of 10 out of the allocated 20 marks to achieve a C Grade.</i></p>	20
Stage 2 — Developing	<p>Learners should produce written evidence which must for <u>each client</u>:</p> <ul style="list-style-type: none"> ◆ Research condition ◆ Provide evidence of treatment planning ◆ Demonstrate an understanding of condition(s) ◆ Identify the selection of an appropriate complementary therapy/therapy combination which could promote restoring wellness ◆ Identify the relevant benefits of the selected therapy/therapy combination ◆ Provide evidence of the application of the agreed treatment plan over a sufficient timescale to see results ◆ Demonstrate the provision of relevant, specific advice which will enhance complementary therapy sessions and promote the improvement of condition ◆ Record and monitor changes resulting from the complementary therapy sessions and advice provided 	40

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners (cont)

Graded unit title: Complementary Therapies: Graded Unit 2
(SCQF level 8)

Project stage	Minimum evidence requirements	% Mark allocation
Stage 2 — Developing (cont)	<p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Developing stage. The learner should achieve a minimum of 20 out of the allocated 40 marks to achieve a C Grade.</i></p>	
Stage 3 — Evaluating	<p>Learners must produce the following:</p> <ul style="list-style-type: none"> ◆ A comprehensive written report which evaluates the results achieved and draws conclusions for each client. ◆ Evidence of liaison with the selected health care provider to give feedback and discuss the results. ◆ Present an overview of the investigation and the findings to the assessor and peer group. The presentation should include: <ul style="list-style-type: none"> — Key aims of the investigation — How the investigation was conducted — Choice of health care provider — Information on each client and their condition — Expected benefits of selected therapy/combination of therapies for each client — Treatment plan implementation — Results achieved <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Evaluating stage. The learner should achieve a Minimum of 20 out of the allocated 40 marks to achieve a C Grade.</i></p>	40

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners

Graded unit title: Complementary Therapies: Graded Unit 2
(SCQF level 8)

Assessing and grading learners

The overall project will be marked out of **100**. Only whole marks should be used.

The percentage of marks allocated to each stage of the project is outlined in the evidence requirements.

It is a requirement that learners must meet the minimum *evidence requirements* for the *Planning stage before progressing to the Developing stage before progressing to the Evaluating stage*.

Learners may produce evidence over and above that specified in the minimum *evidence requirements* and deserve more than half the available marks for that stage. Assessors should use the Grade Related Criteria outlined below to judge learner performance.

At the end of *each* stage there should be opportunities for remediation and re-assessment of learners for that particular stage. This includes the final *Evaluation* stage. Any re-assessment should be carried out in line with the centre's own assessment policy.

Learners are required to work independently to meet the *evidence requirements* of the Graded unit. At the same time, learners need appropriate support. SQA uses the term reasonable assistance to describe the balance between supporting learners in their project and not providing too much assistance.

Learners must provide clear evidence that knowledge and skills from each of the mandatory units in the award has been used or integrated into the investigation. They should ensure that the content selected is relevant as quantity is not a substitute for quality.

Within learner submissions referencing is essential. Direct quotations, facts and figures, as well as ideas and theories from both published and unpublished works must be referenced.

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.

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

Assessors should use their professional judgement when making assessment decisions. If in doubt, the assessor should refer to their internal verifier.

Higher National Project-based Graded Unit Specification: Designing the project and assessing learners

Graded unit title: Complementary Therapies: Graded Unit 2 (SCQF level 8)

Grade Related Criteria	
Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> ◆ has sufficient evidence for the three essential phases of the project, is produced to a high standard, and is quite clearly inter-related ◆ demonstrates an accurate and insightful interpretation of the project brief ◆ is highly focused and relevant to the tasks associated with the project brief ◆ is clear and well-structured throughout and language used is of a high standard in terms of level, accuracy and technical content ◆ effectively consolidates and integrates required knowledge and skills ◆ demonstrates the learner's ability to work autonomously 	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> ◆ has sufficient evidence of the three essential phases of the project, is produced to an adequate standard ◆ demonstrates an acceptable interpretation of the project brief ◆ is focused and relevant to the tasks associated with the project brief ◆ is satisfactorily structured and language used is adequate in terms of level, accuracy and technical content ◆ consolidates and integrates knowledge and skills but this may lack some continuity and consistency ◆ demonstrates independent learning with minimum support and revision during project

The marks allocated to each stage will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the learner for this graded unit based on the following grade boundaries.

- A = 70%–100%
- B = 60%–69%
- C = 50%–59%

These grade boundaries are fixed and should **not** be amended.

Any learner who has failed their graded unit or wishes to upgrade their award must be given a re-assessment opportunity, or in exceptional circumstances, two re-assessment opportunities. In the case of project-based graded units, this must be done using a substantially different project.

The final grading given must reflect the quality of the learner's evidence at the time of the completion of the graded unit. Learners must be awarded the highest grade achieved — whether through first submission or through any re-assessment, remediation, and/or reasonable assistance provided.



Higher National Project-based Graded Unit Support Notes

Graded unit title: Complementary Therapies: Graded Unit 2
(SCQF level 8)

Guidance on approaches to delivery and assessment of this graded unit

It is recommended that an induction to the unit be given enabling the learner to fully understand what is required. Learners should at this time be given a date for the completion of the Investigation.

The delivery of new knowledge should not be required, as achievement of this unit will be dependent on the learner being able to demonstrate the knowledge acquired from the mandatory units of the HND Complementary Therapies and one or more of the optional complementary therapies studied. It is therefore essential that learners have completed or are in the process of completing the mandatory units before they begin this graded unit.

When planning learners should be encouraged to make sure that they set themselves clear objectives and make these SMART.

Examples of health care providers include GP surgeries, providers of palliative support, oncology departments within hospitals, hospices and stress management clinics. These examples however are not exhaustive and assessors should make professional judgements on whether the health care provider selected by the learner is appropriate. Initial liaison with and giving feedback to the health care provider selected will form an integral part of the investigation process.

When selecting clients for inclusion in the investigation, it is important that learners consider the clients' condition(s). Learners should be aware of the limits of the therapies provided and of the boundaries over which it would be unethical to stray.

Treatment planning, therapy selection and implementation should demonstrate that learners have considered each client's condition. Homecare and lifestyle advice given should enhance the complementary therapy/therapy combination selected and promote improvement of each client's condition.

Constructive feedback will support learners as they progress through each stage of the graded unit. Learners should therefore receive feedback following the submission and marking of each stage of the graded unit, during one to one recorded mentor meetings. When allocating time for one to one mentoring meetings assessors may wish to prioritise learners in need of additional support.

The learner must achieve all of the minimum evidence specified in order to pass each stage. These learners should be allocated half of the available marks for each stage. Learners may produce evidence over and above that specified in the minimum evidence requirements and deserve more than half the available marks for that stage.

Higher National Project-based Graded Unit Support Notes

Graded unit title: Complementary Therapies: Graded Unit 2
(SCQF level 8)

At each stage learners should demonstrate adherence to current professional standards and use language, format and structure appropriate to SCQF level 8.

Written feedback should be used to clearly exemplify the marks allocation which will support both the internal and external verification process.

Opportunities for developing Core and other essential skills

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

The aspects of *Problem Solving* will be naturally developed as the graded unit is planned and safely undertaken. While planning learners will access and analyse information on clients, client conditions and identify the potential beneficial effects of complementary therapy sessions which meet the needs of each individual client. Therapy application must ensure client comfort and safety. Taking account of timing and duration will require good planning and organising skills.

Communication skills are not formally assessed however learners will be expected to present Oral and Written Communication to an acceptable professional standard.

Oral Communication skills will be developed while effectively liaising with the selected health care provider and in practical work with clients when interaction must be professional, sensitive and empathic. Communicating appropriate information to clients, explaining and reassuring during treatment sessions and giving relevant specific advice will be an essential aspect of competence. Learners should be fully aware of a range of active listening techniques in order to relate and respond to others in the most appropriate and effective way, adapting language, register and style to suit their purpose and recipient.

In addition, learners will further develop empathic client care skills, extend their practical skills, increase awareness of differing theories and evidence based research to provide the optimum complementary therapies for their clients and develop working practices to the current accepted professional standards.

History of changes to graded unit

Version	Description of change	Date
02	Core Skill of Problem Solving at SCQF level 6 embedded.	24/11/17
03	Update of Conditions of Assessment.	06/08/18

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of SQA Advanced Qualifications.

FURTHER INFORMATION: Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our [Centre Feedback Form](#).

General information for learners

Graded unit title: Complementary Therapies: Graded Unit 2 (SCQF level 8)

This graded unit is designed to provide evidence that you have an innovative and objective integrated approach to your work and the ability to respond to the challenges posed by changes in the environment or practices of the Complementary Therapy industry and have achieved the following principal aims of the HND Complementary Therapies:

- ◆ Develop an understanding of the different environments in which Complementary Therapies can be offered.
- ◆ Increase awareness of differing theories and evidence-based research to provide the optimum Complementary Therapy for the client.
- ◆ Develop a sound understanding of the principles of Anatomy, Physiology and Pathology in relation to Complementary Therapies.
- ◆ Develop knowledge, understanding and practical skills in planning, applying and evaluating Complementary Therapy Treatments.
- ◆ Extend practical skills in a variety of Complementary Therapies.
- ◆ Develop working practices to the current accepted professional standards.

Before you start this unit you should have completed or are in the process of completing the following units relating to the above specific aims:

Unit number	Unit title
HF7M 34	Complementary Therapies: Professional Issues and Practice
HF7N 34	Health and Safety Legislation: Complementary Therapists
F1BR 34	Perspectives of Health
F9T5 34	Human Anatomy and Physiology for Beauty and Complementary Therapy
HF7J 34	Body Massage Treatments
HF7P 34	Complementary Therapies: Clinic Practice
HF7L 34	Complementary Therapies: Stress Management for Clients
HL8X 35	Human Pathological Processes
HL8Y 35	Lifestyle Advice for Clients
HL8W 35	Complementary Therapies: Integration in Health Care Services
One or more of the following complementary therapies	
HF7K 34	Reflexology
HL90 35	Reflexology: Advanced
HF7T 34	Aromatherapy Massage
HL9Y 35	Aromatherapy: Advanced
HL92 35	Remedial Massage
HF7L 34	Traditional Head Massage

The evidence for the investigation is generated over time and involves three distinct stages – planning, developing, evaluating. Each stage has to be achieved before the next is undertaken. Any re-assessment of the stages must be undertaken before proceeding to the next.

In order to successfully complete this unit, you will be required to achieve a satisfactory level of performance for each stage.

General information for learners (cont)

Graded unit title: Complementary Therapies: Graded Unit 2
(SCQF level 8)

You will be given a date for completion of the investigation. The instructions for the investigation will be distributed to allow sufficient time to assimilate the details and carry out the investigation. During the time between the distribution of the project instructions and the completion date, assessors may answer questions; provide clarification, guidance and reasonable assistance.

You are required to work independently to meet the *evidence requirements* of the graded unit. You should however receive feedback following the submission and marking of each stage of the graded Unit, during one to one recorded mentor meetings.

The overall investigation will be marked out of 100. Planning 20, Developing 40, Evaluating 40.

You must achieve **all of the minimum evidence specified in order to pass each stage. When you do this you will be allocated half of the available marks for each stage.** You may produce evidence over and above that specified in the minimum evidence requirements and deserve more than half the available marks for that stage.

At each stage you should demonstrate adherence to current professional standards and use language, format and structure appropriate to SCQF level 8.

At the end of each stage there should be opportunities for remediation and re-assessment for that particular stage. This includes the final Evaluation stage. Any re-assessment should be carried out in line with the centre's own assessment policy.

Investigation brief:

This investigation will enable you to generate evidence of engagement and collaboration with a health care provider to promote the improvement of client condition by the application of a complementary therapy/therapy combination over a period of time on two clients with different conditions.

Planning

You must select a suitable health care provider with which you would like to work; liaise with them to confirm their support; then mutually agree the selection of **two clients with different conditions** which would benefit from receiving a series of complementary therapy sessions designed to promote restoring the wellness of each client. .

You should produce and submit a detailed written plan which must as a minimum:

- ◆ Identify the purpose of the investigation
- ◆ Identify and provide evidence of liaison and interaction with the health care provider
- ◆ Identify and justify the suitability of each client selected for the investigation
- ◆ Give clear timelines for treatment planning and implementation

General information for learners (cont)

Graded unit title: Complementary Therapies: Graded Unit 2
(SCQF level 8)

Developing

You must research each condition, consult with each client to discuss and agree the complementary therapy/therapy combination to be used and duration of course of therapy treatments. You should demonstrate an understanding of the clients' condition, and the benefits of the complementary therapy/therapy combination selected. You should carry out the complementary therapy sessions over a sufficient period of time, give advice and recommendations which will enhance the benefits of the therapy/therapy combination and record and monitor changes.

You should produce written evidence which must as a minimum for each client:

- ◆ Provide evidence of treatment planning
- ◆ Demonstrate an understanding of condition
- ◆ Identify the selection of an appropriate complementary therapy/therapy combination which could promote restoring the wellness of each client
- ◆ Identify the relevant benefits of the selected therapy/therapy combination
- ◆ Provide evidence of the application of the agreed treatment plan over a sufficient timescale to see results
- ◆ Demonstrate the provision of relevant, specific advice which will enhance complementary therapy sessions and promote the improvement of condition
- ◆ Record and monitor changes resulting from the complementary therapy sessions and advice provided

Evaluating

You must evaluate the results that have been achieved and draw conclusions. You should liaise with your selected health care professional to give feedback and discuss results for each client. Finally you should present your findings to your assessor and peer group.

You must produce the following minimum evidence:

- ◆ A comprehensive written report which evaluates the results achieved and draws conclusions for each client.
- ◆ Evidence of liaison with the selected health care provider to give feedback and discuss results.
- ◆ Present an overview of the investigation and the findings to the assessor and peer group. The presentation should include:
 - Key aims of the investigation
 - How the investigation was conducted
 - Choice of health care provider
 - Information on each client and their condition
 - Expected benefits of selected therapy/combination of therapies for each client
 - Treatment plan implementation
 - Results achieved

General information for learners (cont)

Graded unit title: Complementary Therapies: Graded Unit 2
(SCQF level 8)

Throughout the investigation you must provide clear evidence that knowledge and skills from each of the mandatory Units in the award has been used or integrated into the investigation. You should ensure that the content selected is relevant as quantity is not a substitute for quality.

Within your submission referencing is essential. Direct quotations, facts and figures, as well as ideas and theories from both published and unpublished works must be referenced.

Core Skill development:

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.

Problem Solving will be naturally developed as the graded unit is planned and safely undertaken. While planning you will access and analyse information on clients, client conditions and identify the potential beneficial effects of complementary therapy sessions which meet the needs of each individual client. Therapy application must ensure client comfort and safety. Taking account of timing and duration will require good planning and organising skills.

Communication skills are not formally assessed however you will be expected to present Oral and Written Communication to an acceptable professional standard.

Oral Communication skills will be developed while effectively liaising with the selected health care provider and in practical work with clients when interaction must be professional, sensitive and empathic. Communicating appropriate information to clients, explaining and reassuring during treatment sessions and giving relevant specific advice will be an essential aspect of competence. You should be fully aware of a range of active listening techniques in order to relate and respond to others in the most appropriate and effective way, adapting language, register and style to suit their purpose and recipient.

In addition, you will further develop empathic client care skills, extend your practical skills, increase awareness of differing theories and evidence based research to provide the optimum complementary therapies for your clients and develop working practices to the current accepted professional standards.