

PROGRAMME SPECIFICATION

1	Awarding Institution: University Worcester
2	Teaching Institution: Gloucestershire College
3	Programme accredited by: N/A
4	Final Award: FdSc incorporating International Therapy Examination Council (ITEC) Diplomas in Holistic Massage, Aromatherapy, Reflexology
5	Programme Title: FdSc in Health and Complementary Therapies
6	Pathways available: N/A
7	Mode and/or site of delivery: Onsite at Gloucestershire College and Work based Learning
8	Mode of attendance: Full-time and Part-time
9	UCAS Code: B340
10	Subject Benchmark Statement: With reference to QAA Benchmarks for Foundation Degrees and for Health Studies and National Occupational Standards for Complementary Therapies.
11	Date of Programme Specification Preparation: Feb 2011

12 Educational Aims of the Programme

This Programme aims to:

1. Provide a vocationally based education, which acts as the foundation for a range of experiences in the field of Complementary Therapies.
2. Provide opportunities for students to develop key skills to prepare for further study and for employment and lifelong learning.
3. Promote critical reflection and reflective practice.
4. Develop a sound theoretical and practical knowledge of massage, aromatherapy and reflexology to work effectively within the limitations and scope of safe practice.
5. Provide students with International Therapy Examination Council (ITEC) Diplomas in Holistic Massage, Reflexology and Aromatherapy.
6. Develop students interpersonal and communication skills and enable students to identify, use and communicate relevant information effectively.
7. Develop skills and strategies necessary for building effective partnerships with a range of service users, services for professionals to promote integrative healthcare.

8. Provide opportunities for students to develop critical analysis skills, to analyse research promoting evidence based practice and provide the skills required to undertake research projects.
9. Provide opportunities to explore other complementary therapies utilised in integrated healthcare to enhance personal development and future progression opportunities.
10. To provide the opportunity for students to progress to Level 6 studies. To widen participation and to provide further progression opportunities in Higher Education.

13 Intended learning outcomes and learning, teaching and assessment methods

Attendance for the taught component of the course will normally be one day per week and one evening a week – totalling 12 hours contact time each week. In Year two, students will be in a work based learning environment for a minimum of 3 hours a week and in college for the remaining 9 hours. In addition for the taught aspect of the course, students will be required to undertake case studies and independent learning.

1. Promote a holistic and integrated approach to healthcare engaging with all aspects of a client's wellbeing including mind, body and spirit.
2. Perform reflexology, aromatherapy and holistic massage to a high professional standard in a variety of settings.
3. Use reflective practice to develop knowledge and skills for complementary therapy practice in work environments.
4. Demonstrate accountability for the quality of their works and take responsibility for maintaining and improving their knowledge and skills while working within the parameters of their role.
5. Work in collaboration and partnership with others across a range of different agencies and disciplines within integrated healthcare.
6. Develop key skills for lifelong learning.
7. Develop communication skills and an understanding of the humanistic approach to counselling skills.
8. Empower and involve individuals as active participants in

integrative healthcare.

9. Respect the rights and promote the interests, dignity and independence of clients whilst protecting them from harm.
10. Locate and evaluate evidence and research, promoting evidence based practice and decision making in delivery of complementary therapies.

This Foundation Degree supports the transfer of theoretical and practical knowledge, skills and understanding and also prepares students for lifelong learning. Presentation, discussion and feedback in group work builds confidence for students to further develop skills of independent and autonomous learning, as well as encouraging responsibility for their future learning.

13.1 Support for Study Skills

Prior to commencement of the course, it is anticipated that an optional summer school will be offered to provide students who have not got study skills to update themselves prior to starting their academic work. Running of this course will depend upon uptake. A study skills work book is to be developed to send out to all students 1 month prior to the course starting to be an optional aid to study.

Progression between levels 4 and 5 will be supported by the study skills programme. For those students who choose to continue their studies at University of Worcester progression between levels 5 and 6 is supported by Module FDCT 2006- Negotiated Study in Complementary Therapies. This module facilitates autonomous learning, information retrieval and skills of critical analysis.

13.2 Teaching Strategies

A variety of teaching strategies will be utilised throughout the Foundation Degree programme. Strategies will include the following:

- Lectures
- Workshops
- Presentations
- Tutorials/Mentoring
- Directed study
- Directed reading
- Collaborative learning
- Work based learning
- Portfolio building
- Independent Learning
- Moodle

14 Assessment Strategy

Each module will be assessed individually according to the module outline using formative and summative assessments; with the exception of the double work based learning module Professional Practice FDCT 2004, which will be assessed as one module. Assessments will be used as a learning strategy to provide evidence of achievement. Types of assessment strategies used are as follows:

- SWOT Analysis
- Personal Development Plan
- Short Answer exam
- Exam Written
- Exam Practical
- Individual and Group Presentation
- Information resource
- Case Study Analysis
- Significant Incident Analysis
- Essay
- Compare and contrast essay
- Case Study
- Report
- Evaluative plan of care
- Poster Presentation

In addition to the module assessments, for the award of ITEC Complementary Therapy Diplomas, each Complementary Therapy will be assessed by an External Examiner through:

- Practical assessment
- Theoretical examination
- Review of completed case studies.

To allow sufficient time for completion of case studies, the ITEC examinations will take place in the semester following the relevant module completion.

[University's Assessment Policy, UW grade descriptors](#)

15 Programme structures and requirements, levels, modules, credits, awards – see Award Map appended

The course is modular and is designed to be studied full or part-time over a minimum of 2 years and a maximum of 4 years.

Modules in the Foundation Degree in Health and Complementary Therapies at levels 4 and 5 attract 15 credits each, with the exception of the Professional Practice module FDCT 2004 which is a double module worth 30 credits at level 5. To gain the award for Foundation Degree,

students must achieve 120 credits at Level 4 and 120 credits at Level 5. 30 credits at Level 4 and 15 credits at Level 5 will be achieved through salon based practical training at Gloucestershire College and 30 credits at Level 5 must be achieved in work based practice learning. The remaining credits – 90 credits at Level 4 and 75 credits at Level 5 will be through mandatory taught modules. Work Based Learning will be achieved in work based practice learning modules, and working in Gloucestershire college salon and completion of case studies. This work experience will also provide valuable practice experience to use in reflective learning and other modules and in personal development planning.

Complementary Therapy Diplomas

ITEC Diplomas are a mandatory part of the Foundation Degree in Health and Complementary Therapies unless the student already holds the relevant ITEC Diplomas.

ITEC qualifications are supported by industry locally, nationally and internationally. ITEC qualifications have been accredited by the Qualification and Curriculum Authority, on behalf of the department for Education and Skills in the United Kingdom. Where they are available all ITEC qualifications comply with the National Occupational Standards.

There are five modules devoted to Complementary Therapies. In FDCT 1003, FDCT 1007, FDCT 1004 and FDCT 2002, the learning outcomes include the learning outcomes for the relevant ITEC diploma. The ITEC learning outcomes are mapped against the relevant module learning outcomes in each module specification and in a mapping document included as Appendix 18. In completing the module learning outcomes, the student is achieving the ITEC learning outcomes. Assessment for the award of ITEC Diplomas will be through externally assessed practical and theoretical exams and completion of case studies (see award map,).

Award Map

Level 4					
Module Code	Module Title	Credits	Status	Pre-requisites	Co-requisites
FDHS 1001	Personal and Professional Development	15	Mandatory	None	None
FDCT 1002	Anatomy and Physiology	15	Mandatory	None	None
FDCT 1003	Aromatherapy 1	15	Mandatory	None	None
FDCT 1004	Holistic Massage	15	Mandatory	None	None
FDCT 1005	Applied Biology for Complementary Therapists	15	Mandatory	None	None
FDCT 1006	Understanding Mental Health	15	Mandatory	None	None

FDCT 1007	Aromatherapy 2	15	Mandatory	None	None
FDCT 1008	Professional Conduct and Interpersonal Skills for the Workplace	15	Mandatory	None	None
Level 5					
FDCT 2001	Diet and Nutrition	15	Mandatory	None	None
FDCT 2002	Reflexology	15	Mandatory	None	None
FDHS 2003	Evidence and Research for Practice	15	Mandatory	None	None
FDCT 2004	Professional Practice	30	Mandatory	None	None
FDCT 2005	Ethics, Law and Accountability in Integrated Healthcare	15	Mandatory	None	None
FDCT 2006	Negotiated study in Complementary Therapies	15	Mandatory	None	None
FDCT 2007	Well being and Health promotion	15	Mandatory	None	None

Due to the nature of the content of the complementary therapy modules, students will be required to use appropriate physical touch on students and adult service users and be the recipients of appropriate physical touch themselves, from other students and lecturers for assessment and teaching. It is not expected that under 16's will form any part of the practical teaching or assessment for these modules.

16 QAA Academic Infrastructure

The Work Based Learning element of this course has been developed with reference to the QAA Code of Practice Section 9: Work Based and Placement Learning. Students who successfully achieve the requirements for the course will be awarded the FdSC in Health and Complementary Therapy, ITEC diploma in Holistic Massage, ITEC diploma in Aromatherapy, ITEC diploma in Reflexology and ITEC Diploma Business Awareness.

The Foundation Degree is situated within the Undergraduate Regulatory Framework (URF) and has been developed with reference to the QAA Foundation Degree Benchmark Statement (2007). Foundation Degrees are located within the Intermediate level of the Framework for Higher Education Qualifications (FHEQ) for England, Wales and Northern Ireland, and are recognised as an award that is equivalent to Level 5 within the National Qualifications Framework (2007 version). Additionally a number of key documents have informed the development for this programme.

- National Occupational Standards for Reflexology 2002

- National Occupational Standards for Aromatherapy 2002
- National Occupational Standards for Remedial and Therapeutic Massage 2002
- QAA Benchmark Statement for Health Studies (2002)
- The NHS Knowledge and Skills Framework (NHS KSF)
- QAA Code of Practice section 9. Work Based and Placement Learning

17 Support for Students and their Learning

Students on this programme will experience a wide variety of learning and teaching activities designed to meet different learner styles and to facilitate development of all subjects. Gloucestershire College is committed to being an organisation in which all members enjoy and respect equality of opportunity. Everyone must accept responsibility for upholding this position as a basic requirement of working or studying at the College.

Students will have support from a number of different aspects of the programme. This includes an opportunity to attend College Induction programmes, summer study programmes and group tutorials. Student learning support can also be obtained from Personal Tutors.

The University has an Equal Opportunities Policy, with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity committee. The Disability Service within Student Services provides specialist academic and other support on a one to one basis, make recommendations for reasonable adjustments to teaching and assessment based on individual need and works with disabled students to allow them to manage their own learning development.

Personal Tutor

All full-time and part-time students have a named Personal Tutor who will be introduced to them at the start of their course. The Personal Tutor is assigned to students to help them plan their studies and is a point of contact if they want to talk to someone if they are worried about anything. Personal Tutor's can also point students in the right direction if they need specific help or information.

Additional student support

YES (Youth, Events and Sports) team – provide fun and excitement at college. Events, trips and parties are organised throughout the year, which are highlighted on an events calendar. The YES team are available for assisting students towards better self understanding and personal confidence.

Students Council – the aim of the Student Council is to help students' voices get heard. The Council's role is to do everything possible to ensure that students enjoy their time at college and have fun. The concept enables college governors, managers and other staff to see the student perspective on a range of issues affecting learning and welfare.

18 Admissions policy, criteria and procedures

The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 1 and maximum of 3½ A Levels or equivalent Level 3 qualifications.

The admissions policy for the Foundation Degree in Health and Complementary Therapies is to encourage access to higher education through a policy of equal opportunity regardless of race, gender, disability, sexual orientation, religious belief or age.

The current UCAS Tariff requirements for entry to the course are published in the prospectus

Criteria:

UCAS Tariff: 60 points from a minimum of 6 units from at least one of the following:

- Level 3 Holistic/Beauty Therapy
- GCE Advanced Supplementary level
- GCE Advanced level
- VCE Advanced level
- VCE Double award Level
- Scottish Highers
- GCE A level equivalent to grade D
- Advanced GNVQ

Mature applicants with relevant practical skills are welcome to apply and accreditation of prior or experiential learning may be recognised. Entry will be subject to an admissions interview. All successful applicants must provide evidence of a current Criminal Records Bureau (CRB) check and a recent occupational health assessment.

It is anticipated that students on this course will not undertake any assessments using children as clients. In cases of students working within a child care environment this can be reviewed on an individual basis.

Applicants for this programme will be considered on the basis of experience and/or previous certificate learning, e.g. AVCE, NVQ, A Levels or other relevant awards.

Candidates are encouraged to apply if they feel they can benefit from

the programme. Candidates with non-standard entry applications will be considered on the basis of relevant work experience and attainment of skills, which demonstrate an ability to study at this level. Students with non-standard qualifications may be asked to complete a written piece of work on a relevant subject and/or learning needs assessment. Given the wide experience of potential applicants to this course, applications for Accreditation of Prior Learning (APL) and Accreditation of Experiential Learning (APEL) are welcomed in accordance with UW Admissions Policy.

To fulfil the mandatory vocational practice-learning element of the course, students will be required to practice complementary therapies in both work based learning placements and in college. Students applying for this programme who are already in employment as a complementary therapist within an integrative healthcare setting may request that their employer provides opportunities for work based learning. Students who are working as a complementary therapist as a sole trader, or in a health spa may be expected to change their place of work (for the period of time utilised by the work based learning module Professional Practice FDCT 2004) to gain maximum benefit from work based learning in an integrative healthcare setting. Students will be allocated a work based learning setting by tutors.

19 Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning

This course will be subjected to the UW Quality Assurance processes and will follow Regulations as set out in the Undergraduate Regulatory Framework.

Quality mechanisms will chiefly be:

- Annual Monitoring and Review at Course and Scheme Level
- Appointment of Link Tutor
- Annual Link Tutor Monitoring report
- Written student module evaluation
- Student self evaluation
- Course Committee with Student representation each semester
- Internal Moderation and verification of assessment
- External verification of assessment and External Examiner's Report
- Post Examination Board Moderation
- Peer Review
- Periodic Review
- QAA Institutional Audit
- QAA Benchmark for Foundation Degrees
- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education (2001 and 2004) with particular reference to Part 2 Collaborative provision and flexible

and distributed learning (including e-learning), Part 9 Placement Learning

Staff Training

Gloucestershire College's Training and Development department send out a monthly training programme to all college staff. The Quality Department at Gloucestershire College are currently developing a training package specifically for tutors working at HE level. Development opportunities available to staff include access to Staff Development Programmes and higher level qualifications. In addition to the training offered by Gloucestershire College, lecturing staff will also be able to apply for training opportunities/courses at the University of Worcester. For those staff teaching on the Complementary Therapy modules, ITEC offer training workshops which can be held in-house at the college's convenience.

20 Regulation of assessment

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements (delete if this does not apply).
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see URF.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded at D-.

- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	120 credits at Level 4 or higher
Foundation Degree FdSc	120 credits at Level 4 and 120 credits at Level 5

These awards are not classified.

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

- ITEC will award Diplomas in Holistic Massage, Reflexology and Aromatherapy and Business Awareness on successful completion of all theory and practical assessment requirements relating to each therapy.

ITEC Diplomas

In addition to the internally assessed Foundation Degree modules there will be external examinations for the ITEC Diplomas. For all externally assessed practical and theoretical examinations a Pass mark of 60% is required.

ITEC Diploma in Holistic Massage	>= 60% in external theoretical exam paper of one hour duration. 20 case studies completed and passed (5 clients on 4 occasions) Pass for case studies Pass for practical assignments Pass for Module FDCT 1008 and FDCT 1002
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ITEC Diploma in Aromatherapy	>= 60% in external theoretical examination of one hour duration. 40 case studies completed and passed (10 clients on 4 occasions) Pass at external practical exam Pass for Module FDCT 1008 and FDCT 1002
ITEC Diploma in Reflexology	>= 60% in external theoretical examination of one hour duration. 40 case studies completed and passed (10 clients on 4 occasions) Pass at external practical exam Pass for Module FDCT 1008 and FDCT 1002
ITEC Diploma Unit 22 Business Awareness	>= 60% in external theoretical examination of one hour duration.

Requirements for ITEC Case Studies

Relevant ITEC Case Study guidance sheet to be completed by the lecturer and verified by the ITEC Examiner for each case study.

(See Appendices 7, 8 & 9)

ITEC Diploma in Holistic Massage	5 clients must be treated 4 times. For full body massage and outcomes recorded. To include: Consultation Client Profile Details of how therapist conducted the treatment Details of how the client felt during and after the treatment Details of home care advice given Overall case conclusion including critical self reflection
ITEC Diploma in Aromatherapy	10 clients must be treated 4 times. To include: Consultation Client Profile Rationale for choice of carrier oil Rationale for choice of each oil Indication of alternative oils Calculation of carrier and essential oil blending Details of how treatment conducted

	<p>Details of how client felt during and after treatment</p> <p>Details of home care advice given</p> <p>Overall case conclusion including critical self reflection</p>
ITEC Diploma in Reflexology	<p>10 clients must be treated 4 times</p> <p>To include:</p> <p>Consultation</p> <p>Client Profile</p> <p>Reading of the feet</p> <p>Details of how the therapist conducted the treatment and any tender reflexes found</p> <p>Details of how client felt during and after treatment</p> <p>Details of home care advice given</p> <p>Overall case conclusion including critical self reflection</p>

Practical examinations for ITEC Diplomas

Each Complementary Therapy Diploma will involve a practical examination. These will be undertaken in Gloucestershire College salons by an external examiner. Marking criteria's for ITEC Complementary Therapy Diplomas for Aromatherapy, Holistic Massage and Reflexology can be found at Appendices 10, 11 & 12. Students who are unsuccessful at obtaining an ITEC Diploma will complete their work based learning Professional Practice Module FCDDT 2004 in college based salons. Providing all modules are passed, students will be able to complete the Foundation Degree course and be awarded a Foundation Degree without ITEC Diplomas. Students who are unsuccessful in obtaining an ITEC Diploma will not however, be a Registered Complementary Therapist. This will affect potential employment opportunities in the industry

21 Indicators of Quality and Standards

- Annual Monitoring Process and Reports
- External Examination and Annual External Examiners Reports
- Departmental Subject Review
- QAA Institutional Audit
- Investors in People (2002)
- Adherence to QAA Benchmark for Foundation Degrees (2004)
- Adherence to QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education (2001 and 2004)
- Due consideration given to the national Occupational standards for Complementary Therapies and for Health and Social Care (Skills for Health)

In November 2005, the institution was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education.

22 Career Opportunities and Links with Employers

There is an increasingly diverse range of employment opportunities for individuals to work as complementary therapists either as an independent practitioner or as part of an integrative health care team, in Health Spas and Holistic Therapy Centres. Integrative healthcare is an expanding facility in Gloucestershire and the links with employers and this Foundation Degree demonstrates this. There has never been a better time to train for what is a highly respected area of healthcare in a growing market. The Foundation Degree in Health and Complementary Therapies equips students with the professional knowledge and responsible approach to complementary health care that is required when used in an integrative health care setting. Students will be able to work with a variety of client groups and settings, for example:

As an independent practitioner

In Nursing homes/care homes

For clients being treated in addiction centres

For the terminally ill in Hospices

Clients with spinal injuries

Working in hospitals where integrative healthcare is utilised e.g. some maternity units

Holistic Therapy Centres

Health Spas

Working with clients with cancer

A number of service providers have supported and influenced the development of this Foundation Degree in Health and Complementary Therapies through the 'Employer's Forum, a group that has been instrumental in curriculum design. Many of the 'Employers Forum' members have provided work based learning placements in diverse settings, for example:

Nursing Homes, Holistic Therapy centres and Health Spas.

Development Days

To further enhance the Foundation Degree in Health and Complementary Therapies there are course enrichment days and visits organised to further demonstrate the diverse employment opportunities for complementary therapists.

For example:

Penny Brohn cancer centre- this is an educational day held at the charity cancer centre in Bristol where students will learn about the benefit of providing complementary therapies for clients with cancer.

Physability - a visit has been arranged to this holistic therapy centre, which specialises in the provision of complementary health care for those with spinal injuries.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module study guide, course handbook and work based learning handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Key sources of information about the Course can be found in:
Gloucestershire College's computerised Course Management system- Moodle.