



Group Award Specification for:

HND in Complementary Therapies

Group Award Code: GM9E 16

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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

Rationale

The HND in Complementary Therapies award has been a successful award for many years.

*Figures up to and including 31 July 2016

| Code | Level | Title |
|---------|-------|-------------------------|
| GM9E 16 | 16 | Complementary Therapies |

| | | |
|---------|---------|----|
| 2007/8 | Entries | 57 |
| | Awards | |
| 2008/9 | Entries | 64 |
| | Awards | 18 |
| 2009/10 | Entries | 72 |
| | Awards | 34 |
| 2010/11 | Entries | 51 |
| | Awards | 12 |
| 2011/12 | Entries | 43 |
| | Awards | 38 |
| 2012/13 | Entries | 21 |
| | Awards | 19 |
| 2013/14 | Entries | 43 |
| | Awards | 26 |
| 2014/15 | Entries | 47 |
| | Awards | 34 |
| 2015/16 | Entries | 47 |
| | Awards | 33 |

It has been revised for four main reasons:

- ◆ To ensure that it complies with revised occupational standards, introduced after the last revision of the award.
- ◆ To provide a platform for progression to a relevant industry-related degree through a 2-by-2 format.
- ◆ To provide a more flexible structure to allow learners the ability to gain competence in a wide variety of different complementary therapies, but to still allow specialism with specific complementary therapies (eg aromatherapy, reflexology) if required.
- ◆ To provide a more equitable practical/theoretical knowledge and skills base.

The HND in Complementary Therapies has been revised to provide an efficacious award to meet the needs of a dynamic and expanding industry and in addition, to provide a platform for those wishing to progress their studies within Higher Education. The revision has been undertaken with input from a Higher Education institution with a view to developing a relevant industry-related degree. Despite the degree programme being a viable development, the Qualifications Design Team (QDT), were clear that this was not the primary focus of award. During the consultation phase, opinions were gathered from employers in the public, private and charitable sectors. The QDT were mindful that gaining sufficient competence in practical Complementary Therapy skills were just as important as knowledge and theory, especially for those seeking employment following the HND.

The revised Higher National Diploma (HND) in Complementary Therapies provides learners with an industry recognised qualification and the knowledge and skills necessary to work within the Complementary Therapies industry. It may also allow progression to a relevant industry-related degree if one is developed in the near future.

The title reflects the competencies its successful learners will have achieved. The award contains units that provide underpinning knowledge and skills to work as complementary therapists in both the public, private and charitable sectors. Units encourage a holistic approach to restoring or maintaining good health. The practical units provide knowledge and skills in the three main complementary therapies: massage, aromatherapy and reflexology. Additional optional units provide knowledge and skills in other complementary therapies thus allowing a graduate to plan, perform and evaluate treatments in a variety of modalities, and increase potential employment opportunities.

There is evidence-based research from The National Institute of Health and Care Excellence (NICE) and many other researchers, that large numbers of people in the UK use some form of Complementary or Alternative Medicine (CAM). Current estimations are that 31% of people in the UK regularly use CAMs and the predictions are that this will increase. As far back as 2008, The Princes Foundation for Integrated Health indicated that over £130m was spent on CAMS, again with the prediction that this amount would continue to increase. One of the defining features of most CAMs modalities is that they adopt a holistic approach where good health is attained through a balance of physical, mental and emotional well-being.

For the purposes of understanding the ethos of the Higher National Diploma (HND) Complementary Therapies award, it is necessary to clarify some terms. The World Health Organisation (WHO) defines CAM as 'a broad set of health care practices that are not part of a country's own tradition and are not integrated into the dominant health care system' (2000). Such a broad definition can include many different modalities and treatments. In simple terms, 'alternative' medicine or therapies are those that are carried out instead of conventional medical approaches, whereas 'complementary' medicine or therapies are those that are carried out alongside conventional medical approaches. To further aid definition of terms and categorization of treatments, the UK House of Lords Report into CAM identified treatments under 3 broad headings: 'Professionally Organised Alternative Therapies' which incorporate diagnostic approaches and include treatments such as acupuncture and homeopathy; 'Complementary Therapies', which do not embrace diagnostic skills and include approaches such as massage, aromatherapy and reflexology; and 'Alternative Disciplines', which favour a more philosophical approach such as Ayurvedic medicine and Traditional Chinese Medicine (HOL Report 2000). Recent research on the prevalence of use of complementary and alternative medicine of patients/consumers in the UK indicated that massage, aromatherapy and reflexology were among the most popular 'complementary therapies' used (Posadzki et al. 2013).

Research from on-line recruitment sites (Indeed.co.uk, Sercanto.co.uk), undertaken between August 2016 and March 2017 provided evidence of 27 full-time positions being advertised in Scotland (mainly Edinburgh) for complementary or holistic therapists for which an HND in Complementary Therapy qualification would have been acceptable. Additionally, during the same period, 8 full time positions for complementary therapists have been advertised through the CNHC website and a number of part-time voluntary therapist positions have been advertised by charities such as Marie-Curie and Cancer Support for All (CLAN). Information from the 14 Scottish Health Boards confirmed that some of their employed nurses had been trained to offer complementary therapies. Of the 17 hospices contacted, all employed (or contracted on a voluntary basis) complementary therapists where the minimum requirement for employment was an HND award. Employed positions however, comprise a small percentage of the designation of complementary therapists, as many choose self-employment — either working individually or within a multiple therapy practice. The Alternative and Complementary Health Directory for Scotland lists 109 clinics (either individual or multiple therapists), offering services, Yell Business (on-line) lists 150 Complementary Therapy clinics/individuals practicing in Edinburgh, the Edinburgh edition of the Alternative and Complementary Health Directory lists 38 complementary therapy clinics and 16 practicing individuals. Netmums.com — a website specifically for mums with babies and toddlers in Edinburgh lists 40 therapists offering services. Evidence suggests that many more self-employed therapists do not advertise through such sites.

The HND award is suitable for those who wish to pursue a career in complementary therapies. It is designed to build on National Units and/or Highers in relevant subjects such as Human Anatomy and Physiology, Wellness Therapy or other vocationally accredited qualifications in Complementary Therapies such as SVQ/NVQ awards. Potential learners could include, but are not restricted to:

- ◆ Learners progressing from National Certificate programmes
- ◆ School leavers with a minimum of two Highers
- ◆ Learners who have achieved an HNC in Complementary Therapies
- ◆ Learners with qualifications in Beauty Therapy
- ◆ Health Care Service employees
- ◆ Adult returners

Successful learners have the following employment opportunities:

- ◆ NHS hospitals, hospices or community facilities
- ◆ Private Hospices
- ◆ Charitable organisations such as CLAN (Cancer Support for All), Beatson Cancer Charity, Marie Curie and such like
- ◆ Private clinics
- ◆ Hotels/spas seeking holistic therapies
- ◆ Self-employment

Confirmation of the HND in Complementary Therapies award being fit-for-purpose has come through Professional Associations who are willing to accept graduates as members of their Association. The Federation of Holistic Therapists (FHT) is one of the largest Professional Associations in the industry and will accept HND graduates as the awards are mapped to the Industry National Occupational Standards (NOS). The FHT operates its own Professional Standards Authority Accredited Register for members.

The Complementary Therapists' Association (CThA) will also recognise the HND award as it meets the NOS. Members of this Professional Association are also able to become registered with the Complementary and Natural Healthcare Council (CNHC), which is a regulatory body for the industry and has been approved as an Accredited Registrar by the Professional Standards Authority for Health and Social Care.

The CNHC only accepts members onto their Accredited Register if they have applied through a Professional Association. However, in terms of complementary therapy, their website provides information on English awarding bodies and the name and level of the qualifications that CNHC deem to be acceptable. SQA is currently negotiating similar recognition on the CNHC website.

This section contains copies of questionnaires, market research analysis, letters of support from employers/Sector Skills Council(s)/HEIs.

All 14 Scottish Health Boards were contacted and asked the following questions:

- 1 Do you directly employ complementary therapists:
 - 1 on paid contracts?
 - 2 on a voluntary basis?
- 2 Do complementary therapists deliver treatments in your facilities through a secondary organisation (eg Marie Curie, The Lavender Trust)?
- 3 If the answer to Q2 is yes, which organisation(s) provide the therapists?
- 4 If the answer to Q1 is yes, would you be willing to complete a survey with specific questions about qualification content and fitness for purpose?

Information from the Health Boards was restricted under the Freedom of Information Act and no Health Board was willing to complete the survey. The information that was provided indicated in general, a limited number of complementary therapists were employed directly by the Health Boards to provide treatment to cancer patients in wards or community hospitals. Additionally, some nurses trained in complementary therapies volunteered these services to patients in addition to their other duties.

17 NHS/private hospices across Scotland, and 4 charitable organisations (Cancer Support for all (CLAN), Beatson Cancer Charity, Marie Curie, The Lavender Trust) were contacted and asked the following questions:

- 1 How many complementary therapists do you employ/contract:
 - a on a full-time basis?
 - b on a part-time basis?
 - c on a voluntary basis?
- 2 What are the main therapies you would expect a new recruit to perform?
- 3 What qualification level do you seek for new complementary therapists to your organisation?
- 4 How effectively does the skill set of recruits from Further Education (FE) currently fulfil your requirements?
- 5 What additional skills would you like to see recruits have when they enter your organisation?
- 6 Do you provide any extra training for recruits when they enter your organisation? What links do you have with local training providers for complementary therapy roles, eg FE colleges, universities, private training companies?
- 7 Do you feel that local training providers are responsive to your needs?
- 8 Are you familiar with the SQA HNC/D qualification in complementary therapies?
- 9 From your experience of recruits with this qualification, do you feel it is fit for purpose?
- 10 Apart from massage, aromatherapy, reflexology and traditional head massage do you anticipate a growth in other therapies that should be offered, eg acupuncture, cranial-sacral therapy?
- 11 Do you look for a recruit to be:
 - a A member of a recognised Professional Association?
 - b Registered with an organisation accredited by the Professional Standards Authority for Health and Social Care (PSA), eg The Complementary and Natural Healthcare Council (CNHC)?

The evidence confirmed that many hospices employed at least one complementary therapist on a full-time basis and several others on a part-time and/or voluntary basis. The charitable organisations varied in that one employed several full-time and many part-time complementary therapists, two employed therapists on a part-time or through part-time self-employed contracts and one used only volunteer therapists. The minimum qualification level was generally stated as 'HND' for those that were familiar with the SQA qualifications, however, respondents also commented that being a member of a Professional Association and being registered on an Accredited register were important factors, and necessary, if the employer/contractor was not familiar with the content of the qualification. Where the respondent was familiar with the HND in Complementary Therapy qualification comments included 'excellent grounding in massage and reflexology', 'very good practical skills' and good knowledge of Anatomy and Physiology'.

The main comments made regarding Q6 — the additional skills — included 'excellent interpersonal skills', and 'ability to adapt therapies for cancer care'. Only one organisation had links with a local provider, this was reported as a very positive collaborative experience. All respondents anticipated an increase in the use of complementary therapies. Suggestions for other therapies included 'relaxation techniques', 'breathing techniques', 'non-touch/energy healing techniques'.

Regular review of employment opportunities advertised through on-line recruitment sites (Indeed.co.uk, Sercanto.co.uk) was undertaken between August 2016–March 2017. In Scotland, 27 full-time positions for complementary or holistic therapists were advertised for which an HND in Complementary Therapy award would have been an acceptable entry qualification. Additionally, eight full time and a number of part-time voluntary therapist positions were advertised through the CNHC website and/or charitable organisations.

There are no definitive statistics to identify the number of complementary therapists working on a self-employed basis, however the following sources were investigated:

- ◆ The Alternative and Complementary Health Directory for Scotland — this directory lists 109 clinics (either individual or multiple therapists), offering services
- ◆ Yell Business (on-line) lists 150 complementary therapy clinics/individuals practicing in Edinburgh
- ◆ The Edinburgh edition of the Alternative and Complementary Health Directory lists 38 Complementary Therapy clinics and 16 practicing individuals.
- ◆ Netmums.com — a website specifically for mums with babies and toddlers in Edinburgh lists 40 therapists offering services.

Evidence suggests that many more self-employed therapists do not advertise through such sites, instead using local advertising opportunities to reach out to potential clients in their area.

2 Qualification structure

The HND group award is made up of 30 SQA unit credits. It comprises 240 SCQF credit points of which 64 are at SCQF level 8 in the mandatory section including a graded unit of 16 SCQF credit points at SCQF level 8.

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

2.1 Structure

The HND in Complementary Therapies qualification learners must achieve 30 SQA credits.

Learners must achieve all of the following mandatory units (total 18 credits):

| 4 code | 2 code | Unit title | SQA credit | SCQF credit points | SCQF level |
|------------------------|--------|---|------------|--------------------|------------|
| Mandatory units | | | | | |
| HF7M | 34 | Complementary Therapies: Professional Issues & Practice | 1 | 8 | 7 |
| HF7N | 34 | Complementary Therapies: Health and Safety Legislation | 1 | 8 | 7 |
| F1BR | 34 | Perspectives of Health | 1 | 8 | 7 |
| F9T5 | 34 | Human Anatomy & Physiology for Beauty and Complementary Therapy | 2 | 16 | 7 |
| HF7J | 34 | Body Massage Treatment | 2 | 16 | 7 |
| HF7P | 34 | Complementary Therapies: Clinic Practice | 1 | 8 | 7 |
| HF7R | 35 | Complementary Therapies: Stress Management for Clients | 1 | 8 | 8 |
| HG2X | 34 | Complementary Therapies: Graded Unit 1 | 1 | 8 | 7 |
| HL8X | 35 | Human Pathological Processes | 2 | 16 | 8 |
| HL8Y | 35 | Lifestyle Advice for Clients | 1 | 8 | 8 |
| HL8W | 35 | Complementary Therapies: Integration in Health Care Services | 2 | 16 | 8 |
| F1BS | 34 | Research and Methodology | 1 | 8 | 7 |
| HT98 | 35 | Complementary Therapies: Graded Unit 2 | 2 | 16 | 8 |

Learners must achieve an additional 12 credits drawn from any combination of the following units:

| Optional units | | | | | |
|-----------------------|-----|--|---|----|---|
| HL92 | 35 | Remedial Massage | 2 | 16 | 8 |
| HF7L | 34 | Traditional Head Massage | 1 | 8 | 7 |
| HL93 | 35 | Instructing on Infant Massage | 1 | 8 | 8 |
| HX02 | 34 | Signature Massage | 1 | 8 | 7 |
| F1BE | 35 | Seated Massage Therapy | 1 | 8 | 8 |
| FN63 | 35 | Palliative and End of Life Care | 2 | 16 | 8 |
| F1B8 | 35 | Chinese Elements | 2 | 16 | 8 |
| HF7K | 34 | Reflexology | 2 | 16 | 7 |
| J5V8 | 35* | Complementary Therapies: Reflexology Advanced | 2 | 16 | 8 |
| HF7T | 34 | Aromatherapy Massage | 2 | 16 | 7 |
| J5V7 | 35* | Complementary Therapies: Aromatherapy Advanced | 2 | 16 | 8 |
| HL91 | 35 | Aromatherapy Chemistry | 1 | 8 | 8 |
| HL8V | 34 | Botanical Science for Aromatherapy | 1 | 8 | 7 |
| HM5P | 33 | Marketing Skills for the Entrepreneur | 1 | 8 | 6 |
| H7V5 | 34 | Preparing a Formal Business Plan | 2 | 16 | 7 |
| DE3R | 34 | Personal Development Planning | 1 | 8 | 7 |

**Refer to History of Changes for revision changes*

The overall aim of the HND in Complementary Therapies is to provide a progressive, integrated and coherent qualification which will be responsive to the needs of learners, employers and those wishing to progress to higher education.

It is recommended that the following specialist clusters could be taken as a preferred area of study:

Aromatherapy cluster — Up to 5 credits needed

| Unit title | Unit code | SCQF credit points | SCQF level | SQA credit value |
|--|------------------|---------------------------|-------------------|-------------------------|
| Aromatherapy Massage | HF7T34 | 16 | 7 | 2 |
| Complementary Therapies: Aromatherapy Advanced | J5V735* | 16 | 8 | 2 |
| Aromatherapy Chemistry | HL9135 | 8 | 8 | 1 |

Reflexology cluster — Up to 4 credits needed

| Unit title | Unit code | SCQF credit points | SCQF level | SQA credit value |
|---|------------------|---------------------------|-------------------|-------------------------|
| Reflexology | HF7K34 | 16 | 7 | 2 |
| Complementary Therapies: Reflexology Advanced | J5V835* | 16 | 8 | 2 |

Botanical science cluster — Up to 2 credits needed

| Unit title | Unit code | SCQF credit points | SCQF level | SQA credit value |
|------------------------------------|------------------|---------------------------|-------------------|-------------------------|
| Aromatherapy Chemistry | HL9135 | 8 | 8 | 1 |
| Botanical Science for Aromatherapy | HL8V34 | 7 | 7 | 1 |

3.1 General aims of the qualification

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

- 1 Develop critical and evaluative thinking.
- 2 Develop problem solving.
- 3 Develop the ability to manage and absorb information.
- 4 Develop communication skills and presentation techniques.
- 5 Develop the ability to be flexible and to work co-operatively with others.
- 6 Develop personal effectiveness and self-reflection skills
- 7 Develop the ability to take responsibility for one's own learning.
- 8 Develop study and research skills.
- 9 Develop skills in IT.
- 10 Develop current employment skills and expertise.
- 11 Provide opportunities for career planning.
- 12 Enhance employment prospects for candidates undertaking the course/s.
- 13 Enable progression within the SCQF including progression to HE.

3.2 Specific aims of the qualification

- 14 Explain a sound understanding of the principles of anatomy, physiology and pathology in relation to complementary therapies
- 15 Understand of the different environments in which complementary therapies can be offered
- 16 Emphasis on empathic client care skills
- 17 Knowledge, understanding and practical skills in planning, applying and evaluating Complementary therapy treatments
- 18 Extend practical skills in a variety of complementary therapies
- 19 Increase awareness of differing theories and evidence-based research to provide the optimum complementary therapies for the client
- 20 Knowledge and understanding of the ethical and legislative frameworks within which complementary therapists must operate
- 21 Understand working practices to the current accepted professional standards

3.3 Graded units

Graded Unit 1

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

The investigation will be based on the skills gained from the mandatory units. The investigation is in three stages — Planning, Developing and Evaluating. Learners must provide evidence for each stage.

The learner will determine the purpose of the investigation and research how complementary therapies affects the body systems. The learner will identify two clients and prepare plan and perform treatments as the main method to support their research. The learner will carry out a comprehensive evaluation and present their findings to a selected audience.

Graded Unit 2

Graded Unit 2 will be an investigation based on the skills gained from the mandatory units. The investigation is in three stages — Planning, Developing and Evaluating. Learners must produce 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 medical (presenting) conditions. Subsequent research of the clients' conditions will enable the learner to select an appropriate complementary therapy/therapy combination which will promote the improvement of each client's condition. 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 in 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.

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:

It is recommended that learners have completed the HNC Complementary Therapies qualification prior to undertaking the units within the HND in Complementary Therapies.

- ◆ Two Highers in academic subjects, preferably with subject relevance, eg English, Biology, Chemistry,
- ◆ NQ Unit/s at SCQF level 6 in an appropriate subject area, eg Wellness Therapies
- ◆ SVQ/NVQ at level 3 in appropriate subjects
- ◆ HNC Complementary Therapies
- ◆ HNC/HND Beauty Therapy
- ◆ Occupationally relevant skills and experience

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.

| Core Skill | Recommended SCQF entry profile | Associated assessment activities |
|--|--------------------------------|---|
| Communication | 5 | Produce assignments will require learners to explain and describe. They will need to participate in group discussions for formative and investigative work. They will need to interact with clients during consultations, treatments and evaluations and record information succinctly. This will provide the opportunity for learners to develop skills in Communication |
| Information and Communication Technology (ICT) | 5 | Learners are required to research and identify material both individually and in groups. There will be opportunities to use the Internet and other information sources, leading to skill development in IT and Communication. |

| Core Skill | Recommended SCQF entry profile | Associated assessment activities |
|---------------------|--------------------------------|---|
| Numeracy | 5 | Learners are required to identify aromatherapy oils and prepare the oils using numerical calculations percentages to mix the correct amount of aromatherapy oils. Research and Methodology: Data Analysis, data presentation and graphic data |
| Problem Solving | 5 | Learners are required to collect information from clients and negotiate appropriate treatments based on the information. They are also required to feedback, review and reflect on their own practice. These activities will enhance the development of Problem Solving skills. |
| Working with Others | 5 | In formative work, learners may be assigned group tasks. They will also undertake a clinic practice as part of their work experience. These activities will develop their skills in 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 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| HF7M 34 | Complementary Therapies: Professional Issues and Practice | X | X | X | X | | | X | X | X | X | | X | X | | | | | | | X | |
| HF7N 34 | Health and Safety Legislation: Complementary Therapies | X | X | X | X | X | X | X | X | X | X | | X | X | | X | | | | | X | X |
| F1BR 34 | Perspectives of Health | X | X | X | X | X | X | X | X | X | | X | X | | X | | | | | X | X | |
| F9T5 34 | Human Anatomy and Physiology for Beauty and Complementary Therapy | X | X | X | X | | | X | X | | | | X | X | X | | | | | | | |
| HF7J 34 | Body Massage Treatment | X | X | X | X | 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 | X | X | X | X | X | X | X | X | X | | X | X |
| HF7L 34 | Complementary Therapies: Stress Management for Clients | X | X | X | X | X | X | X | X | X | | X | X | X | | X | X | X | X | X | X | X |
| HG2X 34 | Complementary Therapies: Graded Unit 1 | X | X | X | X | X | X | X | X | X | | X | X | X | | X | X | X | X | X | X | X |
| HL8X 35 | Human Pathological Processes | X | X | X | X | | | X | X | X | | | X | X | X | | | | | X | | |
| HL8Y 35 | Lifestyle Advice for Clients | X | X | X | X | X | X | X | X | X | X | | X | X | X | | X | X | X | X | X | X |
| HL8W 35 | Complementary Therapies: Integration in Health Care Services | X | X | X | X | X | | X | X | X | X | | X | X | | X | | | | X | X | |
| F1BS 34 | Research and Methodology | X | X | X | X | X | X | X | X | X | | X | X | | | | | | | | X | |
| HT98 35 | Complementary Therapies: Graded Unit 2 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| HL92 35 | Remedial Massage | X | X | X | X | X | X | X | 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 | X | X | X | X | X | X | |

| Code | Unit title | Aims | | | | | | | | | | | | | | | | | | | | |
|--|---|------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| HL92 35 | Instructing on Infant Massage | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| HX02 34 | Signature Massage | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| F1BE 35 | Seated Massage Therapy | X | X | X | X | X | X | X | X | | X | X | X | X | X | X | X | X | X | X | X | X |
| FN63 35 | Palliative and End of Life Care | | | | | | | | | | | | | | | | X | | | | | |
| HF7K 34 | Reflexology | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| J5V8 35* | Complementary Therapies: Reflexology Advanced | X | X | X | X | X | X | X | X | 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 | X | X | X | X | X | X | X | X |
| J5V7 35* | Complementary Therapies: Aromatherapy Advanced | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| HL91 35 | Aromatherapy Chemistry | X | X | X | | | | X | X | X | | | X | X | | | | | | X | X | |
| HL91 35 | Aromatherapy Chemistry | X | X | X | | | | X | X | X | X | | X | X | | | | | | X | X | |
| HL8V 34 | Botanical Science for Aromatherapy | X | X | X | X | | | X | X | X | X | | X | X | | | | | | | | |
| Business units up to 2 credits needed | | | | | | | | | | | | | | | | | | | | | | |
| HM5P 33 | Marketing Skills for the Entrepreneur | | | | | | | | | | X | X | X | | | | | | | | | |
| H7V5 34 | Preparing a Formal Business Plan | | | | | | | | | | X | X | X | | | | | | | | | |
| DE3R 34 | Personal Planning and Development | | | | | | | | | | X | X | X | | | | | | | | | |

* Refer to History of Changes for revision changes

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

| Code | Unit title | National Occupational Standard | | | | |
|---------|---|--------------------------------|-----------------|--------------|--|--------------|
| | | CNH1 | CNH2 | CNH4 | CNH7 | CNH11 |
| HF7M 34 | Complementary Therapies: Professional Issues & Practice | KU1,16 | KU11 | | | KU29 |
| HF7N 34 | Health & Safety Legislation: Complementary Therapies | KU6, PC3, 4 | | KU 23, 36-38 | | KU29 |
| F1BR 34 | Perspectives of Health | KU1, 3-5, | KU1- 5, 10 | | | KU32, 36-38 |
| F9T5 34 | Human Anatomy & Physiology for Beauty and Complementary Therapy | KU15 | | KU47, 56 | KU21-25, 28 | KU30 |
| HF7J 34 | Body Massage Treatment | KU1-16 PC1-10 | KU1-11 PC1-6 | | KU2-11, 12 (part) 13-20, 26 PC1-11 | |
| HF7P 34 | Complementary Therapies: Clinic Practice | KU2-16 PC1-10 | KU1-11 PC1-6 | | | |
| HF7L 34 | Complementary Therapies: Stress Management for Clients | K1-16 PC1-10 | K1-11 PC1-6 | | | |
| HG2X 34 | Complementary Therapies: Graded Unit 1 | | | | | |
| HL8X 35 | Human Pathological Processes | KU1, 3-5, 12- 13, 15 | KU 3, 4 | | KU29, 30 | KU31, 32, 35 |
| HL8Y 35 | Lifestyle Advice for Clients | KU1-16 PC1-10 | KU1-11 PC1-6 | | | |
| HI8W 35 | Complementary Therapies: Integration in Health Care Services | KU1, 2, 12, 13 | KU1-5 | KU1, 7 | KU1 | KU1 |
| F1BS 34 | Research and Methodology | | | | | |
| HT98 35 | Complementary Therapies: Graded Unit 2 | | | | | |
| HL92 35 | Remedial Massage | KU1-16 PC1-10 | KU1-11 PC1-6 | | KU2-20, 26, 27 PC1-11 | |

| Code | Unit title | National Occupational Standard | | | | |
|---|---|--------------------------------|-----------------|---|------|---|
| | | CNH1 | CNH2 | CNH4 | CNH7 | CNH11 |
| HF7L 35 | Traditional Head Massage | KU1-16 PC1-10 | KU1-11 PC1-6 | | | |
| HL93 35 | Instructing on Infant Massage | KU1-16 PC1-10 | KU1-11 PC1-6 | | | |
| HX02 34 | Signature Massage | KU1-16 PC1-10 | KU1-11 PC1-6 | | | |
| F1BE 35 | Seated Massage Therapy | KU1-16 PC1-10 | KU1-11 PC1-6 | | | |
| FN63 35 | Palliative and End of Life Care | | | | | |
| Reflexology cluster — Up to 4 credits needed | | | | | | |
| HF7K 34 | Reflexology | KU1-16 PC1-10 | KU1-11 PC1-6 | | | KU1-21, 22 (foot only), 24- 29, 33-40 PC1-12 |
| J5V8 35 | Complementary Therapies: Reflexology Advanced | KU1-16 PC1-10 | KU1-11 PC1-6 | | | KU1-29, 31-40 PC1-12 |
| Aromatherapy cluster — Up to 5 credits needed | | | | | | |
| HF7T 34 | Aromatherapy Massage | KU1-16 PC1-10 | KU1-11 PC1-6 | KU4-6, 8-13, 14 (part), 15-17, 18 (part), 20-27, 29-54, 57 PC1-15 | | |
| J5V7 35 | Complementary Therapies: Aromatherapy Advanced | KU1-16 PC1-10 | KU1-11 PC1-6 | KU2, 3, 4-55, 57 PC1-15 | | |
| HL91 35 | Aromatherapy Chemistry | | | KU19, KU22 | | |
| Botanical science cluster — Up to 2 credits needed | | | | | | |
| HL91 35 | Aromatherapy Chemistry | | | KU19, KU22 | | |

| Code | Unit title | National Occupational Standard | | | | |
|--|---------------------------------------|--------------------------------|------|---|------|-------|
| | | CNH1 | CNH2 | CNH4 | CNH7 | CNH11 |
| HL8V 34 | Botanical Science for Aromatherapy | | | KU13, 15, 17, 19,20, 25, 26, 29,32, 42, | | |
| Business cluster — Up to 2 credits needed | | | | | | |
| DK2L 33 | Marketing Skills for the Entrepreneur | | | | | |
| H7V5 34 | Preparing a Formal Business Plan | | | | | |
| DE3R 34 | Personal Planning and Development | | | | | |

| CNCH unit code | CNCH unit title |
|----------------|---|
| CNH1 | Explore and establish the client's needs for complementary and natural healthcare |
| CNH2 | Develop and agree plans for complementary and natural healthcare with clients |
| CNH4 | Provide Aromatherapy to Clients |
| CNH7 | Provide Massage Therapy to Clients |
| CNH11 | Provide Reflexology to Clients |

5.3 Mapping of Core Skills development opportunities across the qualification

| Unit code | Unit title | Communication | | | Numeracy | | ICT | | Problem Solving | | | Working with Others | |
|-----------|---|-------------------|-------------------|------|--------------|-----------------------------|-----------------------|--------------------------------|-------------------|-------------------------|--------------------------|------------------------------------|-------------------------------------|
| | | Written (Reading) | Written (Writing) | 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 |
| HF7M34 | Complementary Therapies: Professional Issues & Practice | X | X | X | | | X | X | X | X | X | X | X |
| HF7N34 | Health & Safety Legislation: Complementary Therapies | X | X | X | | | X | X | X | X | X | X | X |
| F1BR34 | Perspectives of Health | X | X | X | | | X | X | X | X | X | X | X |
| F9T534 | Human Anatomy & Physiology for Beauty and Complementary Therapy | X | X | X | | | X | X | X | X | X | X | X |
| HF7J34 | Body Massage Treatment | X | X | X | | | X | X | X | X | X | X | X |
| HF7P34 | Complementary Therapies: Clinic Practice | X | X | X | | | X | X | X | X | X | X | X |
| HF7L34 | Complementary Therapies: Stress Management for Clients | X | X | X | | | X | X | X | X | X | X | X |
| HG2X34 | Complementary Therapies: Graded Unit 1 | X | X | X | | | X | X | X | X | X | X | X |
| HL8X35 | Human Pathological Processes | X | X | X | | | X | X | X | X | X | X | X |
| HL8Y35 | Lifestyle Advice for Clients | X | X | X | | | X | X | X | X | X | X | X |

| Unit code | Unit title | Communication | | | Numeracy | | ICT | | Problem Solving | | | Working with Others | |
|-----------|--|-------------------|-------------------|------|--------------|-----------------------------|-----------------------|--------------------------------|-------------------|-------------------------|--------------------------|------------------------------------|-------------------------------------|
| | | Written (Reading) | Written (Writing) | 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 |
| HL8 W 35 | Complementary Therapies: Integration in Health Care Services | X | X | X | | | X | X | X | X | X | X | X |
| F1BS 34 | Research and Methodology | X | X | X | | | X | X | X | X | X | X | X |
| HT98 35 | Complementary Therapies: Graded Unit 2 | X | X | X | | | X | X | X | X | X | X | X |
| HL92 35 | Remedial Massage | 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 |
| HL93 35 | Instructing on Infant Massage | X | X | X | | | X | X | X | X | X | X | X |
| HX02 34 | Signature Massage | X | X | X | | | X | X | X | X | X | X | X |
| F1BE 35 | Seated Massage Therapy | X | X | X | | | X | X | X | X | X | X | X |
| FN633 4 | Palliative and End of Life Care | X | X | X | | | X | X | X | X | X | X | X |
| HF7K 34 | Reflexology | X | X | X | | | X | X | X | X | X | X | X |
| J5V8 35* | Complementary Therapies: Reflexology Advanced | X | X | X | | | X | X | X | X | X | X | X |
| HF7T 34 | Aromatherapy Massage | X | X | X | | | X | X | X | X | X | X | X |
| J5V7 35 | Complementary Therapies: Aromatherapy Advanced | X | X | X | X | X | X | X | X | X | X | X | X |

| Unit code | Unit title | Communication | | | Numeracy | | ICT | | Problem Solving | | | Working with Others | |
|-----------|---------------------------------------|-------------------|-------------------|------|--------------|-----------------------------|-----------------------|--------------------------------|-------------------|-------------------------|--------------------------|------------------------------------|-------------------------------------|
| | | Written (Reading) | Written (Writing) | 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 |
| HL9135 | Aromatherapy Chemistry | X | X | X | X | X | X | X | X | X | X | X | X |
| HL8V34 | Botanical Science for Aromatherapy | X | X | X | | | X | X | X | X | X | X | X |
| DK2L33 | Marketing Skills for the Entrepreneur | X | X | X | X | X | X | X | X | X | X | X | X |
| H7V534 | Preparing a Formal Business Plan | X | X | X | X | X | X | X | X | X | X | X | X |
| DE3R34 | Personal Planning and Development | X | X | 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 & 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 & Safety Legislation: Complementary Therapies | 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 & Physiology for Beauty and Complementary Therapy | Closed-book, structured questions conducted under supervised conditions. | Closed-book, structured questions conducted under supervised conditions. | Research and report. | |
| Body Massage Treatment | 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. | |
| 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. | | | |

| Unit | Assessment | | | |
|--|---|---|---|---|
| | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 |
| Complementary Therapies: 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. |
| Complementary Therapies: Graded Unit 1 | This graded unit will be assessed by the use of a case study. The developed case study should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the graded unit that it covers. | | | |
| Human Pathological Processes | Extended response structured questions in closed-book conditions. | Extended response structured questions in closed-book conditions. | A case study scenario analysis in open-book conditions. | |
| Lifestyle Advice for Clients | A report in open-book conditions. | | Consultation with client to prepare, discuss and agree a lifestyle plan. | |
| Complementary Therapies: Integration in Health Care Services | A research project in open-book conditions. | A research project in open-book conditions. | Two closed-book assessments: <ul style="list-style-type: none"> ◆ 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). | |

| Unit | Assessment | | | |
|--|---|---|---|-----------|
| | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 |
| Research and Methodology | The unit will be assessed holistically by a single instrument of assessment covering all unit outcomes. This will take the form of one assessment with structured questions and stimuli, requiring a response of approximately 1,500 words. 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. It is recommended that the assessment should be undertaken in one sitting of approximately 2–3 hours' duration. The assessment will be conducted under supervision. | | | |
| Complementary Therapies: Graded Unit 2 | This investigation will enable learners to generate evidence of engagement and collaboration with a health care provider to promote the improvement of client medical condition by the application of a complementary therapy/therapy combination over a period of time on two clients with different medical conditions. | | | |
| Remedial Massage | Answer structured restricted and extended response questions in closed-book conditions. And practical performance. The practical performance from outcome can be holistically assessed with Outcomes 2 and 3. | Demonstrate by observed practical performance over a course of four treatments, on two clients with different musculoskeletal problems. The practical performance from outcome can be holistically assessed with Outcomes 2 and 3. | | |
| 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 |
| Instructing Infant Massage | An assignment in open-book conditions. | Structured questions in closed-book conditions. | Observed practical performance on a minimum of three real or simulated instruction sessions. | |
| Manual Lymphatic Drainage | Research project and practical performance. | Closed-book restricted response questions based on contra-indications and practical assessment. | Practical performance and evaluation. Outcome 4 should be combined with Outcomes 2 and 3. | |
| Seated Massage Therapy | This should be assessed holistically covering all outcomes. Evidence should include: <ul style="list-style-type: none"> ◆ Candidate log book recording five individual treatments on different clients (consultation, record card and treatment evaluation). ◆ A case-study of five treatments performed on the same client ◆ Observation checklist recording candidate performance of a full chair massage treatment. | | | |
| Palliative and End of Life Care | A case study based on an individual from their work practice. The case study should be approximately 2,500 words and should integrate Outcome 1 and 2. | | A seen case study with the candidate required to answer all the specific questions. The case study should be used to generate evidence in the form of a report. | |
| 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. | |
| Reflexology: Advanced | An open-book investigative project. | Outcomes 2, 3 and 4 will be assessed holistically by a combination of practical treatments, case studies, and observation and closed-book questions. | | |

| Unit | Assessment | | | |
|---------------------------------------|---|--|---|--|
| | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 |
| 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. | |
| Aromatherapy: Advanced | A report should be undertaken in open-book form. | A research of 20 essential oils and investigation of 15 carrier oils. Outcomes 2, 3 and 4 may be holistically assessed. | Plan, prepare and perform treatments. | Evaluate your treatment plan and the effect it has on the client. Within current legislation clear after care and home care is provided. |
| Aromatherapy Chemistry | This should be assessed holistically as a project covering all outcomes. | | | |
| Botanical Science for Aromatherapy | This should be assessed holistically as a project. | | | |
| 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 a report form or an oral presentation. | | | |

| Unit | Assessment | | | |
|----------------------------------|---|--|-----------|-----------|
| | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 |
| Preparing a Formal Business Plan | Open-book assignment where the learner provides detailed information to produce an initial business plan. | Open-book assignment where the learner assesses individual personal qualities and skills in the context of the new business venture. | | |
| Personal Development Planning | 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. | | | |

6 Guidance on approaches to delivery and assessment

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 |

It is recommended that the following specialist clusters could be taken as a preferred area of study:

Aromatherapy cluster — Up to 5 credits needed

| Unit title | Unit code | SCQF credit points | SCQF level | SQA credit value |
|--|-----------|--------------------|------------|------------------|
| Aromatherapy Massage | HF7T34 | 16 | 7 | 2 |
| Complementary Therapies: Aromatherapy Advanced | J5V735* | 16 | 8 | 2 |
| Aromatherapy Chemistry | HL9135 | 8 | 8 | 1 |

Reflexology cluster — Up to 4 credits needed

| Unit title | Unit code | SCQF credit points | SCQF level | SQA credit value |
|---|-----------|--------------------|------------|------------------|
| Reflexology | HF7K34 | 16 | 7 | 2 |
| Complementary Therapies: Reflexology Advanced | J5V835 | 16 | 8 | 2 |

Botanical science cluster — Up to 2 credits needed

| Unit title | Unit code | SCQF credit points | SCQF level | SQA credit value |
|------------------------------------|-----------|--------------------|------------|------------------|
| Aromatherapy Chemistry | HL9135 | 8 | 8 | 1 |
| Botanical Science for Aromatherapy | HL8V34 | 7 | 7 | 1 |

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 Articulation and/or progression

UHI has developed a brand new degree BSc (Hons) Integrative Healthcare. The entry and progression route for year three within this degree course is HND in Complementary Therapies.

6.2.4 Credit transfer

Credit transfer may be considered for learners who have achieved previous units

Centers should be aware that they would require evidence to support prior learning decisions to ensure the currency of the learner's knowledge, skills and achievement within the context of the units being assessed. SQA does not set a general time limit for the currency of evidence of prior learning or experience. Currency is likely to differ depending on the sector. Supplementary questioning may be undertaken by assessors in order to ascertain the currency of a learner's prior learning or experience.

| Old unit code | Old unit title | New unit code | New unit title | Credit transfer details | Additional evidence required |
|----------------------|--|----------------------|--|--|-------------------------------------|
| F1B9 34 | Complementary Therapies: Professional Issues and Practice | HF7M 34 | Complementary Therapies: Professional Issues and Practice | Full credit transfer | |
| DF87 34 | Health and Safety Legislation: An Introduction | HF7N 34 | Complementary Therapies: Health and Safety Legislation | Partial credit transfer | |
| F1B7 34 | Aromatherapy | HF7T 34 | Aromatherapy Massage | Partial credit transfer | Outcome 1 |
| F1BD 34 | Reflexology | HF7K 34 | Reflexology | Full credit transfer | |
| DH3Y 35 and F1BH 35 | Stress Management and Stress Management for Clients | HF7R 34 | Complementary Therapies: Stress Management for Clients | Both units must have been achieved for credit transfer | |
| F1BA 34 | Complementary Therapies: Clinical Practice | HF7P 34 | Complementary Therapies: Clinic Practice | Partial credit transfer | |
| F1BP 35 | Human Pathological Processes | HL8X35 | Human Pathological Processes | Full credit transfer | |
| DN6W 35 | Lifestyle Advice for Clients | HL8Y35 | Lifestyle Advice for Clients | Partial credit transfer | Outcome 3 |
| F1BK 35 | Complementary Therapies: Integration in Health Care Services | HL8W35 | Complementary Therapies: Integration in Health Care Services | Full credit transfer | |
| DN6T 35 | Remedial Massage | HL9235 | Remedial Massage | Full credit Transfer | |
| DN6L33 | Indian Head Massage | HF7L34 | Traditional Head Massage | Partial credit transfer | Outcome 1 |
| F1BB 35 | Infant Massage | HL9335 | Instructing on Infant Massage | Partial credit transfer | Outcome 2 and 3 |
| F1BJ35 | Aromatherapy Advanced | J5V735 | Complementary Therapies: Aromatherapy Advanced | Partial credit transfer | |
| F1BL 35 | Reflexology: Advanced | J5V835 | Complementary Therapies: Reflexology Advanced | Partial credit transfer | |
| F1BT 35 | Aromatherapy Chemistry | HL9135 | Aromatherapy Chemistry | Partial credit transfer | |
| F1BM 34 | Botanical Science for Aromatherapy | HL8V34 | Botanical Science for Aromatherapy | Partial credit transfer | |

Complementary Therapies: Graded Unit 1 and Complementary Therapies: Graded Unit 2 will consolidate knowledge and skills gained and prepare the learner for progression to the HND in Complementary Therapies.

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 of terms

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:

- ◆ candidates 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 candidates 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 candidates 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 Units: HL9Y 35 Aromatherapy: Advanced has been revised by J5V7 35 Complementary Therapies: Aromatherapy Advanced and finishes on 31/07/2022. HL90 35 Reflexology: Advanced has been revised by J5V8 Complementary Therapies: Reflexology Advanced and finishes on 31/07/2022. | 12/11/21 |
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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.

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 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/or 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 your employability