



**Occupational Standards
of Competence**

Massage Therapy

Level 2

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Qualification Overview

NVQB

In

Massage Therapy

Level 2

NVQB in Massage Therapy – Level 2

Qualification Overview

The occupational standard in Massage Therapy Level 2 focuses on the health and wellness of the individual. Massage therapists use a holistic approach to provide a variety of treatments which are beneficial to individuals. This occupational standard is designed to provide an introduction and background to the basics of massage therapy. It also speaks to the massage therapy work environment and encourages the development of various aspects of the therapist which will allow complete foundational development. Participants will be able to understand their role in using various techniques to provide beneficial services to clients.

Assessments may be conducted as simulations and actual on-the-job tasks. There may also be a combination of other types of assessments such as professional discussion and questions and answers, both of which may be written or oral.

N.B. Some units are likely to be assessed in conjunction with other mandatory and optional units as defined by the assessment specifications of the activity.

Who is this qualification for?

This qualification may be taken by any entry-level employee who will be supervised by persons who are fully qualified. The term ‘workplace’ refers to any location where work is being carried out. These competencies are for persons who are likely to be in roles where duties may include assisting a fully trained therapist in completing a service on a client.

Jobs within the occupational area

Relevant occupations for which this standard will be the benchmark are:

- Massage therapist
- Personal trainer
- Chiropractor
- Holistic health practitioner
- Physical therapist
- Occupational therapist

This list is not exhaustive and only serves to illustrate the breadth of the qualification.

NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

MASSAGE THERAPY – LEVEL 2

To achieve the full award, candidates must complete **all seven (7)** mandatory units.

Candidates can also take additional units, although these are not required to complete the qualification. Candidates taking the additional units will be awarded unit certification.

<u>MANDATORY UNITS</u> (All must be completed)	<u>CODE</u>
1. Participate in workplace communication	U54802
1.1 Gather and convey workplace information	
1.2 Participate in workplace meetings and discussions	
1.3 Complete work-related documents	
2. Practice health, safety, security and hygiene	U54902
2.1 Follow health, safety and security practices	
2.2 Deal with emergency situations	
2.3 Follow hygiene procedures	
2.4 Identify and prevent hygiene risk	
3. Provide basic First Aid	U54550
3.1 Plan and prepare for initial first aid response	
3.2 Assess the situation	
3.3 Apply first aid	
3.4 Record and report the incident	
3.5 Clean up	
4. Conduct pre and post-treatment procedures for therapeutic services	U55002
4.1 Consult with the client	
4.2 Plan the treatment	
4.3 Prepare for therapeutic treatment	
4.4 Complete the treatment	
5. Perform on-site massage	U55102
5.1 Prepare client and work area for massage	
5.2 Administer massage	
5.3 Give aftercare advice	

MASSAGE THERAPY – LEVEL 2

MANDATORY UNITS (All must be completed)

CODE

- | | | |
|-----------|--|---------------|
| 6. | Provide customer service | U55202 |
| 6.1 | Greet customer/client | |
| 6.2 | Identify customer needs | |
| 6.3 | Deliver service to customer/client | |
| 6.4 | Resolve customer complaints or queries | |
| 7. | Provide body massage treatments | U55302 |
| 7.1 | Perform manual massage treatments | |
| 7.2 | Clean up | |

OPTIONAL UNITS (Choose any unit)

- | | | |
|------------|--|---------------|
| 8. | Provide massage using pre-blended aromatherapy oils | U55402 |
| 8.1 | Massage the body using pre-blended aromatherapy oils | |
| 8.2 | Clean up | |
| 9. | Provide stone therapy treatments | U55502 |
| 9.1 | Maintain safe and effective methods of working | |
| 9.2 | Perform stone therapy treatments | |
| 10. | Develop a business plan | U55602 |
| 10.1 | Identify organizational objectives | |
| 10.2 | Establish service profile and conduct resource audit | |

CORE SKILLS

- | | | |
|------------|---|--------------|
| 11. | Communication Level 2 | CSC02 |
| 11.1 | Take part in a group discussion | |
| 11.2 | Give a short talk | |
| 11.3 | Read and summarize information from documents | |
| 11.4 | Write different types of documents | |

12. Information and Communication Technology Level 1

CSICT01

- 12.1 Find and select relevant information
- 12.2 Enter and develop information to suit the task
- 12.3 Develop the presentation so that the final output is accurate and fit for purpose
- 12.4 Send and receive e-mail

U54802 Participate in workplace communication

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

ELEMENT	PERFORMANCE CRITERIA
<i>To be competent you must achieve the following:</i>	
1. Gather and convey workplace information	<p>1.1 Specific and relevant information is accessed from appropriate sources.</p> <p>1.2 Effective questioning, active listening and speaking are used to gather and convey information.</p> <p>1.3 Appropriate medium is used to transfer information and ideas.</p> <p>1.4 Lines of communication with management and colleagues are identified and followed.</p> <p>1.5 Defined workplace procedures for the location and storage of information are used.</p> <p>1.6 Simple written information is recorded for reference.</p>
2. Participate in workplace meetings and discussions	<p>2.1 Team meetings are attended promptly.</p> <p>2.2 Personal opinions are clearly expressed and those of others listened to without interruption.</p> <p>2.3 Meeting inputs are consistent with the meeting purpose and established protocols.</p> <p>2.4 Workplace interactions are conducted in a courteous manner.</p>

- 2.5 Questions about simple, routine workplace procedures and matters concerning working conditions of employment are asked and responses provided.
 - 2.6 Meeting outcomes are interpreted and implemented.
- 3. Complete relevant work-related documents
 - 3.1 A range of forms relating to the work environment are completed accurately and legibly.
 - 3.2 Workplace data are recorded on standard workplace forms and documents.
 - 3.3 Basic mathematical processes are used for routine calculations.
 - 3.4 Errors in recording information on forms/documents are identified and promptly rectified.
 - 3.5 Reporting requirements to supervisors are completed according to organizational guidelines.

RANGE STATEMENT

All range statements must be assessed:

1. Appropriate Sources:

- Team members
- Suppliers
- Trade personnel
- Public sector (government)
- Industry

2. Medium:

- Memorandum
- Circular
- Notice
- Information discussion
- Follow-up or verbal instruction
- Face-to-face communication

3. Storage:

- Manual filing system
- Electronic filing system

4. Forms:

- Personnel
- Telephone message forms
- Reports

5. Protocols:

- Organizational policies and procedures
- Legislation

6. Workplace Interactions:

- Face to face
- Telephone
- Information and communication technology
- Written (electronic, memos, instructions, forms)
- Non-verbal (gestures, signals, signs, diagrams)

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What is effective communication.
2. What are the different modes of communication and how these should be used.
3. What are the organizational policies and procedures relating to the communication of information.
4. What are the communication procedures and systems for the organization.
5. What technology is relevant to the industry.
6. How to interpret and provide information in response to workplace requirements or customer requests.
7. How to complete work-related documents.
8. How to communicate with management and clients to provide information and feedback.
9. How to use basic literacy and numeracy skills to carry out routine workplace functions.
10. What are the technical terms relating to the organization.
11. Where to find product information in the workplace.
12. How to participate in workplace meetings and discussions.
13. How to use basic ICT resources (fax, telephone, computer).

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances, where natural work evidence is unlikely to occur.

U54902 Practice health, safety, security and hygiene

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to coordinate health, safety and hygiene requirements to function effectively and efficiently. It details the outcomes required to comply with regulatory and organizational requirements for health, safety and hygiene including dealing with emergency situations and maintaining safe personal presentation standards.

ELEMENT	PERFORMANCE CRITERIA
<i>To be competent you must achieve the following:</i>	
1. Follow health, safety and security practices	<p>1.1 Health, safety and security procedures are followed in line with legislation, regulations and organizational procedures.</p> <p>1.2 Obstacles to health, safety and security procedures are identified and reported.</p> <p>1.3 Suspicious behaviour or unusual occurrences are reported in accordance with standard operating procedures.</p>
2. Deal with emergency situations	<p>2.1 Emergency and potential emergency situations are recognized.</p> <p>2.2 Appropriate action is taken to deal with recognized emergency situations within the individual's scope of responsibility.</p> <p>2.3 Assistance is sought from colleagues to resolve or respond to emergency situations.</p> <p>2.4 Details of emergency situations are reported according to industry requirements.</p>
3. Follow hygiene procedures	<p>3.1 Workplace hygiene procedures are implemented in a manner appropriate for the workplace.</p> <p>3.2 Handling and storage of items are undertaken with care according to industry requirements.</p>

- 4. Identify and prevent hygiene risk
 - 4.1 Potential hygiene risks are identified.
 - 4.2 Actions are taken, within the scope of own authority, to minimize and/or remove risks.
 - 4.3 Hygiene risks beyond own control are reported to the appropriate person.

RANGE STATEMENT

All range statements must be assessed:

1. Health, Safety and Security Procedures:

- Use of personal protective clothing and equipment
- Safe work techniques
- Safe handling of chemicals and dangerous materials
- Ergonomically sound workstations
- Emergency, fire and accident
- Hazard identification and control
- Security of documents, cash, equipment, people
- Key control systems

2. Obstacles:

- Loss of keys
- Strange or suspicious persons
- Broken or malfunctioning equipment
- Loss of property, goods or materials
- Damaged property
- Lack of suitable signage
- Lack of training on health and safety issues
- Unsafe work practices

3. Emergency:

- Personal/client injuries
- Fire
- Electrocution
- Natural disasters
- Criminal acts

4. Hygiene Procedures:

- Avoidance of cross contamination
- Handling and disposal of linen and laundry
- Handling and disposal of garbage
- Cleaning and sanitizing procedures
- Personal hygiene

5. Hygiene Risks:

- Infectious linen
- Cross contamination
- Personal hygiene practices
- Poor work practices
- Cleaning
- Housekeeping
- Airborne dust

6. Minimize and Remove Risks:

- Auditing staff skills
- Provide training
- Organizational policies and procedures
- Follow up actions for audits or incidents

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the hygiene and control procedures in the industry.
2. What factors contribute to workplace hygiene problems.
3. How to handle linen, laundry and garbage to avoid cross contamination and infection.
4. When and how to apply hygiene principles.
5. How to communicate effectively on health, safety, security and hygiene matters.
6. What are the relevant workplace health, safety, emergency and security procedures.
7. How to correctly dispose of garbage.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Witness testimony

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances, where natural work evidence is unlikely to occur.

U55002**Provide basic First Aid**

| Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to provide basic First Aid responses, whilst awaiting the arrival of medical assistance.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|--|
| 1. Plan and prepare for basic First Aid response | 1.1 Work activity and First Aid documentation are interpreted to ensure accuracy of preparation of the response.

1.2 Potential risks, hazards and environmental issues are identified and addressed through control measures.

1.3 Personal protective equipment appropriate for the response is selected and worn correctly.

1.4 Communication systems to be used are identified, selected and maintained during the response.

1.5 Activities are coordinated with others prior to, during and on completion of the response.

1.6 First Aid resources are recorded, reported and replenished. |
| 2. Assess the situation | 2.1 Risks and hazards are identified.

2.2 Immediate risks are minimized and control measures are implemented.

2.3 The casualty's vital signs and physical conditions are assessed within the scope of the individual providing the initial response. |
| 3. Apply First Aid | 3.1 First Aid management is provided within the scope of the individual based on industry requirements.

3.2 Casualty is reassured in a calm and sensitive manner and is made comfortable. |

- 3.3 First Aid **resources and equipment** are obtained and used correctly as required to control hazards and risks and attend to the casualty.
 - 3.4 Casualty's condition is monitored and a timely, accurate response is given in accordance with effective First Aid principles and organizational procedures.
 - 3.5 Appropriate **emergency services** are sought in a timely manner.
 - 3.6 Casualty management is finalized.
- 4. Record and report the incident
 - 4.1 Details of the casualty's condition and management activities are conveyed to relevant emergency services while maintaining sensitivity to the casualty and surroundings.
 - 4.2 Relevant documentation is prepared and submitted in an appropriate and timely manner, and all relevant facts presented according to established industry guidelines.
 - 4.3 First Aid **resources** are used, recorded and reported accurately.
- 5. Clean up
 - 5.1 First Aid equipment is recovered, if practical, cleaned, inspected/tested, replaced (if necessary) and stored correctly.
 - 5.2 Equipment faults are reported to the appropriate persons.
 - 5.3 Medical waste is disposed of in accordance with industry requirements.
 - 5.4 Appropriate debriefing or evaluation is conducted.

RANGE STATEMENT

All range statements must be assessed:

1. Financial Viability:

- Physical
- Biological
- Chemical
- Manual handling

2. Risks:

- Electrical
- Manual
- Substances
- Environmental
- Biological
- Injury
- Proximity
- Vehicles

3. Resources and Equipment:

- Defibrillation units
- First Aid kit
- Auto-injector
- Ventilation chamber/inhaler
- Resuscitation mask
- Spacer device
- Personal protective equipment
- Stretcher
- Communication equipment

4. First Aid:

- Cardio-pulmonary resuscitation (CPR)
- Bleeding control
- Basic patient management
- Stabilizing fractures
- Heimlich manoeuvre

5. Emergency Services:

- Ambulance
- Fire
- Police

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the social and legal issues surrounding the provision of First Aid.
2. How to plan an appropriate First Aid response and casualty management.
3. When and how to use defibrillation units.
4. What are the basic occupational health and safety requirements.
5. What are the basic principles and concepts underlying the practice of First Aid and how to carry out the associated functions.
6. How and when to call emergency services.
7. How to use communication, information technology and literacy skills to function in an emergency environment.
8. How to prepare appropriate documentation.
9. How to clean up and dispose of waste, including hazardous waste.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Written/oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Witness testimony

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances, where natural work evidence is unlikely to occur.

U55102 Conduct pre and post-treatment procedures for therapeutic services

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to provide therapeutic services and conduct before and aftercare of clients. It details the range of practices which are completed in any therapeutic services environment.

ELEMENT

PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Consult with the client
 - 1.1 **Consultation techniques** are used in a sensitive and supportive manner to determine the required treatment.
 - 1.2 Information on **clients' lifestyle patterns** and current physical condition is established and recorded.
 - 1.3 Clients are encouraged to ask questions and be active in determining their treatment
 - 1.4 The **objectives and outcomes of the treatment** to meet **clients'** needs are discussed and agreed upon.
 - 1.5 **Prompt action** is taken when contra-indications and restrictions to the treatment are recognized.
 - 1.6 Advice to **clients** is provided in a sensitive manner.
 - 1.7 Modesty and privacy of **clients** are maintained at all times.
 - 1.8 **Clients'** consultation records are discussed and agreed upon before signing.
 - 1.9 **Clients'** consultation records are kept up-to-date and accurate and signed by both **clients** and therapist.

2. Plan the treatment
 - 2.1 Treatment plan is discussed and agreed upon with **clients**.
 - 2.2 Suitable **equipment** and materials for the treatment are selected.
 - 2.3 Equipment and materials are checked to ensure functionality.
 - 2.4 Equipment and materials are positioned for ease of use and in a manner that is safe.
 - 2.5 **Hygiene procedures** are observed while laying out equipment and materials.
3. Prepare for therapeutic treatment
 - 3.1 Work environment is prepared to meet required hygiene, safety and treatment procedures and standards.
 - 3.2 **Personal appearance** meets accepted industry and organizational requirements.
 - 3.3 **Environmental conditions** are suitable for the treatment and **clients**.
 - 3.4 Gowns/wraps and towels of a suitable size for **clients** are selected and applied according to the treatment plan.
 - 3.5 **Clients** are assisted into a comfortable and relaxed position for the treatment.
 - 3.6 Suitable **massage medium** for the treatment plan is selected.
 - 3.7 **Clients** are **prepared** for the agreed treatment plan.
 - 3.8 **Resources** are managed within the limits own responsibility.

- 4. Complete the treatment
 - 4.1 Finished result is checked to ensure it meets **clients'** satisfaction and the agreed treatment plan.
 - 4.2 **Treatment advice** and recommendations given to **clients** are accurate and constructive and based on knowledge of treatment and products available.
 - 4.3 Treatment is cost effective and carried out within a commercially viable time.
 - 4.4 **Clients'** records are accurately completed.
 - 4.5 Equipment and work area are left clean and tidy after use according to organizational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Consultation Techniques:

- Questioning
- Observation
- Manual palpation
- Reference to client records

2. Clients:

- Female
- Male
- Challenged
- With illnesses

3. Objectives of Treatment:

- Relaxation
- Sense of wellbeing

4. Prompt Action:

- Encourage client to seek medical advice
- Explaining why the treatment cannot be carried out
- Modification of treatment

5. Lifestyle Pattern:

- Occupation
- Family situation
- Dietary and fluid intake
- Hobbies, interest and means of relaxation
- Exercise habits
- Smoking habits
- Sleep patterns

6. Equipment:

- Massager
- Audio sonic
- Infra-red

7. Environmental Conditions:

- Lighting
- Heating
- Ventilation
- General comfort
- Suitable music and sound

8. Massage Medium:

- Oil
- Cream
- Emulsion
- Gel
- Powder

9. Prepared:

- Removal of appropriate clothing
- Removal of accessories
- Covering of cuts and abrasions
- Covering the client
- Removal of body make-up
- Securing and protecting the hair

10. Resources:

- Tools and equipment
- Products
- Time

11. Treatment Advice:

- Avoidance of activities which may cause contra-indications
- Future treatment needs
- Home care

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organizational policies and procedures and industry codes of practice with regard to the therapeutic services, product range and procedures.
2. Why care and protection of the client is important.
3. How to select and use products according to the treatment plan.
4. What are the correct application and removal methods of products according to the manufacturer's instructions.
5. How to read, accurately interpret and consistently apply manufacturer's instructions while using products and equipment.
6. How to minimize and dispose of waste from treatments.
7. What are the principles of client contact, personal hygiene and deportment.
8. How to use communication techniques and skills.
9. What is the relationship between lifestyle patterns and the effectiveness of the treatment.
10. What is the importance of obtaining client signatures and consent prior to starting treatment.
11. How to obtain insurance against malpractice.
12. How to prepare the service area, products and equipment.
13. How to consistently verify the service to be provided according to the client's needs.
14. How to use time and products efficiently.
15. How to develop and record information on the treatment plan.
16. When to provide the necessary environmental conditions for treatment.
17. How to prepare and position the client for treatment.
18. How to select the appropriate medium for massage.
19. How to assess and prepare the skin before treatment.
20. What is a contra-indication.
21. How to recognize contra-indications that will restrict or prevent treatment.
22. What possible contra-indications can occur before and post treatment.
23. How to deal with contra-indications before and post-treatment.
24. What are the possible reactions to massage mediums.
25. How to prepare and use equipment and materials for treatment.
26. What are the methods to sanitize equipment and treatment area before and after service.
27. How to maintain equipment and materials in a safe, hygienic manner.
28. What is the importance of evaluating the effectiveness of the massage.

- 29. What post treatment advice should be given in relation to fluid intake.
- 30. What are the benefits of future and continuous treatments.
- 31. How to apply and adjust equipment to suit all parts of the body.
- 32. How diet can affect the effectiveness of treatment.
- 33. When to refer clients to other specialists.

EVIDENCE GUIDE

For assessment purposes:

Evidence Guide

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances, where natural work evidence is unlikely to occur.

U55202 Perform on-site massage

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to perform on-site or chair massage for therapeutic purposes according to industry standards.

ELEMENT	PERFORMANCE CRITERIA
<i>To be competent you must achieve the following:</i>	
1. Prepare client and work area for massage	<p>1.1 Clients are met and greeted in a courteous manner.</p> <p>1.2 Steps of treatment are communicated to clients according to organizational policies.</p> <p>1.3 Draping or non-draping procedures are explained to clients.</p> <p>1.4 Contra-indications including infectious and non-infectious skin diseases/disorders and specific treatment contra-indications are identified where applicable, explained to clients, and clients referred to an appropriate professional where required.</p> <p>1.5 Specific equipment and all relevant products are prepared according to treatment plan.</p>

2. Administer massage
 - 2.1 Clients' body language is observed, and feedback sought about pressure and comfort.
 - 2.2 **Products** are used according to treatment and **clients' needs**.
 - 2.3 Massage movement is identified and administered according to clients' needs.
 - 2.4 Clients' comfort, relaxation, privacy and confidentiality are ensured throughout service.
 - 2.5 A relaxing environment is maintained throughout the treatment.
 - 2.6 Contact with clients is maintained throughout the treatment, clients are reassured as required and all questions answered accurately.
3. Give aftercare advice
 - 3.1 Future treatment programme is recommended according to clients' needs and industry standards.
 - 3.2 Aftercare advice and guidelines are accurately provided according to clients' needs.
 - 3.3 **Product** recommendations are made according to clients' requirements/needs.
 - 3.4 Clients are rebooked according to agreed treatment plan.

RANGE STATEMENT

All range statements must be assessed:

1. Contra-indications:

- Contagious and non-contagious skin diseases/disorders
- Fragile skin
- Respiratory diseases
- Cuts, bruises, trauma to skin
- Burns, including sunburn
- Metal plates or pins, electronic implants
- Severe circulatory disorders (high/low blood pressure)
- Thrombosis, embolism, phlebitis
- Dysfunction of nervous system or excretory system
- Areas of recent scar tissue, or areas exhibiting loss of tactile sensation
- Abdominal area treatments for pregnant or menstruating women
- Areas surround hernias
- Swelling, recent operations, fractures or sprains
- Heart conditions
- Varicose veins in advanced stage
- Conditions requiring medical attention, especially skin cancer

2. Non-infectious Skin Disease/Disorders:

- Acne
- Vulgaris, rosacea, cystic fibrosis
- Dermatitis
- Psoriasis
- Eczema
- Atopic dermatitis
- Discoid lupus
- Pityriasis alba
- Dry skin
- Ichthyosis/excessively dry skin
- Pigmentation disorders
- Hypertrichosis
- Hirsutism
- Sun-related disorders, sun burn, sun/climate-related skin damage
- Skin cancers, benign and malignant tumours
- Moles, lesions
- Various types of cysts
- Bruises, significant scarring
- Allergic reactions
- Other visible non-normal skin

3. Products Used:

- Oil
- Cream
- Gel
- Lotion
- Powder

4. Client Need:

- Relaxation
- Improved circulation
- Pain relief

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organizational policies and procedures, industry codes of practice with regard to the performance of massage.
2. What are the health and hygiene regulations, organizational policies and procedures with regards to hygiene.
3. How to apply organizational salon policies and procedures, industry codes of practice to the performance of on-site-massage.
4. What are the safe work practices related to the provision of massage and safe use of products.
5. What are the different massage techniques that can be used.
6. What are the various uses of the range of massage mediums.
7. What are the transmission routes of infectious conditions.
8. What are the different body systems (listed below) and their interdependence in relation to the skins, muscles and nerves:
 - Skeletal and muscular system including an awareness of postural and skeletal abnormalities
 - Muscle contractibility and motor points
 - Position and action of superficial muscles of the body in relation to body treatments including:
 - deltoid, triceps, brachialis, trapezius, latissimus dorsi, serratus anterior, pectorals, intercostals, rectus abdominus, obliques, gluteals, hamstrings, quadriceps, sartorius, adductors, gastrocnemius.
9. What are different the muscle groups.
10. What are contagious and non-contagious diseases.
11. How to recognize and manage local and general contra-indications/special precautions for treatment and specific treatment complications/contra-indications according to the range of variables.
12. How to read, accurately interpret and consistently apply manufacturer's instructions for products, tools and equipment.
13. How to analyse the client, identify requirements/needs, refer client to an appropriate professional (as required), to develop and record a treatment plan.

EVIDENCE GUIDE

For assessment purposes:

Evidence Guide

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances, where natural work evidence is unlikely to occur.

U55302 Provide customer service

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to provide effective customer service. It includes greeting the customer, identifying customer needs, delivering customer service, handling queries and complaints, carrying out evaluations and making recommendations.

ELEMENT	PERFORMANCE CRITERIA
<i>To be competent you must achieve the following:</i>	
1. Greet customer	<p>1.1 Customers are greeted in a courteous manner and attended to promptly.</p> <p>1.2 Appropriate verbal and non-verbal communication is used.</p> <p>1.3 Appropriate rapport is established and maintained with customers.</p> <p>1.5 Non-verbal communication is observed when responding to customers.</p> <p>1.6 Sensitivity to cultural, social and mental differences is demonstrated.</p> <p>1.7 Customers are directed to designated areas for specific services.</p>
2. Identify customer needs	<p>2.1 Appropriate communication skills are used to identify customer needs and provide customers with accurate information.</p> <p>2.2 Customers' needs are prioritized.</p> <p>2.3 Follow up action is taken as necessary and performed in a timely manner.</p> <p>2.4 Personal limitations in addressing customers' needs are identified and where necessary, assistance sought from an appropriate person.</p>

- 3. Deliver customer service
 - 3.1 **Customers'** needs are promptly attended to according to **organizational policies and procedures**.
 - 3.2 Available opportunities to enhance the quality of service and products are taken wherever possible.
- 4. Resolve customer complaints or queries
 - 4.1 Queries and complaints are recorded according to organizational policies and procedures.
 - 4.2 Appropriate questions are asked in a sensitive and courteous manner to determine **customers'** complaints.
 - 4.3 Queries and complaints are acted upon promptly and correctly.
 - 4.4 Responsibility for resolving complaints is taken within limits of own authority.
 - 4.5 Nature and details of complaints are established and agreed with **customers**.
 - 4.6 Appropriate action is taken to resolve complaints to **customers'** satisfaction wherever possible.
 - 4.7 **Customers** are kept fully informed about what is happening to resolve problems.
 - 4.8 **Customers** are consulted to ensure problems have been resolved to their satisfaction.
 - 4.9 **Customers** are provided with clear reasons why the problem cannot be resolved to their satisfaction.

RANGE STATEMENT

All range statements must be assessed:

1. Customers:

- Regular/new
- Male
- Female
- Persons with disabilities
- Persons with special cultural/spiritual/language needs
- Accompanied by children

2. Non-verbal Communication:

- Body language
- Dress and accessories
- Voice (volume and tone)
- Use of space
- Use of language

3. Cultural, Social and Mental Differences:

- Culturally specific communication customs and practices
- Physically challenged individuals
- Persons with cognitive disabilities

4. Organizational Policies and Procedures:

- Modes for greeting and departure
- Response times

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organizational policies and procedures with respect to communication and handling customers and their queries.
2. What is the full range of products and services offered by the organization.
3. What are and how to use communication techniques and skills including:
 - Listening and questioning techniques
 - Verbal and non-verbal communication skills
 - Negotiation techniques
4. How to use various communication techniques and skills to interact with different types of customers.
5. How literacy and numeracy skills assist in providing customer service.
6. How to consistently provide a welcoming environment for clients.
7. How to consistently interpret and communicate information to customers to meet their needs.
8. How to carry out tasks in a timely manner.
9. How to resolve complaints and the correct procedures for doing so.

EVIDENCE GUIDE

For assessment purposes:

Evidence Guide

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances, where natural work evidence is unlikely to occur.

U55402 Provide body massage treatments

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to provide basic body massage treatments. It covers manual and mechanical massage techniques and also includes the adaptation of these techniques to suit individual client needs. This unit is a beginners unit.

Pre-requisite – Unit 4: Conduct pre and post treatment procedures for therapeutic services

ELEMENT	PERFORMANCE CRITERIA
<i>To be competent you must achieve the following:</i>	
1. Perform manual massage treatments	<p>1.1 Suitable support and cushioning is provided to specific areas of the body during treatment, if necessary.</p> <p>1.2 Massage techniques, sequences and massage mediums are adapted to meet client clients' physical characteristics and treatment area.</p> <p>1.3 Depth, rhythm and pressure of the massage movements are varied to meet the treatment objectives, treatment area, clients' physical characteristics and preferences.</p> <p>1.4 Application and use of massage medium is carried out in a manner which minimizes waste.</p> <p>1.5 Appropriate and prompt remedial action is taken if contraindications or discomfort occurs during the treatment.</p> <p>1.6 Clients are allowed adequate post-recovery time.</p> <p>1.7 Clients are satisfied with the finished result which meets the agreed treatment objectives.</p>

- | | | | |
|---|----------|-----|--|
| 2 | Clean up | 2.1 | Material which is not used is safely stored in the appropriate area. |
| | | 2.2 | Containers and waste material are emptied and removed from service area. |
| | | 2.3 | Service area is left clean, safe and secure on completion. |
| | | 2.4 | Tools and equipment are cleaned, maintained and stored |

RANGE STATEMENT

All range statements must be assessed:

1. Massage Techniques:

- Effleurage
- Petrissage
- Tapotement
- Vibration
- Friction

2. Massage Mediums:

- Oil
- Cream
- Emulsion
- Gel
- Powder

3. Physical Characteristics:

- Weight
- Height
- Posture
- Muscle tone
- Age
- Health
- Skin condition

4. Treatment Areas:

- Face
- Head
- Chest and shoulders
- Arms and hands
- Abdomen
- Back
- Gluteals
- Legs and feet

5. Objectives of Treatment:

- Relaxation
- Sense of wellbeing

6. Equipment

- Massager
- Audio sonic
- Infra-red

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How the history, philosophy and role of the Swedish massage and other massage traditions work to build treatments.
2. How to evaluate the uses of the five classical Swedish massage movements (Effleurage, Petrissage, Tapotement, Vibration, Friction).
3. How to evaluate the physiological and psychological effects of massage on the body systems.
4. How to explain the uses, application and origin of different massage media.
5. How to evaluate skin types and characteristics.
6. How to evaluate general body types.
7. What are common postural faults.
8. How to compare methods of evaluating the effectiveness of body massage treatments.
9. How to apply the principles and knowledge of anatomy and physiology to provide massage treatments.
10. What are the contra-indications that prevent or restrict treatment and why.
11. What are the contra-indications which may occur during and post-treatment, why and how to deal with them.
12. How to prepare and use the massage equipment.
13. What are the benefits of using massage equipment.
14. What are the different types and uses of massage mediums.
15. What are the benefits of pre-treatments.
16. What are pre-treatments.
17. How to recognize erythema and hyperemia and its causes.
18. Why it is important to maintain correct posture during massage and complete own stretching exercises to prevent repetitive strain injury.
19. What is the correct use and application of massage techniques to meet a variety of treatment objectives.

20. How to adapt the massage sequence, depth and pressure to suit the physical characteristics of different clients and areas of the body for manual and mechanical massage.
21. How to adapt massage treatments for male and female clients.
22. What are the areas of the body and body characteristics needing particular care when undertaking mechanical treatments.
23. What are the advantages and disadvantages of mechanical and manual massage.
24. What are the advantages of combining mechanical and manual massage.
25. How to select and utilize massage equipment, media and techniques to achieve maximum benefit to clients.
26. How and why support and cushioning would be used during the treatments.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances, where natural work evidence is unlikely to occur.

U55502 Provide massage using pre-blended aromatherapy oils

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to deliver massage using pre-blended aromatherapy oils. The ability of the candidate to adapt the use of pre-blended oils and massage techniques to suit the needs of individual clients is a crucial requirement in this unit.

Prerequisite – Unit 4: Conduct pre and post-treatment procedures for therapeutic services

ELEMENT	PERFORMANCE CRITERIA
<i>To be competent you must achieve the following:</i>	
1. Massage the body using pre-blended aromatherapy oils	<p>1.1 Hands are sanitized prior to treatment to prevent cross infection.</p> <p>1.2 Hygiene and safety standards are maintained throughout the treatment.</p> <p>1.3 Clients' modesty, privacy and comfort are maintained at all times during the treatment.</p> <p>1.4 Correct posture is maintained throughout the treatment to prevent harm or injury to self.</p> <p>1.5 Correct massage techniques and pre-blended oils are used that meet clients' physical and emotional characteristics.</p> <p>1.6 Aroma massage techniques are used to meet the needs of the agreed treatment plan.</p> <p>1.7 Massage movements are adapted to suit the parts of the body being treated.</p> <p>1.8 Depth, rhythm and pressure of massage movements are varied to meet the treatment needs.</p> <p>1.9 Routine is adapted and changed to suit the requirements of clients.</p>

- 1.10 Correct quantities of pre-blended aromatherapy oils are used for the area to be treated effectively.
 - 1.11 Pre-blended aromatherapy oils are applied and used without soiling the surrounding areas and with minimum wastage.
 - 1.12 Prompt remedial action is taken where difficulties occur during the course of treatment.
- 2. Clean up
 - 2.1 Products which are not used are safely stored in the appropriate area.
 - 2.2 Containers with waste materials are emptied and removed from service area.
 - 2.3 Service area is left clean and secure on completion.
 - 2.4 Tools and equipment are cleaned, maintained and stored correctly on completion.

RANGE STATEMENT

All range statements must be assessed:

1. Massage Techniques:

- Effleurage
- Petrissage
- Tapotement
- Vibration
- Friction

2. Physical Characteristics:

- Weight
- Height
- Posture
- Muscle tone
- Age
- Health
- Skin condition

3. Parts of the Body:

- Neck, face and scalp
- Chest and shoulders
- Arms and hands
- Abdomen
- Back and gluteals
- Legs and feet
- Full body

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to apply the principles and knowledge of anatomy and physiology to massage treatments.
2. What are the contraindications that prevent or restrict treatment.
3. What are the contra-indications which may occur during and post-treatment and why and how these should be dealt with.
4. What are the possible sensitivities and reactions to pre-blended oils.
5. How to carry out a patch test for skin sensitivity.
6. What are the possible outcomes of using a product on a client with known allergic responses, for example, oils/creams.
7. How to maintain and store pre-blended oils in a safe and hygienic manner (away from light, heat, moisture).
8. What are the limitations of using pre-blended aromatherapy oils and when to refer the client to clinical aromatherapists.
9. Where essential oils are derived from (flowers, seeds, wood, leaves, roots, fruits, herbs, resins etc.).
10. What is the process used for obtaining essential oils.
11. Why it is important to know the Latin and common names of the essential oils used in pre-blended aromatherapy.
12. What are carrier oils and where they are derived from (vegetables, nuts, seeds etc.).
13. What are the effects of aroma massage on the individual systems of the body.
14. How to adapt the choice of pre-blended aromatherapy oils to meet the specific needs of the client mentally and physically.
15. What are the physical and psychological effects of aroma massage.
16. What are the correct uses and applications of varied aroma massage techniques to meet the client's objectives.
17. What is the importance of evaluating the effectiveness of aromatherapy massage.
18. What is the post-treatment advice in relation to home use of pre-blended aromatherapy oils.
19. What are the benefits of future and continuous treatments.
20. What post-treatment advice can be given in relation to dietary and fluid intake.

21. How to recognize erythema and hyperemia and its causes.
22. Why it is important to maintain correct posture during massage and complete your own stretching exercises to prevent repetitive strain injury.
23. How to adapt massage treatments for male and female clients.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances, where natural work evidence is unlikely to occur.

U55602 Provide stone therapy treatments

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to provide hot and cold stone therapy treatments. It covers massage therapy and the placing of stones on the head, face and body. The ability to adapt stone therapy treatments to suit the individual needs of clients is a crucial requirement.

Pre-requisite – Unit 4: Conduct pre and post-treatment procedures for therapeutic service

ELEMENT

PERFORMANCE CRITERIA

To be competent you must achieve the following:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Maintain safe and effective methods of working | <ol style="list-style-type: none"> 1.1 Treatment areas are set up and monitored according to organizational procedures and manufacturer's instructions. 1.2 Environmental conditions are suitable for clients and the treatment. 1.3 Personal hygiene and appearance meet accepted industry and organizational requirements. 1.4 Sanitation procedures are understood and demonstrated correctly. 1.5 Personal protection and safety are considered during the treatment to minimize fatigue and risk of injury. 1.6 Stones are handled and removed in a manner which prevents injury to self and clients. 1.7 Tools and equipment are cleaned and sanitized according to organizational and industry procedures. 1.8 Stones are correctly sanitized after each treatment and left to dry overnight. 1.9 Stones are stored in a manner which effectively energizes them. |
|---|---|

- 1.10 Equipment and treatment products are positioned for ease and safety of use
 - 1.11 Stones are heated and cooled according to manufacturer's instructions.
 - 1.12 Clients are placed in a comfortable and relaxed position appropriate for the treatment.
 - 1.13 Suitable materials are used to protect clients' skin against extremes of temperature during placement of stones.
 - 1.14 Hygiene and safety practices are maintained during the treatment based on industry standards.
- 2. Perform stone therapy treatments
 - 2.1 Sensations created by the stones are clearly explained to clients.
 - 2.2 Treatment procedure is explained to clients clearly and concisely at each stage of the process.
 - 2.3 Support and cushioning is provided for specific areas of the body during treatment.
 - 2.4 Suitable **types of stone** are correctly placed on the chakra points as required, to meet agreed treatment objectives.
 - 2.5 Suitable types of stone are correctly placed under the body, when required, ensuring client comfort.
 - 2.6 Skin is fully lubricated to allow smooth, continuous movement of the stones over the skin and to avoid overheating.
 - 2.7 **Stone therapy techniques** are adapted to meet clients' **physical characteristics** and preferences.
 - 2.8 Depth, rhythm and pressure **of treatment techniques** are varied to effectively meet clients' physical characteristics, treatment objectives and **target treatment areas**.

- 2.9 Clients' wellbeing is monitored throughout the stone therapy treatment.
- 2.7 Stones are handled carefully to avoid excessive noise and disturbance during the treatment.
- 2.8 Prompt and appropriate remedial action is taken if difficulties or discomfort occurs during treatment.
- 2.9 Clients are allowed adequate time for recovery post-treatment.
- 2.10 Treatment area is left clean and tidy for future treatments.
- 2.11 Finished result is to clients' satisfaction and meets the agreed treatment objectives.

RANGE STATEMENT

All range statements must be assessed:

1. Types of Stone:

- Basalt
- Marine
- Marble
- Semi-precious stones

2. Stone Therapy Techniques:

- Rotation of stones
- Alternation of hot and cold stones
- Use of hot stones only
- Use of cold stones only
- Combination of stone types and sizes
- Temperature management

3. Physical Characteristics:

- Weight
- Height
- Posture
- Muscle tone
- Age
- Health
- Skin condition

4. Treatment Areas:

- Neck, face and scalp
- Chest and shoulders
- Arms and hands
- Abdomen
- Back and gluteals
- Legs and feet
- Full body

5. Treatment Techniques:

- Effleurage
- Petrissage
- Friction
- Tapping
- Trucking
- Placement
- Trigger point

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to apply the principles and knowledge of anatomy and physiology to massage treatments.
2. What are the contra-indications that prevent or restrict treatment and why.
3. What are the contra-actions which may occur during and post-treatment, why and how to deal with them.
4. What are the different types of safe, purpose-built stone heating equipment.
5. How to use and position stones safely on the body.
6. What are the implications of using non-professional stone heating equipment.
7. What are the different methods of cooling stones.
8. How to select the correct size and shape of stone for the client's physical characteristics and the area being treated.
9. How to dry and store different types of stone in a way that will effectively energize them.
10. What are the suitable types of material used to protect the client's skin against extremes of temperature during stone therapy treatments.
11. What are the recommended operating temperatures for hot and cold stones.
12. What are the types of oils used for stone therapy treatments and their purpose.
13. What is the historical and cultural background to stone therapy.
14. What are the five elements of stone therapy.
15. What are the basic principles and characteristics of the seven major chakras and their significance to the practice of stone therapy treatment.
16. How to place stones underneath the body to maximize their benefits, purpose and client comfort.
17. How to introduce stones to the client's body during treatment and the importance of doing so in a careful, safe and considerate manner.
18. What is the importance of temperature and time management of the stones during treatment.
19. How to safely handle stones to avoid excessive noise and disturbance during the treatment
20. How to adapt and combine stone therapy treatment techniques, depth and pressure to suit different physical characteristics of the body, areas of the body and preferences.
21. What are the advantages of stone therapy treatments.

22. How and why support and cushioning should be used during treatment.
23. How to safely reposition the client during treatment and the type of assistance that should be provided by the therapist.
24. What is the importance of evaluating the effectiveness of stone therapy treatments.
25. Why are recovery times important.
26. How stone therapy treatments may be used to enhance other treatments.
27. What are the benefits of future and continuous treatments.
28. What post-treatment advice can be given in relation to dietary and fluid intake.
29. How to recognize erythema and hyperemia and its causes.
30. Why it is important to maintain correct posture during massage and complete your own stretching exercises to prevent repetitive strain injury.
31. How to adapt massage treatments for male and female clients.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge on more than one occasion. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances, where natural work evidence is unlikely to occur.

U55702

Develop a business plan

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to develop a business plan which is linked to outcomes and facilitates the achievement of service delivery. Candidates will also be exposed to research strategies, setting up and marketing a business.

ELEMENT	PERFORMANCE CRITERIA
<i>To be competent you must achieve the following:</i>	
1. Identify organizational objectives	<p>1.1 Organizational objectives are identified for specific service delivery objectives.</p> <p>1.2 Specific performance targets are identified and set against delivery objectives.</p> <p>1.3 Quality of outcomes are identified and agreed upon.</p> <p>1.4 Financial viability of proposed outcomes is assessed.</p> <p>1.5 Core values, principles and aims are matched against proposed strategies.</p> <p>1.6 Performance indicators to evaluate the effectiveness and efficiency of service delivery are established.</p>
2. Establish service profile and conduct resource audit	<p>2.1 Existing services are reviewed to identify strengths and weaknesses.</p> <p>2.2 Core services to be reflected in the business plan are identified and used to inform the plan's outcomes.</p> <p>2.3 Organization and management of the workforce are examined and matched to resource requirements.</p> <p>2.4 Financial resources and unit costs are determined.</p> <p>2.5 Physical resources, plant and equipment are identified and determined.</p>

- | | |
|---|---|
| 3. Analyse client needs and expectations | 3.1 Client needs and expectations are identified. |
| | 3.2 Demographic trends/issues which may impact on service delivery are identified. |
| 4. Establish staffing requirements | 4.1 Staffing levels and skill requirements are identified. |
| | 4.2 Training programmes to develop competence in business planning are identified, developed and implemented. |
| | 4.3 Changes in productivity related to pay and conditions of service are recognized and mitigated against. |
| | 4.4 Occupational health and safety practices are identified and methods of implementation established. |
| | 4.5 Changes in the workplace and clients' needs are managed and measures put in place to manage them. |
| 5. Seek approval and market the plan | 5.1 Business plan, strategy and outcomes are communicated to stakeholders and financial organizations for funding. |
| | 5.2 Production of promotional materials is undertaken and monitored. |
| | 5.3 Marketing plan is constructed and approved. |
| | 5.4 Appropriate communication and public relations techniques are engaged to successfully market the plan and services. |
| 6. Monitor, evaluate and update the business plan | 6.1 Performance and targets are measured against business plan outcomes. |
| | 6.2 Outcomes are reviewed and the business plan adjusted. |

RANGE STATEMENT

All range statements must be assessed:

1. Financial viability:

- Maintenance and working costs
- Capital requirements

2. Demographic trends:

- Political
- Economic
- Social
- Cultural
- Environmental
- Legal

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to identify objectives, goals, values and principles.
2. How to determine the performance indicators to be used to evaluate service delivery.
3. How to conduct an analysis of existing businesses.
4. How to develop a business plan based on evidence from analysis.
5. How to determine financial, physical and human resources needs.
6. How to analyse client needs.
7. How to promote a business.
8. How to establish monitoring criteria and evaluate results.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances, where natural work evidence is unlikely to occur.

CSC02

COMMUNICATION LEVEL 2

Unit Descriptor:

The aim of this standard is to encourage you to develop and demonstrate your speaking, listening, reading and writing skills for different purposes. You are required to give a short talk and contribute to a discussion by using more varied vocabulary and helping to move things forward. You should be able to select relevant reading material from different sources and use more advanced reading skills both in order to follow lines of reasoning in lengthier documents and to summarize information. You must show that you can adjust the structure and style of writing in different types of documents and that you are capable of using properly punctuated, complex sentences with words that are correctly spelt.

ELEMENT

PERFORMANCE CRITERIA

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Take part in a group discussion | 1.1 Make clear and relevant contributions in a way that suits the purpose and situation.

1.2 Listen actively and respond to others.

1.3 Help to move the discussion forward. |
| 2. Give a short talk | 2.1 Speak clearly in a way that suits the subject, purpose and situation.

2.2 Focus on the subject and structure your talk to help listeners follow what you are saying.

2.3 Use appropriate ways to support your main points. |
| 3. Read and summarize information from documents | 3.1 Select and read relevant documents .

3.2 Identify accurately the main points, ideas and lines of reasoning.

3.3 Summarize the information to suit the purpose. |

4. Write different types of documents.

4.1 Present relevant information in a format and style that suits the purpose.

4.2 Use a structure and style of writing in documents to suit the purpose.

4.3 Use grammar, spell and punctuate accurately.

4.4 Make your meaning clear.

RANGE STATEMENT

All range statements must be assessed:

1. Use **appropriate ways** to support your main points such as

- a diagram
- photographs
- a chart of findings
- a short video report
- sound recordings
- senses (smell, touch, taste)

2. Select and read **relevant documents** such as

- handbooks
- illustrated reports
- textbooks
- prospectuses
- career booklets
- articles (journals magazines, newspapers)

UNDERPINNING KNOWLEDGE AND SKILLS**Take part in a discussion**

1. Use varied vocabulary and expressions to suit the purpose.
2. Adapt what is said to suit different situations.
3. Listen carefully to what others say.
4. Identify the speaker's intentions.
5. Move the discussion forward (*for example, by summarizing what has been said, developing points made, making relevant suggestions and focusing on the purpose by asking questions*).

Give a short talk

6. Prepare for the talk.
7. Adapt your language to suit the subject, purpose and situation.
8. Structure what you say to help listeners follow a line of thought or series of events.
9. Use a variety of ways to support the main points of your talk such as images.
10. Use appropriate body language.

Read and summarize information

11. Select and use different types of documents to obtain relevant information.
12. Skim documents to gain a general idea of content.
13. Scan documents to identify the information you need.
14. Recognize the writer's intentions.
15. Identify the main points, ideas and lines of reasoning from text and images.
16. Summarize information for a purpose.

Write documents

17. Use different formats for presenting information (*for example, essays, reports and articles*).
18. Structure your writing to help readers follow and understand your main points.
19. Use different styles of writing to suit different purposes.
20. Proofread and where necessary redraft your documents so that
 - spelling is accurate including consideration paid to familiar technical words
 - sentences are formed correctly with accurate use of conjunctions
 - punctuation is accurate.

EVIDENCE GUIDE**(1) Critical Aspects of Evidence**

In carrying out the unit tasks you must:

Give a talk of **at least four (4) minutes** to two or three familiar people

Read and summarize information **from at least two** documents about the same subject. Each document must be a **minimum of 500** words long.

Write **two different types** of documents, each one containing different information (for example, a letter, memo, an application form, a set of instructions, hand-out or annotated poster). **One** document must be at least **500** words long (for example, an essay or a report).

Use at least **one** image (for example, a graph, picture, sketch, graphics) either to obtain information or to convey information in the discussion/talk or one of the written documents in order to clarify points being made.

(2) Methods of Assessment

Evidence may be collected in a variety of ways including:

- Observation by the Assessor of a discussion or short talk
- Questioning by the Assessor
- Review of a portfolio containing the following documents appropriately formatted:
 - Letters
 - Memos
 - Extended essays or reports
 - Information read and summarized
- Electronically produced material
- Edited audio/video clips of the talk
- Witness statements

(3) Context of Assessment

Communication activities at this level should be commonly met in the context in which the candidates are working or studying.

CSICT01

INFORMATION AND COMMUNICATION
TECHNOLOGY LEVEL 1

Unit Descriptor:

The aim of the standard is to encourage you to develop and demonstrate your skills in using ICT for finding, exploring, developing and presenting information. You are required to handle simple numerical, textual and graphical information using basic techniques. You should be able to care for and use technology safely. You should know how to manage files, avoid losing data and minimize risks of viruses. You should also know how to send and receive e-mail. In the event of a problem, you should know how to contact the relevant support services.

ELEMENT

PERFORMANCE CRITERIA

To be competent you must achieve the following:

- | | |
|--|--|
| 1. Find and select relevant information | 1.1 Choose information that is relevant to your tasks.

1.2 Protect information and devices from malicious software. |
| 2. Enter and develop information to suit the task | 2.1 Enter information using formats that help development.

2.2 Save information so it can be found easily. |
| 3. Develop the presentation so that the final output is accurate and fit for purpose | 3.1 Use appropriate layouts for presenting information in a consistent way. |
| 4. Send and receive e-mail | 4.1 Use the appropriate e-mail client.

4.2 Use appropriate e-mail etiquette. |

RANGE STATEMENT

All range statements must be assessed:

1. Formats that help development:

- Text
- Numbers

UNDERPINNING KNOWLEDGE AND SKILLS**Find Information**

1. Find different types of information from ICT sources (*for example, files, removable storage media, the Internet*) and non-ICT sources (*for example, written notes, price lists, diagrams*).
2. Select information relevant to the purpose.
3. Use the Internet (*for example, web browser, search engines*).
4. Identify and avoid different types of malicious software and take appropriate corrective action when necessary.

Develop Information

5. Manipulate the mouse and keyboard (*for example, use function keys, right and left click mouse functions*).
6. Enter information (*for example, copy and paste text, import images*) using formats that help development.
7. Develop information in the form of text, image and numbers (*for example, structure information, carry out basic calculations using suitable software, moving and resizing images*).
8. Save information (*for example, change save locations, create directories*).

Present Information

9. Use layouts and techniques to suit different purposes (*for example, select page layouts for different types of documents such as letters, invoices or tables, organize the presentation by moving, copying, deleting or inserting information*).
10. Present information in a consistent way (*for example, fonts, bulleted lists, alignment*) making sure it is accurate and clear (*for example, ask others, proofread, use a spell checker, highlight information to improve clarity*).

Send and Receive E-mail

11. Structure e-mail appropriately (*for example, forward, reply, use address book and attach documents*).
12. Format e-mail (*for example, use appropriate salutation, language and tone*).

EVIDENCE GUIDE**(1) Critical Aspects of Evidence**

In carrying out the unit tasks, you must include:

At least one ICT-based information source

At least one non-ICT based information source

At least one example of text, **one example** of image and **one example** of number

Evidence of purposeful use of email

(2) Methods of Assessment

Evidence may be collected in a variety of ways including:

- Direct observation by the Assessor
- Questioning by the Assessor
- Portfolio containing draft or rough work of notes, annotations, highlighting or alterations
- Witness testimony

(3) Context of Assessment

Subject matter and materials should be straightforward, that is, those commonly met in the context in which candidates are working or studying. Tasks should also be of a straightforward nature.

Level 2

Glossary of Terms

Assessment Methods

The methods which can be used to determine competence in performance and underpinning knowledge.

Assessors

The assessor's role is to determine whether evidence presented by a candidate for assessment within the programme meets the required standard of competence in the relevant unit or element. The assessor needs to be competent to assess to national standards in the area under assessment.

Approved Centre

Organization/centre approved by the TVET Council to offer full National Vocational Qualifications (NVQs).

Case Studies

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge it can generate and the specific nature of the evidence produced.

Competence

In the context of vocational qualifications, competence means the ability to carry out prescribed activities to nationally predetermined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

Element

An element is a description of an action, behaviour or outcome which a person should be able to demonstrate.

Explanation of NVQ Levels

NVQs cover five (5) levels of competence, from entry level (Level 1) through to senior management (Level 5).

Level 2

Glossary of Terms

Level 1 – Entry Level

Recognizes competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

Level 2 – Skilled Occupations

Recognizes competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and the guidance of others may be required.

Level 3 – Technician and Supervisory Occupations

Recognizes competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 – Technical Specialist and Middle Management Occupations

Recognizes competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

Level 5 – Chartered, Professional and Senior Management Occupations

Recognizes the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognizes technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contributions to the promotion and practice of their occupation.

External Verifier

The External Verifier is trained and appointed by the TVET Council and is competent to approve and ensure an approved Centre's quality of provision.

Internal Verifier

The Internal Verifier acts in a supporting role for Assessors to ensure the consistent quality of assessment and competence. They need to be competent to assess to national standards in the area under assessment.

Level 2

Glossary of Terms

NVQ

National Vocational Qualifications (NVQs) are work-based qualifications that assess an individual's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

NVQ Coordinator

This is a contact person within each approved Centre offering NVQs who has overall responsibility for the operation and administration of the NVQ system.

Observation

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

Performance Criteria

Performance criteria indicate the requirements for the successful achievement of an element. They are descriptions of what the Assessor would expect to see in competent performance.

Product of Work

This could be items produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

Questioning

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

As an assessment method, questioning ensures that the Assessor has all of the evidence about a candidate's performance. It also allows the Assessor to clarify situations.

Level 2

Glossary of Terms

Range Statements

The range puts the element of competence into context. A range statement describes the range of situations to which an element and its performance criteria should be applied. Range statements are prescriptive; therefore, each category must be assessed.

Role Plays

Role plays are simulations where the candidate is asked to act out a situation in the way he/she considers 'real' people would behave. By using role-play situations to assess a candidate, Assessors are able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of his/her work, or where the candidate needs to develop competence, before being judged competent, for example, in a disciplinary situation.

Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of the candidate's work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, the Assessor will be able to elicit evidence which will help him/her judge how a candidate is **most likely** to perform in real life.

Supplementary Evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements, simulation (see note in glossary).

Underpinning Knowledge

Underpinning knowledge indicates what knowledge is **essential** for a candidate to possess in order to successfully achieve an element and prove total competence.

Units

A unit of competence describes one or more than one activity which forms a significant part of a candidate's work. Units are accredited separately but, in combination, can make up a vocational qualification. There are three categories of units:

Level
2

Glossary of Terms

Mandatory Units: These are core to a qualification and must be completed.

Optional Units: Candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

Additional Units: These are units which the candidate can undertake but which are not required to achieve a qualification.

Work-based Projects

Work-based projects are a useful way for the Assessor to collect evidence to support any decision made about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning or observation.

A project often involves the identification of a solution to a specific problem identified by the Assessor and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).