



**OTHM LEVEL 5 DIPLOMA IN  
APPLIED REFLEXOLOGY FOR  
INTEGRATED MEDICINE**

Qualification Number: 610/2055/2

---

Specification | JANUARY 2023

## TABLE OF CONTENTS

QUALIFICATION OBJECTIVES.....	3
REGULATORY INFORMATION.....	3
EQUIVALENCES.....	4
QUALIFICATION STRUCTURE.....	4
DEFINITIONS.....	4
ENTRY REQUIREMENTS.....	5
PROGRESSION.....	6
DELIVERY OF OTHM QUALIFICATIONS.....	6
ASSESSMENT AND VERIFICATION.....	7
RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT.....	8
EQUALITY AND DIVERSITY.....	8
Principles and Safe Practice for Clinical Practitioner Reflexology.....	10
Anatomy, Physiology and Psychology in Illness and Health.....	13
Clinical Reflexology and Reflected Anatomy.....	17
Developmental Reflexology, Pathology, and Integrated Medicine.....	20
Stress Management for Body and Mind.....	25
Life stages of Human Development.....	28
Evidence Based Practice for Reflexology.....	31
Business Fundamentals for Reflexology Practice.....	34
IMPORTANT NOTE.....	37

## QUALIFICATION OBJECTIVES

The objective of the OTHM Level 5 Diploma in Applied Reflexology for Integrated Medicine qualification is to give learners the opportunities to develop knowledge and understanding of the fundamentals of reflexology and to then expand upon this by advancing their conceptual and their practical knowledge.

Learners will study eight units, worth a total of 120 credits over one academic year (equivalent depth of study to the second year of an honours degree).

## QUALITY, STANDARDS AND RECOGNITIONS

OTHM Qualifications are approved and regulated by Ofqual (Office of Qualifications and Examinations Regulation). Visit register of [Regulated Qualifications](#).

OTHM has progression arrangement with several UK universities that acknowledges the ability of learners after studying Level 3-7 qualifications to be considered for advanced entry into corresponding degree year/top up and Master's/top-up programmes.

## REGULATORY INFORMATION

The Qualification Number (QN) should be used by centres when they wish to register their learners. Each unit within a qualification will also have a unique reference number (Unit code). The qualification and unit reference numbers will appear on learners' final certification documentation. The QN for the qualifications in this publication are:

Qualification Title	OTHM Level 5 Diploma in Applied Reflexology for Integrated Medicine
Ofqual Reference Number	610/2055/2
Regulation Start Date	20/01/2023
Operational Start Date	23/01/2023
Duration	1 year
Total Credit Value	120 Credits
Total Qualification Time (TQT)	1200 Hours
Guided Learning Hours (GLH)	480 Hours
Sector Subject Area (SSA)	1.2 Nursing and Subjects and Vocations Allied to Medicine
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework
Language of Assessment	English

## EQUIVALENCES

OTHM qualifications at Level 5 represent practical knowledge, skills, capabilities and competences that are assessed in academic terms as being equivalent to Foundation Degrees, Higher National Diploma (HND) and Year 2 of a three-year UK Bachelor's degree.

## QUALIFICATION STRUCTURE

The OTHM Level 5 Diploma in Applied Reflexology for Integrated Medicine qualification consists of eight mandatory units, 120 credits, 1200 hours Total Qualification Time (TQT) and the recommended Guided Learning Hours (GLH) for this qualification is a minimum of 480 hours.

To achieve the OTHM Level 5 Diploma in Applied Reflexology for Integrated Medicine qualification, learners must achieve the full 120 credits of which one unit is level 6 (10 credits) and seven units are at level 5 (110 credits).

**All units are mandatory.**

Unit Ref. No.	Unit Title	Level	Credit	GLH	TQT
L/650/5033	Principles and Safe Practice for Clinical Practitioner Reflexology	5	10	40	100
M/650/5034	Anatomy, Physiology and Psychology in Illness and Health	5	20	80	200
R/650/5035	Clinical Reflexology and Reflected Anatomy	5	20	80	200
T/650/5036	Developmental Reflexology, Pathology, and Integrated Medicine	5	20	80	200
Y/650/5037	Stress Management for Body and Mind	5	20	80	200
A/650/5038	Life stages of Human Development	5	10	40	100
D/650/5039	Evidence Based Practice for Reflexology	6	10	40	100
J/650/5040	Business Fundamentals for Reflexology Practice	5	10	40	100

## DEFINITIONS

**Total Qualification Time (TQT)** is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

*Total Qualification Time is comprised of the following two elements –*

- a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*
- b) an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

*(Ofqual 15/5775 September 2015)*

**Guided Learning Hours (GLH)** is defined as the hours that a teacher, lecturer or other member of staff is available to provide immediate teaching support or supervision to a student working towards a qualification.

**Credit value** is defined as being the number of credits that may be awarded to a Learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

## ENTRY REQUIREMENTS

These qualifications are designed for learners who are typically aged 18 and above.

The entry profile for learners is likely to include at least one of the following:

- Relevant Level 3 or Level 4 Diploma
- GCE Advanced level in 2 subjects or equivalent qualification
- Mature learners (over 21) with relevant experience (learners must check with the delivery centre regarding this experience prior to registering for the programme)

**English requirements:** If a learner is not from a majority English-speaking country, they must provide evidence of English language competency. For more information visit the [English Language Expectations](#) page on the [OTHM website](#)

Centres should review the prior qualifications and experience of each learner and consider whether they provide the necessary foundations to undertake the programme of study at level 5.

## PROGRESSION

Successful completion of the OTHM Level 5 Diploma in Applied Reflexology for Integrated Medicine provides learners the opportunity to enhance and deepen their knowledge of reflexology within a clinical context. It adds to existing professional knowledge and depth for those currently in any form of clinical practice and could lead to opportunities to progress to bachelor's degrees in Complementary Therapies and related subject.

This course attracts medical and other health professionals to assist in integrating reflexology and other complementary medicines with conventional medicine. The diploma provides greater scope for a career as it secures greater opportunity in a multitude of environments, including corporate businesses, GP surgeries, hospices, hospitals privately and within the NHS as well as a huge range for new business development in private practice.

## DELIVERY OF OTHM QUALIFICATIONS

The first two units of OTHM Level 5 Diploma in Applied Reflexology for Integrated Medicine; Principles and Safe Practice for Clinical Practitioner Reflexology (L/650/5033) and Anatomy, Physiology and Psychology in Illness and Health (M/650/5034) must be completed before moving on to the rest of the qualification.

OTHM do not specify the mode of delivery for its qualifications, therefore OTHM centres are free to deliver this qualification using any mode of delivery that meets the needs of their learners. However, OTHM centres should consider the learners' complete learning experience when designing the delivery of programmes.

It is important that centres develop an approach and delivery module to teaching and learning that supports the progression and stretch of learners.

OTHM Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether directly or indirectly, and that equality of opportunity is promoted. Where it is reasonable and practicable to do so, it will take steps to address identified inequalities or barriers that may arise.

Guided Learning Hours (GLH) which are listed in each unit gives centres the number of hours of teacher-supervised or direct study time likely to be required to teach that unit.

### Teaching staff

This includes those who develop and/or deliver the course content.

This may be undertaken by a team who must demonstrate that within the team, provision is made for subject-specific knowledge.

OTHM recommend it is standard best practice for the qualification to be delivery by qualified teachers. Additionally, in the interest of best practice, teachers should themselves have an accredited academic qualification relating to the core and modality specific knowledge/competence.

Centres must demonstrate that the teaching team possess the required subject knowledge and have achieved academic qualifications of the relevant level to inform, develop and deliver high quality program content in the specific subject, at the required level.

The currency of their practice should also be verified in the application, through explanation of how teachers/educators maintain and update their knowledge skills and competence, through for revalidation, peer review, appraisal, or application for recognition from a relevant authority.

## **ASSESSMENT AND VERIFICATION**

The OTHM Level 5 Diploma in Applied Reflexology for Integrated Medicine qualification consists of observed assessments as well as case studies. Learners are a required to do a minimum of 140 hours of case study treatments and a minimum of 24 hours observed practice assessment.

All units within this qualification are internally assessed by the centre and externally verified by OTHM. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' for a unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Judgement that the learners have successfully fulfilled the assessment criteria is made by the assessor.

The assessor should provide an audit trail showing how the judgement of the learners' overall achievement has been arrived at.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document.

## RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

Recognition of Prior Learning (RPL) is a method of assessment that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA).

All evidence must be evaluated with reference to the stipulated learning outcomes and assessment criteria against the respective unit(s). The assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria at that level.

Most often RPL will be used for units. It is not acceptable to claim for an entire qualification through RPL. Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit. This may include a combination of units where applicable.

## EQUALITY AND DIVERSITY

OTHM provides equality and diversity training to staff and consultants. This makes clear that staff and consultants must comply with the requirements of the Equality Act 2010, and all other related equality and diversity legislation, in relation to our qualifications.

We develop and revise our qualifications to avoid, where possible, any feature that might disadvantage learners because of their age, disability, gender, pregnancy or maternity, race, religion or belief, and sexual orientation.

If a specific qualification requires a feature that might disadvantage a particular group (e.g. a legal requirement regarding health and safety in the workplace), we will clarify this explicitly in the qualification specification.



# LEVEL 5 UNIT SPECIFICATION

## Principles and Safe Practice for Clinical Practitioner Reflexology

Unit Reference Number	L/650/5033
Unit Title	Principles and Safe Practice for Clinical Practitioner Reflexology
Unit Level	5
Number of Credits	10
Guided Learning Hours (GLH)	40
Total Qualification Time (TQT)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.2 Nursing and Subjects and Vocations Allied to Medicine
Unit Grading Structure	Pass/Fail

### Unit Aims

To embed safe working practices of legal responsibilities, professional boundaries, assessed risk to patients, caution and consideration. This unit must be completed before moving on Anatomy, Physiology and Psychology in Illness and Health.

### Learning Outcomes, Assessment Criteria, and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative contents
1. Understand safety, health and welfare principles and practice for Reflexology	1.1 Explain safety, health and welfare principles and practice for reflexology. 1.2 Explain the difference between using clinical reflexology diagnostic skills and medical diagnosis.	Holistic overview recognising the responsibilities required for safe reflexology practice. Principles of assessment including perception of non-verbal communication <ul style="list-style-type: none"> <li>● Environmental safety</li> <li>● Equipment safety</li> <li>● Consultation and Informed Consent</li> <li>● Professional conduct and Integrity</li> <li>● Professional boundaries</li> <li>● Confidentiality</li> <li>● Equality and Diversity</li> </ul>

		<ul style="list-style-type: none"> <li>• Cultural respect and awareness</li> </ul> <p>Differences between a general wellbeing reflexology training vs specialised with a clinical context. Differences between a generic treatment and a treatment that is specific to individual need. Diagnostic observations to develop an appropriate, evidence-based treatment plan.</p>
2. Understand the importance of effective record keeping for all treatments within reflexology	<p>2.1 Explain the reasons why record keeping is essential within reflexology practice. 2.2 Explain the elements necessary for Clinic Record keeping for reflexology</p>	<p>Legislation:</p> <ul style="list-style-type: none"> <li>• Length of time required to keep client records.</li> <li>• GDPR.</li> <li>• Rules on client confidentiality</li> </ul> <p>Blending information from SOAP notes to provide a holistic overview of treatment and findings. Effectively acquiring information from study clients to assess findings and record accurately:</p> <ul style="list-style-type: none"> <li>• Verbal</li> <li>• Non-verbal</li> <li>• Feet + lower legs tactile</li> <li>• Visual observations</li> </ul> <p>Storage of personal data/records.</p>
3. Understand the legislative and regulatory governance of reflexology practice	<p>3.1 Explain the legislation underpinning standards of good practice in reflexology. 3.2 Analyse the role of professional codes of practice in relation to reflexology practice 3.3 Analyse the role of professional bodies in relation to reflexology. 3.4 Consider the importance of undertaking a recognised training programme in reflexology</p>	<p>Expectation of understanding: Health and Safety; Risk assessment; Informed consent; GDPR; Safeguarding Adults and Children; Health and Social Care Act 2008 (Regulated Activities) Regulations 2014.</p> <p>Own professional code of practice e.g. GMC; NMC Code of Practice (CREA and reflexology members organisation as student and graduate)</p> <p>Profession voluntarily regulated, therefore standards assured via regulated training CREA / OTHM / Ofqual; NOS – SFHCNH11 Informed practice</p>

## Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count
All 1 to 3	All AC's under LO 1 to 3	Group Tasks, course work and seminars	N/A

## Indicative reading list

[www.ico.org.uk](http://www.ico.org.uk) – Guide to General Data Protection Regulation, the principles, rights and obligations

[www.hse.gov.uk](http://www.hse.gov.uk) – Health and Safety Advice and guidance on legislation.

<https://www.asa.org.uk/> Advertising Standards Agency (ASA)

<https://www.asa.org.uk/about-asa-and-cap/people/cap-panels-and-committees.html> Committees of Advertising Practice (CAP)

## Anatomy, Physiology and Psychology in Illness and Health

Unit Reference Number	M/650/5034
Unit Title	Anatomy, Physiology and Psychology in Illness and Health
Unit Level	5
Number of Credits	20
Guided Learning Hours (GLH)	80
Total Qualification Time (TQT)	200
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.2 Nursing and Subjects and Vocations Allied to Medicine
Unit Grading Structure	Pass/Fail

### Unit Aims

To develop anatomy, physiology and psychology understanding to provide the learner with the skills to evaluate illness and health in different clinical contexts. This unit must be completed before moving on to Clinical Reflexology and Reflected Anatomy.

### Learning Outcomes, Assessment Criteria, and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative contents
1. Understand the structure and function of body systems	1.1 Explain the structure and function of body systems. 1.2 Describe the levels of organisation in the body	Body systems: <b>Skeletal</b> ; Muscular; Digestive; Urinary; Cardiovascular; Circulatory; Nervous; Integumentary; Endocrine & Exocrine; Lymphatic; Respiratory; Reproductive male and female. Fascia and Senses Immune <b>Ultrastructure of an animal cell:</b> e.g. plasma membrane; cytoplasm; nucleus; nucleolus; endoplasmic reticulum; golgi apparatus; vesicles; lysosomes; ribosomes; mitochondria and centrioles.

		<p><b>Tissue types:</b> e.g.epithelial (glandular, lining, covering), eg salivary gland of digestive tract, endothelial lining of arteries and veins in the cardiovascular system, epithelial lining of lung tissue in the respiratory system; muscular, eg smooth muscle surrounding the gastrointestinal tract, skeletal muscle, intercostal muscles of the lungs, cardiac muscle of the heart; nervous, eg neurones and neuroglia; involuntary innervation throughout the body systems; connective, diverse group, cartilage, bone (eg ribs in respiratory system), areolar (within mucous membranes of the digestive system), adipose, elastic (fibres in artery walls within cardiovascular system), reticular, collagenous</p> <p>Levels of organisation: e.g. Through differentiation, cells form tissues; organs; organ systems Light and electron microscopes: magnification and resolution</p>
<p>2.Understand the structure and function of the feet and hands</p>	<p>2.1 Describe the structure and function of the feet and hands. 2.2 Explain the body systems reflected onto the structures in the feet and hands.</p>	<p><b>Foot and Hands;</b> Bones, Bone tissue, joints, muscles, cartilage, tendons, ligaments, fascia and connective tissue, blood vessels, nerves. <b>Foot only;</b> Arches and Venous Arch. <b>Hands;</b> Metacarpals - Carpals Joints <b>Bones;</b> tendons, ligaments, primary blood vessels and nerves. How they function? Macro systems represented on feet and hands with bone structure of feet and hands used to identify placement of each system. Reflexology chart foot maps as precise anatomical reflection of macro to micro body systems.</p>
<p>3.Understand health and illness as reflected in the feet and hands in a clinical reflexology context</p>	<p>3.1 Explain how feet and hands can indicate aspects of health and illness in a clinical reflexology context. 3.2 Examine how this reflects in different anatomy</p>	<p>Identify and assess tactile findings. Identify and assess visual findings. Recognise abnormalities / imbalances from all potential causes, to include lifestyle factors;</p>

	body systems	medications, prescribed and non-prescription and possible side effects; psychological factors; physical factors; pre-determined pathologies; diet + fluids; exercise; sleep patterns; addictions; trauma; stress; posture; work; genetic and/or hereditary factors.
4. Understand how homeostasis promotes recovery	<p>4.1 Explain the principles of homeostasis.</p> <p>4.2 Summarise how homeostatic mechanisms operate in the maintenance of an internal environment.</p> <p>4.3 Evaluate the importance of homeostasis in maintaining the healthy functioning of the body</p>	<p>Definition of homeostasis, internal environment, concept of negative feedback as a regulatory mechanism.</p> <p><b>Control unit:</b> The control unit then communicates the change needed to bring the body back into balance.</p> <p><b>Effector:</b> The effector receives this information and acts on the change that is needed.</p>
5. Understand the biopsychosocial model and its relevance in illness and health	<p>5.1 Define concepts of health and illness,</p> <p>5.2 Explain biopsychosocial influences upon illness and health.</p> <p>5.3 Evaluate the impact of influences upon biopsychosocial illness and health.</p>	<p>World Health Organisation definition. <i>Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity</i></p> <p><b>Biological</b> (e.g. genetics, brain chemistry and brain damage) Social (e.g. life traumas and stresses, early life experiences and family relationships)</p> <p><b>Psychological</b> (e.g. how we interpret events as signifying something negative about ourselves)</p> <p>Demonstrating the multi levels of life influences through researching biology, psychology, and sociology</p>

### Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count
All 1 to 5	All AC's under LO 1 to 5	AP&P Workbook / Reflexology charts / Essay	2000 words

**Indicative reading list**

Batmanghelidj, F. (1998) *Your Body's Many Cries for Water*

Baum A. Gatchel R.J. Krantz D.S. (1997) *An Introduction To Health Psychology*. USA: McGraw-Hill Companies

McConnell T.H. Hull K.L. (2011) *Human Form Human Function*. Baltimore: Lippincott Williams & Wilkins

British National Formulary (BNF) (To understand medications and their potential side-effects in order that they may be identified in the micro reflection of the body)

Parker S (2009) *The Concise Human Body Book*. London: Dorling Kindersley

Medical Dictionary



## Clinical Reflexology and Reflected Anatomy

Unit Reference Number	R/650/5035
Unit Title	Clinical Reflexology and Reflected Anatomy
Unit Level	5
Number of Credits	20
Guided Learning Hours (GLH)	80
Total Qualification Time (TQT)	200
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.2 Nursing and Subjects and Vocations Allied to Medicine
Unit Grading Structure	Pass/Fail

### Unit Aims

To develop an understanding and foundation skills in Clinical Reflexology along with the application and interpretation of the macro to micro representation of the human anatomical body reflected onto the feet and lower legs. (This unit underpins all other units.)

### Learning Outcomes, Assessment Criteria, and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative contents
1.Be able to perform preparation and relaxation techniques	1.1 Explain how to prepare a client for a treatment. 1.2 Demonstrate how to prepare and deliver relaxation techniques	Introduction of student reflexologist hands to client study feet and the pre-treatment movements to prepare the micro reflected body for base, systemic foundation treatment
2.Be able to reflect the body (macro) onto the feet (micro) for reflexology	2.1 Explain the 13 micro reflected body systems as an anatomical reflection of the macro body systems on a clinical Reflexology chart. 2.2 Describe the precise location of organs and systems from a three-dimensional (3D) perspective. 2.3 Describe with accuracy all systems against the actual vertebral level and position on the skeleton.	<b>13 Body System;</b> Skeletal, Muscular, Digestive, Urinary, Cardiovascular & Circulatory, Nervous, Integumentary. Fascia & Senses, Endocrine & Exocrine, Immune, Lymphatic, Respiratory and Reproductive. Macro body anatomical systems reflected as the Micro onto the feet and lower legs. Reflexology foot map representing real macro feet and X-Ray'd bones with

		<p>micro reflected skeleton.                      3D anatomical precision using the micro reflected skeleton. So that all other micro systems can be placed against the vertebral levels. Supports the theoretical basis for reflexology being a treatment that is conducted on a micro reflection of the body.                      Prepares for treating holistically via the feet and lower legs</p>
<p>3.Be able to carry out case studies of clinical reflexology practice</p>	<p>3.1 Demonstrate how to perform a foundation clinical reflexology treatment, to include:                      a) Use bi-manual techniques                      b) Use organic and dynamic treatment movements                      3.2 Use both feet simultaneously to treat micro body systems.                      3.3 Use both feet working systemically</p>	<p>Preparation for clinical practice in a supportive environment.                      Promotes time management and appropriate care.                      Signposts areas for improvement as well as recognition of competency.                      Legislation: GDPR and Record Keeping</p>
<p>4.Be able to perform foundation clinical reflexology practice</p>	<p>4.1 Demonstrate how to undertake clinical reflexology under supervision to include:                      a) Holistic awareness of client needs and expectations.                      b) Explanation of potential body and mind healing responses to reflexology treatment                      c)Tactile Consultation Process                      d)Visual Assessment                      e) Recording of treatment findings/assessments                      f) Formulate evidence assessed further treatment plan</p>	<p>Organic rather than mechanical use of hands, correct posture when using reflexology foundation techniques;                      Biomechanics of hands.                      Practitioner and Client Study- Health &amp; Safety and GDPR.                      Procedures: Student Disclaimer, Authenticity Document, SOAP Notes, Reflexology foot map, Foundation treatment questionnaire, Extenuating Circumstances.                      Record Keeping: SOAP Notes, practice file of treatments SET 1.                      Holistic treatment: recognising the interaction of all body systems: Skeletal, Muscular, Digestive, Urinary, Cardiovascular &amp; Circulatory, Nervous, Integumentary, Fascia &amp; Senses, Endocrine &amp; Exocrine, Immune, and Lymphatic, Respiratory, Reproductive. Macro body anatomical systems reflected as the Micro onto the feet and lower legs.                      Preparation: Treatment area, treatment chair/couch, suitable environment for clinical practice, receiving and</p>

		<p>then consultation with Client Study                      Time management for consultation procedures and treatment. Recording all findings with anatomical precision on a Reflexology foot map.                      Taking responsibility for any course of action, exercising autonomy and judgement within the parameters of the reflexology foundation treatment protocol.                      Reviewing and evaluating treatment results from treatment findings. Reviewing and evaluating treatment results from Client Study information; simple questionnaire and feedback.</p>
--	--	---

### Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count
All 1 to 4	All AC's under LO 1 to 4	Case studies of Clinical Practice / Anatomy Reflected reflexology charts for all systems / Unsupervised Clinical Practice Portfolio	N/A

### Indicative reading list

Parker S. (2009) *The Concise Human Body Book*. London: Dorling Kindersley

Trigg, A and Evans S.A (2021) *The PodyCharts, Foot Charts for Reflexology, An Atlas of Reflected Anatomy*. United Kingdom: The Choir Press

## Developmental Reflexology, Pathology, and Integrated Medicine

Unit Reference Number	T/650/5036
Unit Title	Developmental Reflexology, Pathology, and Integrated Medicine
Unit Level	5
Number of Credits	20
Guided Learning Hours (GLH)	80
Total Qualification Time (TQT)	200
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.2 Nursing and Subjects and Vocations Allied to Medicine
Unit Grading Structure	Pass/Fail

### Unit Aims

This unit provides the ongoing incremental development of treatment techniques, treatment protocols that together with adapting a treatment to pre-diagnosed pathologies, enable the application of an individualised treatment plan that is specific to the needs of the client.

### Learning Outcomes, Assessment Criteria, and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative contents
1. Be able to apply Reflexology practice through clinical assessment, analysis, evaluation, and critical review	1.1 Demonstrate development progression of Applied, Clinical Reflexology treatments which includes evidence of: <ul style="list-style-type: none"> <li>a) Assessing information to justify treatment options</li> <li>b) Interpreting visual and tactile observations</li> <li>c) Assessing need of each study client to provide a holistic overview for effective management of health</li> <li>d) Determine appropriate organs, systems for treatment of specific conditions</li> <li>e) Determine appropriate techniques for treatment of specific conditions</li> <li>f) Evidence a client focused approach to uncover a</li> </ul>	Complex and non-routine treatment planning with need to identify and use relevant understanding, methods, and skills. <b>Responsibilities;</b> course of action exercising autonomy and judgement within the parameters of Applied Reflexology interpretations. <b>Skills;</b> adapts and uses treatment protocols. appropriate to the life stage, condition of a client study <b>Methods;</b> clinically assess, analyse and evaluate to provide bespoke treatments with a critical review of outcomes.

	<p>full range of components that effect health.</p> <p>g) Recommend alternative Health Providers to support an Integrated approach to Medicine.</p> <p>h) Select appropriate measurement methodologies to record treatment findings.</p> <p>i) Critical review and reporting of treatment outcomes.</p>	
<p>2. Understand how malfunctioning of human anatomy and physiology of macro systems can lead to illness</p>	<p>2.1 Describe a range of altered conditions which might benefit from Reflexology.</p> <p>2.2 Examine scenarios for each macro system and justify evidence-based treatment plans using foundation and advanced reflexology techniques.</p>	<p>To understand the multi-faceted processes of pre-determined treatment and conditions, Medical Reports, Medical Dictionary, Epidemiology Reports, Anatomy and Physiology in Illness and Health texts.</p> <p>Case Studies</p>
<p>3. Understand how to structure a bespoke Clinical Reflexology treatment to a range of conditions</p>	<p>3.1 Discuss the symptoms and signs and together with foundation and advanced reflexology treatment protocols, structure a bespoke clinical treatment for pre-determined conditions.</p>	<p>Complex and non-routine treatment planning with need to identify and use relevant understanding, methods, and skills.</p> <p><b>Responsibilities;</b> course of action exercising autonomy and judgement within the parameters of Applied Reflexology interpretations.</p> <p><b>Skills;</b> adapts and uses treatment protocols appropriate to the condition of a client study.</p> <p><b>Methods;</b> clinically assess, analyse and evaluate to provide bespoke treatments with a critical review of outcomes.</p> <p>Demonstrate that they are working and complying with ethical standards of practice and exercising autonomy and judgement. Using practical theoretical and technical understanding to address issues, while remaining aware of the nature and appropriate scope of the reflexology practitioner application.</p> <p>Formal and Informal sources of support for development of recommendation to other appropriate health providers.</p>

<p>4.Be able to provide Clinical Reflexology for life limiting and chronic illness</p>	<p>4.1 Describe a range of life limiting and chronic conditions.                      4.2 Apply bespoke treatments using foundation and advanced reflexology techniques for pre-determined life limiting and chronic illnesses in a clinical environment, under supervision.                      4.3 Apply practical reflexology skills for palliative care in a clinical environment, under supervision, identifying areas of caution and contra-indication.</p>	<p>Complex and non-routine treatment planning with need to identify and use relevant understanding, methods, and skills.  <b>Responsibilities;</b> course of action exercising autonomy and judgement within the parameters of Applied Reflexology interpretations.  <b>Skills;</b> adapts and uses treatment protocols appropriate to the life stage, condition of a client study.  <b>Methods;</b> clinically assess, analyse and evaluate to provide bespoke treatments with a critical review of outcomes.                      Demonstrate that they are working and complying with ethical standards of practice and exercising autonomy and judgement. Using practical theoretical and technical understanding to address issues, while remaining aware of the nature and appropriate scope of the reflexology practitioner application.                      Formal and Informal sources of support for development of recommendation to other appropriate health providers.</p>
<p>5. Understand collaborative care and Partnership working</p>	<p>5.1 Analyse the principles of collaborative care                      5.2 Explain the role of the reflexologist within the multi-disciplinary team.                      5.3 Evaluate own role within the team.</p>	<p>Trust, respect, willingness, empowerment, effective communication.                      Working as part of a health care team in different settings, sharing information appropriately; record keeping; client enabling and empowerment in decision making.                      Other health providers                      Roles of individual and family members in review</p>
<p>6.Be able to provide Clinical Reflexology for Men’s Health</p>	<p>6.1 Provide bespoke treatments using foundation and advanced reflexology techniques to support men’s health and well-being in a clinical environment, under supervision.                      6.2 Apply practical reflexology skills to a male specific condition and evaluate the specific systems, identifying areas of caution and contra-</p>	<p>Complex and non-routine treatment planning with need to identify and use relevant understanding, methods, and skills.  <b>Responsibilities;</b> course of action exercising autonomy and judgement within the parameters of Applied Reflexology interpretations.  <b>Skills;</b> adapts and uses treatment protocols</p>

	<p>indication.</p>	<p>appropriate to the life stage, condition, or treatment of a client study.  <b>Methods;</b> clinically assess, analyse and evaluate to provide bespoke treatments with a critical review of outcomes .          Demonstrate that they are working and complying with ethical standards of practice and exercising autonomy and judgement. Using practical theoretical and technical understanding to address issues, while remaining aware of the nature and appropriate scope of the reflexology practitioner application.          Formal and Informal sources of support for development of recommendation to other appropriate health providers.</p>
<p>7. Be able to provide Clinical Reflexology to promote for Male and Female fertility</p>	<p>7.1 Provide reflexology therapy to support the treatment of fertility conditions in a clinical environment, under supervision.          7.2 Evaluate the treatment provided in relation to promote fertility.</p>	<p>Both Male and female fertility.          Complex and non-routine treatment planning with need to identify and use relevant understanding, methods, and skills.  <b>Responsibilities;</b> course of action exercising autonomy and judgement within the parameters of Applied Reflexology interpretations.  <b>Skills;</b> adapts and uses treatment protocols appropriate to the life stage, condition, of a client study.  <b>Methods;</b> clinically assess, analyse and evaluate to provide bespoke treatments with a critical review of outcomes.          Demonstrate that they are working and complying with ethical standards of practice and exercising autonomy and judgement. Using practical theoretical and technical understanding to address issues, while remaining aware of the nature and appropriate scope of the reflexology practitioner application.          Formal and Informal sources of support for development of recommendation to other appropriate</p>

		health providers.
--	--	-------------------

### Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count
All 1 to 7	All AC's under LO 1 to 7	Portfolio / case studies of clinical Practice	N/A

### Indicative reading list

Marquardt H. (2000) *Reflexotherapy of the Feet*. Stuttgart: Thieme

Belya S. (2014) *Foot Reading: A Reflexology Primer on Foot Assessment*. Balboa Press

Belya S. (2021) *Advanced foot Reading: A Consultative approach to Reflexology*. Balboa Press



## Stress Management for Body and Mind

Unit Reference Number	Y/650/5037
Unit Title	Stress Management for Body and Mind
Unit Level	5
Number of Credits	20
Guided Learning Hours (GLH)	80
Total Qualification Time (TQT)	200
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.2 Nursing and Subjects and Vocations Allied to Medicine
Unit Grading Structure	Pass/Fail

### Unit Aims

To develop the knowledge and practical skills necessary to perform a treatment protocol that is used specifically for stress related pathologies and/or conditions. To understand the physiological and psychological processes of stress.

### Learning Outcomes, Assessment Criteria and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative contents
1.Understand stress and its impact	1.1 Define stress. 1.2 Describe the principle causes of stress. 1.3 Assess the range of physical, emotional, mental, social, and environmental factors and stressors that effect health. 1.4 Determine the physical responses to stress. 1.5 Determine the psychological responses to stress	Impact of multi-faceted life and lifestyle factors on health. Details that impact on the ability of a person to play an active role in promoting their own innate ability to regain homeostasis for body and mind. Stress can be defined as any type of change that causes physical, emotional, or psychological strain.
2.Be able to provide Applied Reflexology for stress related conditions	2.1 Discuss and record treatment protocol plan specific to stress related condition. 2.2 Provide specific reflexology treatment protocol	Focus on: Stress related conditions and client reported stress factors. Complex and non-routine treatment planning with need

	<p>for stress related condition. 2.3 Provide clinical evaluation of the treatment outcomes.</p>	<p>to identify and use relevant understanding, methods, and skills. <b>Responsibilities;</b> course of action exercising autonomy and judgement within the parameters of Applied Reflexology interpretations. <b>Skills;</b> Uses treatment protocols appropriate to providing a clinical reflexology treatment that is specific to a stress related condition. <b>Methods;</b> clinically assess, analyse and evaluate to provide bespoke treatments with a critical review of outcomes. Demonstrate that they are working and complying with ethical standards of practice and exercising autonomy and judgement. Using practical theoretical and technical understanding to address issues, while remaining aware of the nature and appropriate scope of the reflexology practitioner application. Formal and Informal sources of support for development of recommendation to other appropriate health providers. Content: Systems appropriate to stress plus limbic system. Energetic principles and how they impact on health: Chinese organ clock; Meridians; Chakras; Muscle Chains.</p>
--	---	--

## Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count
All 1 to 2	All AC's under LO 1 to 2	Essay / Portfolio / case studies of Clinical Practice	Essay 2000 words

## Indicative reading list

Lipton B.H. (2005) *The Biology of Belief*. London: Hay House UK Ltd

Pert C.B. (1999) *Molecules of Emotion*. London: Pocket Books

Shapiro D. (2006) *Your Body Speaks Your Mind*. London: Piatkus

Stormer C. (2019) *Language of the Feet*. London: Hodder & Stoughton

Chatterjee Dr R (2018) *The Stress solution*. Penguin Random House: UK.

## Life stages of Human Development

Unit Reference Number	A/650/5038
Unit Title	Life stages of Human Development
Unit Level	5
Number of Credits	10
Guided Learning Hours (GLH)	40
Total Qualification Time (TQT)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	Nursing and Subjects and Vocations Allied to Medicine
Unit Grading Structure	Pass/Fail

### Unit Aims

This unit develops the knowledge and practical skills necessary to make adaptations to a treatment that are specific to an individual in Life Stages. The learner will determine and make judgements that encompass holistic assessment to promote the effective management of health from an all-encompassing perspective. The learner will apply their diagnostic skills of pre-determined allopathic conditions and pathologies for a bespoke, individualised and clinically assessed treatment.

### Learning Outcomes, Assessment Criteria, and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative contents
1. Be able to provide Applied Reflexology for a range of Life Stages	1.1 Provide bespoke treatment for at least two stages of life, in a clinical environment, under supervision	Knowledge and understanding of appropriate life stages- Baby, children, adolescent; puberty; young age; middle age and older age. Tailor treatments to individual needs. Used to maintain good health and bring relief to a range of both acute and chronic conditions. Investigatory treatment progressing to a bespoke treatment plan.
2. Be able to provide Applied Reflexology to support maternal health	2.1 Analyse a range of conditions relative to maternal health and their suitability for reflexology 2.2 Demonstrate and record bespoke treatments	Knowledge and understanding of maternal health and pregnancy. Demonstrate that they are working and complying with

	<p>to support maternal health in a clinical environment, under supervision, to include evidence of:</p> <p>a) Discussion and recording of treatment plan appropriate to pregnancy care and trimesters</p> <p>b) Performance of treatment appropriate to client's health needs</p> <p>c) Clinical evaluation of the treatment outcomes</p> <p>d) Recommend blending of conventional care treatment with alternative practices to promote effective management of health</p>	<p>ethical standards of practice and exercising autonomy and judgement. Using practical theoretical and technical understanding to address issues, while remaining aware of the nature and appropriate scope of the reflexology practitioner application. Formal and Informal sources of support for development of recommendation to other appropriate health providers.</p>
<p>3.Be able to provide Applied Reflexology for perimenopause, menopause, and post menopause care</p>	<p>3.1 Demonstrate and record bespoke treatment for one of the following stages of life:</p> <ul style="list-style-type: none"> <li>• perimenopause,</li> <li>• menopause,</li> <li>• post menopause</li> </ul> <p>a) Discussion and recording of treatment plan appropriate to the Life Stage of Perimenopause, menopause, and post menopause</p> <p>b) Performance of treatment appropriate to client's life stage health</p> <p>c) Clinical evaluation of the treatment outcomes</p> <p>d) Recommend blending of conventional care treatment with alternative practices to promote effective management of health</p>	<p>Knowledge and understanding of life stages in relation to menstruation and menopause. Demonstrate that they are working and complying with ethical standards of practice and exercising autonomy and judgement. Using practical theoretical and technical understanding to address issues, while remaining aware of the nature and appropriate scope of the reflexology practitioner application. Formal and Informal sources of support for development of recommendation to other appropriate health providers.</p>
<p>4.Be able to provide applied Reflexology for an alternative micro reflection other than feet</p>	<p>4.1 Discuss alternative micro reflection's other than feet.</p> <p>4.2 Demonstrate bespoke treatment on a micro reflection of the body other than the feet, in a clinical environment, under supervision</p>	<p>Reflections: hands, ears, face, cells</p> <p>Complex and non-routine treatment planning with need to identify and use relevant understanding, methods, and skills.</p> <p><b>Responsibilities:</b> course of action exercising autonomy and judgement within the parameters of applied Reflexology interpretations.</p> <p><b>Skills:</b> adapts and uses treatment protocols appropriate to the life stage, condition of a client study</p> <p><b>Methods:</b> clinically assess, analyse, and evaluate to</p>

		provide bespoke treatments with a critical review of outcomes
--	--	---

**Assessment**

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count
All 1 to 4	All A.C.'s 1 to 4	Case studies, portfolios and observed Supervised Clinical practice	N/A

**Indicative reading list**

Enzer S (2004) *Maternity Reflexology Manual*. Self-published

Kavanagh W. (2005) *Baby Touch: Massage and Reflexology for Babies and Children*. Hamlyn

## Evidence Based Practice for Reflexology

Unit Reference Number	D/650/5039
Unit Title	Evidence Based Practice for Reflexology
Unit Level	6
Number of Credits	10
Guided Learning Hours (GLH)	40
Total Qualification Time (TQT)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.2 Nursing and Subjects and Vocations Allied to Medicine
Unit Grading Structure	Pass/Fail

### Unit Aims

To gain knowledge and understanding of the historical influences and governance on reflexology to current day. To recognise and evaluate current research assessment methodologies and the theories and tenets that underpin Applied and Clinical reflexology practice.

### Learning Outcomes, Assessment Criteria, and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative contents
1. Understand historical perspectives and their influence on modern day reflexology	2.1 Determine the chronological development of reflexology from early evidence AD to contemporary practice. 2.2 Summarise the major changes that have occurred over time. 2.3 Consider future trends in reflexology	Influences: Major names through the decades e.g. Eunice Ingham; Hanne Marquardt through to modern day e.g. Lynne Booth; Suzanne Enzer; Chris Stormer; Dorthe and Peter Lund Frandsen.
2. Understand the theories and tenets that underpin reflexology practice	2.1 Describe the theories and tenets relevant to reflexology. 2.2 Compare and contrast the theories and tenets of reflexology and its application to practice.	Models: Gate control theory of Pain; Fascial system; Neurotransmitters; Zones; Proprioception; macro to micro reflection; Placebo and Nocebo effect; therapeutic touch; the pain effect; lymphatic drainage; ANS effect.
3. Understand evidence-based practice in reflexology	3.1 Explain the concept of evidence-based practice.	Objective, balanced, responsible use of current research and best available data to guide policy and

	<p>3.2 Analyse how evidence-based practice is applied to clinical reflexology.</p> <p>3.3 Evaluate own evidence-based practice.</p> <p>3.4 Reflect</p>	<p>practice and decision making.</p> <p>Monitor health and wellbeing assessment methodologies e.g. MYCAW</p> <p>Reflective practice and EBP enquiry steps.</p>
--	--	--

## Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count
All 1 to 3	All AC's under LO 1 to 3	Essay	N/A

## Indicative reading list

Hamilton D.R. (2021) *Why Woo-Woo Works*. London: Hay House

Whatley J. Perkins J. Samuel C. (2022) '*Reflexology: Exploring the mechanism of action*'. Open access – Science Direct:

Complementary Therapies in Clinical Practice, Volume 48, August 2022, 101606. <https://doi.org/10.1016/j.ctcp.2022.101606>

Nazari, F., Soheili, M., Hosseini, S. et al (2016) 'A comparison of the effects of reflexology and relaxation on pain in women with multiple sclerosis', *Journal of Complementary Integrated Medicine* 13 (1) pp. 65-71 Open [Online]. Available at: <https://www.degruyter.com/view/j/jcim.2016.13.issue-1/jcim-2015-0046/jcim-2015-0046.xml> <https://www.degruyter.com/view/j/jcim.2016.13.issue-1/jcim-2015-0046/jcim-2015-0046.xml> (Accessed: 19 October 2019).

Attias, S., Sivan, K., Aveni, O. et al (2018) 'Analgesic effects of reflexology in patients undergoing surgical procedures: A Randomised Controlled Trial', *Journal of Alternative and Complementary Medicine*, 24(8) pp. 809-815. Open [Online]. Available at: [https://www.researchgate.net/publication/325659661\\_Analgesic\\_Effects\\_of\\_Reflexology\\_in\\_Patients\\_Undergoing\\_Surgical\\_Procedures\\_A\\_Randomized\\_Controlled\\_Trial](https://www.researchgate.net/publication/325659661_Analgesic_Effects_of_Reflexology_in_Patients_Undergoing_Surgical_Procedures_A_Randomized_Controlled_Trial)(Accessed: 19 October 2019).

Bahrami T., Rejeh N., Hervavi-Karimooi M., et al (2019) 'The Effect of Foot Reflexology on Hospital Anxiety and Depression in Female Older Adults: A Randomised Controlled Trial', *The International Journal of Therapeutic Massage and Bodywork* 12(3) pp.16-21. Open [Online]. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6715326> (Accessed: 19 October 2019).



Esmel-Esmel, N., Tomas-Esmel, E., Tous-Andreu, M. et al (2017) 'Reflexology and polysomnography: changes in cerebral wave activity induced by reflexology promote N1 and N2 sleep stages', *Complementary Therapy Clinical Practice*; 28 pp. 54-64. Open [Online]. Available at: <https://www.sciencedirect.com/science/article/pii/S1744388117300221> <https://www.sciencedirect.com/science/article/pii/S1744388117300221> (Accessed: 1 October 2019).

Hadi, M. A., Alldred, D.P., Briggs, M. et al (2017) 'Treated as a number, not treated as a person: a qualitative exploration of the perceived barriers to effective pain management of patients with chronic pain'. *BMJ Open* [Online]. Available at: <https://bmjopen.bmj.com/content/bmjopen/7/6/e016454.full.pdf> (Accessed: 29 June 2018)

Hudson, B. F., Davidson, J., Whiteley, M. S. (2015) 'The impact of hand reflexology on pain, anxiety and satisfaction during minimally invasive surgery under local anaesthetic: a Randomised Controlled Trial', *International Journal of Nursing Studies* 52 (12) pp. 1789-97 Open [Online]. Available at: <https://www.sciencedirect.com/science/article/abs/pii/S002074891500231X>(Accessed: 19 October 2019).

Kennedy, P.M. and Inglis J.T. Distribution and behaviour of glabrous cutaneous receptors in the human foot sole. *Journal of Physiology* (2002) 538.3,pp. 995-1002

Kern, C. McCoart A. Beltranm T. Bartoszek, M. *The Benefits of Reflexology for the Chronic Pain Patient in a Military Pain Clinic*. Womack Army Medical Center, Fort Bragg, NC, USA.

## Business Fundamentals for Reflexology Practice

Unit Reference Number	J/650/5040
Unit Title	Business Fundamentals for Reflexology Practice
Unit Level	5
Number of Credits	10
Guided Learning Hours (GLH)	40
Total Qualification Time (TQT)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.2 Nursing and Subjects and Vocations Allied to Medicine
Unit Grading Structure	Pass/Fail

### Unit Aims

Develops entrepreneurial knowledge & skills in preparation for Clinical Reflexology Practitioners to set up and run a reflexology business.

### Learning Outcomes, Assessment Criteria, and Indicative Contents

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative contents
1. Understand the steps necessary to setup and run a reflexology business	1.1 Describe different types of business. 1.2 Explain the legislative procedures and processes necessary to set up a business.	Sole trader, partnership; limited company Definition of key legislation: Disability, Discrimination Act; Health & Safety; Safeguarding of adults and children; GDPR; Advertising Standards Agency (ASA), Committees of Advertising Practice (CAP), Music Licence; Risk Assessment; Insurances; Professional responsibilities; Environmental responsibilities.
2. Understand the importance of business planning	2.1 Develop a business plan to include: <ul style="list-style-type: none"> <li>● Strategic goals</li> <li>● Market Research</li> <li>● Target Markets</li> <li>● Niche/Specialism Markets</li> </ul>	Future planning with clear objectives for 1 <sup>st</sup> and 2 <sup>nd</sup> year trading. Research the market to identify treatment costs and types of treatment. Identify opportunities for niche and/or specialist treatment sectors. Identify competition and additional

	<ul style="list-style-type: none"> <li>● Market Opportunities</li> <li>● Competitors</li> <li>● Entrepreneurship opportunities</li> <li>● Diary Management</li> <li>● Financial forecasting and budgeting</li> <li>● Identifying potential obstacles</li> <li>● Business Growth</li> </ul>	<p>opportunities to develop entrepreneurial skills.                      Price structuring, Fees, and Charges.                      Financing large purchases.                      Diary management and forward planning to accommodate new, returning and/or specialised treatment clients (managing risk).                      Financial planning and budgeting: cash flow; holidays; illness; seasonal trends. Potential obstacles: changes in global economy; opportunity for professional development.                      Promotion activities; social media marketing; website management; developing USP/own brand personality.                      Research to support business growth: loans; grants; business specialists.</p>
3. Know the financial requirements of setting up a business	<p>3.1 Explain the principles of bookkeeping and accountancy relevant to a setting up a business.                      3.2 Explain the importance of financial record keeping</p>	<p>Definition of key legal finances: Tax; National Insurance and Insurances.                      Which category to trade in                      Communication and record keeping</p>
4. Be able to summarise revenue projection as a self-employed Reflexology Practitioner	4.1 Formulate the revenue projection for self-employed practice	<p>Factors that need consideration for establishing a new and financially viable business: Financial forecast; Fees and charges; Cash Flow; Price structuring; Membership organisations</p>
5. Understand entrepreneurial opportunities for business growth as a reflexology business	5.1 Investigate and evaluate entrepreneurial opportunity for business	<p>Establishing your brand: Logo; mission statement; Service user requirements; Goal &amp; target setting; CPD research and opportunities; Evaluating current employment opportunities; Target audience; Potential clients; Sources of support for skills and funding; Key Personnel; social media and Marketing</p>

## Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count
All 1 to 5	All AC's under LO 1 to 5	Knowledge Test + Seminar / Business Plan	N/A

## Indicative reading list

Ingram K. (2017) *Thrive – Don't Just – Survive*. Great Yarmouth: Rethink Press

<https://www.asa.org.uk/> Advertising Standards Agency (ASA)

<https://www.asa.org.uk/about-asa-and-cap/people/cap-panels-and-committees.html> Committees of Advertising Practice (CAP)

## **IMPORTANT NOTE**

Whilst we make every effort to keep the information contained in programme specification up to date, some changes to procedures, regulations, fees matter, timetables, etc may occur during the course of your studies. You should, therefore, recognise that this booklet serves only as a useful guide to your learning experience.

For updated information please visit our website [www.othm.org.uk](http://www.othm.org.uk)

BLANK PAGE