



Group Award Specification for:

HNC Complementary Therapies at SCQF level 7

Group Award Code: GL7X 15

Validation date: August 2016

Date of original publication: September 2016

Version: 02 (May 2017)

Contents

1	Introduction	1
2	Qualification structure	2
2.1	Structure	2
3	Aims of the qualification	3
3.1	General aims of the qualification.....	3
3.2	Specific aims of the qualification	4
3.3	Graded Unit.....	4
4	Recommended entry to the qualification	4
4.1	Core Skills entry profile	5
5	Additional benefits of the qualification in meeting employer needs.....	5
5.1	Mapping of qualification aims to Units	6
5.2	Mapping of National Occupational Standards (NOS) and/or trade body standards	7
5.3	Mapping of Core Skills development opportunities across the qualification	9
5.4	Assessment Strategy for the qualification	10
6	Guidance on approaches to delivery and assessment	14
6.1	Sequencing/integration of Units	14
6.2	Recognition of Prior Learning	15
6.3	Opportunities for e-assessment	16
6.4	Support materials.....	16
6.5	Resource requirements.....	16
7	General information for centres.....	17
8	Glossary	17
9	General information for learners	20

1 Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

The Higher National Certificate (HNC) in Complementary Therapies provides learners with an industry recognised qualification and the knowledge and skills necessary to work within the Complementary Therapies industry. **The HNC award will articulate directly into the Higher National Diploma (HND).**

The title reflects the content of the award and the inter-relationships inherent within the elements of the title. The HNC is designed to build on National Units and/or Highers in relevant subjects such as Human Anatomy and Physiology, Wellness Therapy, as well as other vocationally accredited qualifications in Complementary Therapies, such as SVQ/NVQ awards.

The award is suitable for those who wish to pursue a career in Complementary Therapies. These could include but are not restricted to:

- ◆ Learners progressing from National Certificate programmes
- ◆ School leavers with a minimum of two Highers
- ◆ Health Care Service employees
- ◆ Adult returners

Research of recruitment in the central belt for complementary therapy posts suggest that successful learners may gain employment on a part time, full time or self-employed basis.

Voluntary Organisations who recruit Complementary Therapists include:

Marie Curie, Cancer Research, Cancer Care Scotland, Private Hospices and the British Heart Foundation.

In the current employment market the following opportunities exist:

- ◆ Rental of space/room in clinics and leisure centres on a self-employed basis
- ◆ Employment in a more generic setting on a full-time or part time basis, eg hotel chains and spas
- ◆ Employment with Health Centres/Clinics and the National Health Services, working as part of a team of professionals or they may work independently as Complementary Therapists

2 Qualification structure

This HNC Group Award is made up of 12 SQA Unit credits. It comprises 96 SCQF credit points of which 72 are at SCQF level 7 in the mandatory section including a Graded Unit of 8 SCQF credit points at SCQF level 7.

A mapping of Core Skills development opportunities is available in Section 5.3.

2.1 Structure

4 code	2 code	Unit title	SCQF level	SCQF credit points	SQA credit
Mandatory — Learners must achieve all of the following mandatory Units — 9 credits					
HF7M	34	Complementary Therapy: Professional Issues and Practice	7	8	1
HF7N	34	Complementary Therapy: Health and Safety Legislation:	7	8	1
F1BR	34	Perspectives of Health	7	8	1
F9T5	34	Human Anatomy and Physiology for Beauty and Complementary Therapists	7	16	2
HF7J	34	Body Massage Treatments	7	16	2
HF7P	34	Complementary Therapies: Clinic Practice	7	8	1
HG2X	34	Complementary Therapies: Graded Unit 1	7	8	1
Optional — Learners must achieve a further 3 SQA credits from the following Units:					
HF7K	34	Reflexology	7	16	2
HF7T	34	Aromatherapy Massage	7	16	2
HF7L	34	Traditional Head Massage	7	8	1
HF7R	35	Complementary Therapy: Stress Management for Clients	8	8	1
A maximum of 1 SQA credits can be selected from the following group:					
HM5P	33	Marketing Skills for the Entrepreneur*	6	8	1
DE3R	34	Personal Development Planning	7	8	1
F1BS	34	Research and Methodology	7	8	1

The qualification is located at SCQF level 7; This reflects the level of knowledge required for HNC Complementary Therapy and provides a foundation for possible further study of HND Complementary Therapy at SCQF level 8.

The *HNC Complementary Therapy Graded Unit 1* relates to the mandatory Units of the Qualification:

4 code	2 code	Unit title	SCQF level	SCQF credit points	SQA credit
HF7M	34	Complementary Therapies: Professional Issues and Practice	7	8	1
HF7N	34	Complementary Therapies Health and Safety Legislation	7	8	1
F1BR	34	Perspectives of Health	7	8	1
F9T5	34	Human Anatomy and Physiology for Beauty and Complementary Therapists	7	16	2
HF7J	34	Body Massage Treatments	7	16	2
HF7P	34	Complementary Therapies: Clinic Practice	7	8	1

3 Aims of the qualification

The HNC Complementary Therapies provides learners with an industry recognised qualification and the knowledge and skills necessary to work as a Complementary Therapist in a variety of contexts. Learners may progress onto HND Complementary Therapies or other higher education awards in related fields.

3.1 General aims of the qualification

The HNC have a range of broad aims that are generally applicable to all equivalent HE qualifications:

- 1 Develop critical and evaluative thinking and ability to manage and absorb large amounts of information.
- 2 Develop problem-solving.
- 3 Develop self-directed and self-reflective learners.
- 4 Develop the ability to be flexible and to work co-operatively within a team structure.
- 5 Develop transferable skills such as study and research skills, communication techniques, evaluation skills and personal effectiveness.
- 6 Enable progression within the SCQF including progression to higher education (HE).
- 7 Provide opportunities for career planning and enhancing learners' employment prospects.
- 8 Develop an individual's Core Skills profile.

3.2 Specific aims of the qualification

- 9 Develop a sound understanding of the principles of Anatomy and Physiology applied in relation to complementary therapies.
- 10 Develop an understanding of therapeutic environments, interaction with and empathetic client care.
- 11 Develop working practices which reflect industry standards.
- 12 Gain knowledge of differing theories and evidence from a variety of subject to enable the learner to adopt a comprehensive approach to complementary therapies.
- 13 Develop a sound understanding of current health and safety legislation applied in a complementary therapy environment.

3.3 Graded Unit

The purpose of the Graded Unit is to assess the learners' ability to retain and integrate the Knowledge and/or Skills gained in the mandatory Units, to assess that the learner has met the principal aims of the Group Award and to grade learner achievement. The Graded Unit will be assessed and a grade of A, B or C awarded.

Graded Unit 1 will take the form of a project, where the learner is required to plan, develop and evaluate a case study. Learners will be mentored throughout the Graded Unit with structured feedback being given at the end of each of the three stages — Planning, Development and Evaluation.

An assessment exemplar will be available to support centres in their delivery of the Graded Unit. Alternatively, it is recommended that centres wishing to use their own assessment material do so after prior verification of materials.

4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Higher; minimum of two in academic subjects, preferably subject relevance, eg English, Biology, Chemistry
- ◆ NQ Unit/s at SCQF level 6 in appropriate subject area, eg Wellness Therapies
- ◆ SVQ/NVQ at level 3 in appropriate subjects
- ◆ HNC/HND Beauty Therapy
- ◆ Occupationally relevant skills and experience
- ◆ Any legal age restrictions

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Whilst entry to the award is ultimately at the discretion of individual centres, it is anticipated that learners should have attained Core Skills at the following SCQF level prior to undertaking the award.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5	Learners will be required to explain and describe, participate in group discussions, and in so doing will have the opportunity to develop skills in Communication.
Information and Communication Technology (ICT)	5	Learners are required to research and identifying material both individually and in groups. There may be opportunities to use the internet and other information sources, leading to skill development in IT and Communication.
Problem Solving	5	Learners are required to feedback, review and reflect on their own practice and undertake activities with clients, The feedback process will enhance the development of Problem Solving skills.
Numeracy	5	Learners are required to use number to calculate proportions of carrier and essential oils for treatments. This will develop aspects of the Core Skill of Numeracy.
Working with Others	5	Learners will undertake a Clinic Practice as part of their work experience. The work experience will lead to the developing aspects of the Core Skills Unit Working with Others.

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the Unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to Units

Code	Unit title	Aims												
		1	2	3	4	5	6	7	8	9	10	11	12	13
HF7M 34	Complementary Therapies: Professional Issues and Practice	X		X	X	X		X	X		X	X	X	X
HF7N 34	Complementary Therapies: Health and Safety Legislation	X	X	X	X	X			X		X			X
F1BR 34	Perspectives of Health	X		X		X	X		X				X	
F9T5 34	Anatomy and Physiology for Beauty and Complementary Therapists			X		X			X	X				
HF7J 34	Body Massage Treatments	X	X	X	X	X	X	X	X	X	X	X	X	X
HF7P 34	Complementary Therapies: Clinic Practice	X		X	X	X			X	X	X		X	X
HG2X 34	Complementary Therapies: Graded Unit 1													
HF7K 34	Reflexology	X	X	X	X	X	X	X	X	X	X	X	X	X
HF7T 34	Aromatherapy Massage	X	X	X	X	X	X	X	X	X	X	X	X	X
HF7L 34	Traditional Head Massage	X	X	X	X	X	X	X	X	X	X	X	X	X
HF7R 35	Complementary Therapies: Stress Management for Clients	X	X	X		X	X		X	X	X	X	X	X
DK2L 33	Marketing Skills for the Entrepreneur			X	X	X	X	X						
DE3R 34	Personal Development Skills			X	X	X	X	X						
F1BS 34	Research and Methodology			X	X	X	X	X						

5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

Code	Unit title	SFHCHNH25	SFHCHNH11	SFHCHM2	SFHCHNH4	SKABT17	SKABT18	SKABT16	PROHSS6
HF7M 34	Complementary Therapies: Professional Issues and Practice								
HF7N 34	Complementary Therapies: Health and Safety Legislation								X
F1BR 34	Perspectives of Health								
F9T5 34	Human Anatomy and Physiology for Beauty and Complementary Therapists		X			X	X	X	
HF7J 34	Body Massage Treatments	X		X				X	
HF7P 34	Complementary Therapies: Clinic Practice	X		X					
HG2X 34	Complementary Therapies: Graded Unit 1								
HF7K 34	Reflexology	X	X						
HF7T 34	Aromatherapy Massage	X			X				
HF7L 35	Traditional Head Massage	X					X		
HF7R 34	Complementary Therapies: Stress Management for Clients								

National Occupational Standards		
NOS Number	NOS Title	SQA Units
SFHCHNH25	Provide Healing to clients	Within all practical Units
SFHCHNH11	Provide Reflexology to clients	Reflexology
SFCHHM1	Assess the needs of the client	Within all practical Units
SFHCHM2	Provide a treatment and management plan to meet the needs of the client	Within all practical Units
SFHCHNH4	Provide Aromatherapy to clients	Aromatherapy
SKABT17	Carry out massage using pre-blended aromatherapy oils	Aromatherapy
SKABT18	Provide Indian head massage	Traditional Head Massage Treatments
SKABT16	Provide Body Massage	Body Massage Treatments
PROHSS6	Conduct a health and safety risk assessment of a workplace	Complementary Therapies: Health and Safety Legislation

5.3 Mapping of Core Skills development opportunities across the qualification

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
HF7M 34	Complementary Therapies: Professional Issues and Practice	X	X									
HF7N 34	Complementary Therapies: Health and Safety Legislation	X	X			X	X			X	X	X
F1BR 34	Perspectives of Health	X		X		X						
F9T5 34	Human Anatomy and Physiology for Beauty and Complementary Therapists	X				X						
HF7J 34	Body Massage Treatments	X	X					X	X	X		
HF7R 34	Complementary Therapies: Clinic Practice	X	X			X	X	X	X	X	X	X
HG2X 34	Complementary Therapies: Graded Unit 1											
HF7K 34	Reflexology	X	X					X	X	X		
HF7T 34	Aromatherapy Massage	X	X					X	X	X		
HF7L 34	Traditional Head Massage	X	X					X	X	X		
HF7R 34	Complementary Therapies: Stress Management for Clients	X	X					X	X	X		
DK21L33	Marketing Skills for the Entrepreneur	X	X			X	X				X	X
DE3R 34	Personal Development Skills	X	X			X	X					
F1BS 34	Research and Methodology	X		X	X	X	X	X	X	X	X	X

5.4 Assessment Strategy for the qualification

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Complementary Therapies: Professional Issues and Practice	Open-book research project evaluating the Moral, Ethics, Values in Society, taking account of responsibilities, within the professional therapeutic practice both European and Nationally			
Health and Safety Legislation: Cosmetology	Open-book, report explaining current Health and Safety Legislation relating to Complementary Therapies	Open-book	Practical assignment — Risk Assessment	
Perspectives of Health	Open-book, report including investigation. Minimum 3,000 words			
Human Anatomy and Physiology for Beauty and Complementary Therapists	Closed-book, structured questions conducted under supervised conditions.	Closed-book, structured questions conducted under supervised conditions.	Research and report	
Body Massage Treatments	Closed-book, structured questions conducted under supervised conditions.	Practical observation supported by an accurately completed client consultation record and assessor observation checklist.	Practical observation supported by an accurately completed client consultation record and assessor observation checklist.	

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Complementary Therapies: Clinic Practice	Outcomes will be holistically assessed. Learners will research local and national Clinic Settings to negotiate a minimum 28 hour work placement. The Work placement should include treatment planning, treatments and evaluation.			
Complementary Therapies: Graded Unit 1				
Reflexology	Closed-book, structured questions conducted under supervised conditions and open-book, research.	Practical observation supported by an accurately completed client consultation record and assessor observation checklist.	Practical observation supported by an accurately completed client consultation record and assessor observation checklist.	
Aromatherapy Massage	Closed-book, structured questions conducted under supervised conditions and open-book, research.	Practical observation supported by an accurately completed client consultation record and assessor observation checklist.	Practical observation supported by an accurately completed client consultation record and assessor observation checklist.	
Traditional Head Massage	Research project into the history and main principles of Head Massage.	Accurately Completed client consultation records and assessor observation checklist.	Practical observation supported by an accurately completed client consultation record and assessor observation checklist.	

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Stress Management for Clients	Open-book assignment This should be integrated with Outcome 2.	Open-book assignment This should be integrated with Outcome 1.	This should be holistically assessed with Outcome 4. Practical observation supported by an accurately completed client consultation record and assessor observation checklist.	This should be holistically assessed with Outcome 3. Practical observation supported by an accurately completed client consultation record and assessor observation checklist.
Marketing Skills for the Entrepreneur	This Unit should be holistically Assessed. Emphasis should be placed on experiential learning — on developing a feeling for the realities of business and self employment, a holistic approach to assessment should therefore be taken. The instrument of assessment should involve a ‘real’ business venture that the learner is interested in establishing. The evidence should be either in written report form or an oral presentation.			
Personal Development Skills	The Unit should be assessed holistically. Learners should create, maintain and present a portfolio of evidence — a personal development portfolio. The activities associated with the Unit should provide ample opportunities for learners to generate and gather the required evidence of achievement.			

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Research and Methodology	<p>The Unit should be assessed holistically. To achieve this a learner should create, maintain and present a portfolio of evidence — a personal development portfolio. The activities associated with the Unit should provide ample opportunities for learners to generate and gather the required evidence of achievement.</p> <p>Learners will not know the questions in advance. However, the broad topic area should be handed out at an appropriate point in the delivery of the Unit. The use of notes, textbooks, handouts and other materials will not be permitted with the exception of mathematical formulae which will be issued by the tutor/lecturer before the assessment begins.</p>			

6 Guidance on approaches to delivery and assessment

The HNC Complementary Therapies has been designed to provide an awareness and understanding of the key skills and working practices required by the Complementary Therapies industry. Learners will develop an ability to identify and apply individual skills in their chosen specialism within the Complementary Therapies industry, thereby enhancing future employability.

Centres can choose the order in which to deliver the Units within the awards. However, it is important that the mandatory Units are complete or are in the process of completion before the Graded Unit is assessed. Centres may choose to deliver the Units of the HNC Complementary Therapies to suit their centre/learners needs. Although it is recommended that Centres follow the sequence of deliver below.

The assessment strategy of the SQA Design Principles — to encourage a more holistic approach to assessment — has been adopted in these awards. The new HN Unit specification places the emphasis on reducing the assessment load for both learners and centres by devising assessments that assess the entire Unit or combine assessments of Outcomes together. There is also the opportunity to integrate some assessments across Units. The logistics of this will depend on the programme in individual centres.

Unit specifications detail the exact Evidence Requirements and assessment procedures for each assessment event. Should centres wish to use different modes of assessment from the recommendation they should seek prior verification from SQA. Assessment Exemplars will be produced for the mandatory Units indicating to delivering centres what is required from the assessment instrument.

Assessment Exemplars can be downloaded, by the centre's SQA Coordinator, from the SQA secure website.

The awards are designed for both full-time and part-time study.

The awards may be delivered, in part, by open and distance learning methods, provided that adequate preparations are made. Additional planning and resources will be needed for learner support and assessment.

With reference to assessment, a combination of new and traditional authentication tools and techniques may be devised. Quality assurance procedures must also be sufficient and robust to support open and distance learning. Further advice and guidance is available in the SQA publication *Assessment and Quality Assurance for Open and Distance Learning* — www.sqa.org.uk.

6.1 Sequencing/integration of Units

While sequence of delivery of the Units is for individual centres to decide, centres may wish to give consideration to the assessment balance in each block/semester. In addition, centres are encouraged to integrate assessment where practicable to avoid unnecessary repetition and over assessment.

Some aspects of the following Units may lend themselves to integration and holistic assessment.

Unit code/Unit title		Potential integration and holistic assessment	
HF7P 34	Complementary Therapies: Clinic Practice	HF7J 34	Body Massage Treatments
		HF7T 34	Aromatherapy Massage
		HF7L 34	Traditional Head Massage
		HF7K 34	Reflexology
HF7N 34	Complementary Therapies: Health and Safety Legislation	HF7J 34	Body Massage Treatments
		HF7T 34	Aromatherapy Massage
		HF7L 34	Traditional Head Massage
		HF7K 34	Reflexology
		HF7P 34	Complementary Therapies: Clinic Practice
HF7M 34	Complementary Therapies: Professional Issues in Practice	HF7J 34	Body Massage Treatments
		HF7T 34	Aromatherapy Massage
		HF7L 34	Traditional Head Massage
		HF7K 34	Reflexology
		HF7P 34	Complementary Therapies: Clinic Practice

Complementary Therapies: Graded Unit 1 will consolidate knowledge and skills gained and prepare the learner for progression to the HND Complementary Therapies.

6.2 Recognition of Prior Learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full Group Award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full Group Award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of Units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment Units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the Unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an Assessment Strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how existing SQA Unit(s) may contribute to this Group Award. Additionally, they also outline how this Group Award may be recognised for professional and articulation purposes.

6.2.1 Progression

To progress onto HND Complementary Therapies the learner will be required to achieve the HNC Complementary Therapies qualification.

6.2.2 Credit transfer

Old Unit code	Old Unit title	New Unit code	New Unit title	Credit transfer details
F1B934	Complementary Therapies: Professional Issues and Practice	HF7M 34	Complementary Therapies: Professional Issues and Practice	Full credit transfer
DF8734	Health and Safety Legislation: An Introduction	HF7N 34	Complementary Therapies: Health and Safety Legislation	Partial credit transfer
F1B734	Aromatherapy	HF7T 34	Aromatherapy Massage	Partial credit transfer
F1BD34	Reflexology	HF7K 34	Reflexology	Full credit transfer
DH3Y35 and F1BH35	Stress Management and Stress Management for Clients	HF7R 34	Complementary Therapies: Stress Management for Clients	Both Units must have been achieved for credit transfer
F1BA34	Complementary Therapies: Clinical Practice	HF7P 34	Complementary Therapies: Clinical Practice	Credit transfer

6.3 Opportunities for e-assessment

Although there is currently no specific materials e assessments available, some of the Units may lend themselves to the use of e-portfolios.

6.4 Support materials

A list of existing ASPs is available to view on SQA's website.

6.5 Resource requirements

Centres should provide a 'clinic environment in which learners can perform practical activities that will simulate the real working environment. Learners should have access to a wide variety of current texts, on-line resources and relevant journals to support the level of independent research and underpinning knowledge required.

7 General information for centres

Equality and inclusion

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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.

Internal and external verification

All instruments of assessment used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

8 Glossary

Embedded Core Skills: is where the assessment evidence for the Unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the Unit will be automatically certificated for the Core Skill. (This depends on the Unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a Group Award's lapsing period is known as the finish date. After the finish date, the Group Award will no longer be live and the following applies:

- ◆ learners may not be entered for the Group Award
- ◆ the Group Award will continue to exist only as an archive record on the Awards Processing System (APS)

Graded Unit: Graded Units assess learners' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge

Lapsing date: When a Group Award is entered into its lapsing period, the following will apply:

- ◆ the Group Award will be deleted from the relevant catalogue
- ◆ the Group Award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the Group Award
- ◆ centres should only enter learners whom they expect to complete the Group Award during the defined lapsing period

SQA credit value: The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a Unit is revised by another Unit:

- ◆ No new centres may be approved to offer the Unit which has been revised.
- ◆ Centres should only enter learners for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date
02	Revision of unit: DK2L 33 Marketing Skills for the Entrepreneur has been revised by HM5P 33 and finishes on 31/07/2019.	26/05/17

Acknowledgement

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

9 General information for learners

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

This qualification will give you the practical experience of preparing for and working as a Complementary Therapist within a Clinic setting.

The importance of good communication skills and professional etiquette are essential. You will learn about Professional Issues and Practice, Health and Safety Legislation, policies and procedures in relation working in the Complementary Therapies sector.

You will carry out in-depth consultations with clients to ascertain the therapy to be applied, provide a rationale for your chosen therapy; then prepare the treatment area and effectively perform the treatment(s). An empathic approach to clients and colleagues should be demonstrated and client confidentiality adhered to.

As part of your course you will undertake and evaluate a work placement in a clinic setting.

A variety of assessment methods will be used to assess the development of your knowledge and skills, eg research, investigation, closed-book written assessment, practical performance.

Aspects of the Core Skill of *Problem Solving*, that is Problem Solving, Organising, Critical Thinking, Reviewing and Evaluation will be naturally occurring as you plan and safely perform treatments.

Communication skills are not formally assessed however you will be expected to present Oral and Written communication to an acceptable professional standard. Skills in accessing and analysing information provided within the Clinic Setting should be developed to provide underpinning knowledge on professional issues and resources. Evaluation of information accessed should be encouraged in order to assure that information is accurate and current.

Oral communication skills will be developed 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 aftercare advice and specific relevant lifestyle 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 clientele.

In addition to the specific vocational skills developed and assessed you will have the opportunity to develop generic skills which will enhance their employability skills profile, eg customer care skills, communication skills, time management.