

iUCT42 – Explore the origins of massage and principles of complementary and alternative medicine

URN – D/617/4364

Guided Learning Hours: 60

Learning outcome	Assessment criteria	Taught content to include
LO1 Be able to understand the development and diversity of massage	1.1. Explain the origins of massage	<ul style="list-style-type: none"> • China • India • Egypt • Ancient Greeks and Romans • Hippocrates • Henrik Ling
	1.2. Explain the development of the different forms of massage	<ul style="list-style-type: none"> • Importance of touch and its use within a range of cultures • Importance of touch within communication • Nurture and healing techniques
LO2 Be able to distinguish the popularity, scope and availability of complementary and alternative medicine in their local area	2.1. Implement a market analysis to ascertain the popularity, scope and availability of complementary and alternative medicine	<ul style="list-style-type: none"> • Yellow pages • Internet • Interviews with local salon, clinic owners
	2.2. Describe the importance of analysing data collected from market analysis	<ul style="list-style-type: none"> • Prepare and conduct a survey for a local, geographical area
LO3 Be able to understand the differences between complementary, alternative and allopathic medicine	3.1. Interpret the terms complementary, alternative and allopathic medicine	<ul style="list-style-type: none"> • Similarities and differences between them all
	3.2. Explain the concepts of complementary and alternative medicine compared to allopathic medicine	<ul style="list-style-type: none"> • Similarities and differences between them all

	3.3. Critically compare the differences between complementary, alternative and allopathic medicine	<ul style="list-style-type: none"> • Holism • Placebo effect • Similarities and differences between them all
	3.4. Explain the importance of government guidelines in relation to education, training and regulation of complementary and alternative medicine	<ul style="list-style-type: none"> • House of Lords • Science and Technology – Sixth Report – 21 November 2000 • The NHS Directory of Complementary and Alternative Practitioners • The Department of Health report on Complementary and Alternative Medicine • The Prince’s Foundation for Integrated Health • The World Health Organisation’s Traditional Medicine Strategy 2002-2005

LO4 Be able to understand the progression routes when working in complementary and alternative medicine	4.1. Review training and career pathways in the complementary and alternative medicine field	<ul style="list-style-type: none"> • Complementary therapies • Healthcare centres • Hospice and palliative care centres • Chronic healthcare centres and support groups • CPD
	4.2. Explain the importance of identifying related sectors in terms of further career progression	<ul style="list-style-type: none"> • Complementary therapies • Healthcare centres • Hospice and palliative care centres • Chronic healthcare centres and support groups

Assessment	
Portfolio of evidence containing: <ul style="list-style-type: none"> • Assignment 	The assignment is internally assessed by the college lecturer and verified by the external quality assurer. Assignment guidance and assignment assessment form, which must be used, can be downloaded from the iTEC website www.itecworld.co.uk

Guide to taught content
The content contained within the unit specification is not prescriptive or exhaustive but is intended to provide helpful guidance to teachers and learners with the key areas that will be covered within the unit, and, relating to the kinds of evidence that should be provided for each assessment objective specific to the unit learning outcomes.

Document History

Version	Issue Date	Changes	Role
v1	17/09/2019	First published	Qualifications and Regulation Co-ordinator