

CORE CURRICULUM

FOR MASSAGE THERAPY

Published November 2019
The Complementary and Natural Healthcare Council (CNHC)

© *copyright CNHC*

Contents

Introduction	page 3
Overall aims of the course	page 3
Learning outcomes and competencies to be achieved	page 3
Overall ratio of theory and practice	page 7
Assessor and Internal Quality Assurance required for regulated qualifications.....	page 8
(Equivalent) Minimum level at which qualifications must be achieved	page 8
Hours of study.....	page 8
Credit value	page 9
Case Study requirements	page 9
Details of assessment process	page 9
Accreditation of Prior Experiential learning (APEL).....	page 10
Appendix A: CNH1 and CNH2	page 11
Appendix B: Examples of guided learning and total qualification time	page 15

Introduction

1.	The content of this core curriculum provides a minimum standard for safe and competent practice to carry out Massage Therapy. It incorporates the National Occupational Standards (NOS) for Massage Therapy – CNH1, CNH2 and CNH7. Copies of CNH1 and CNH2 are attached as Appendix A to this document, with the wording of the overviews only included in section 2A and 2B below. The full details of CNH7 are set out in section 2C below. In the interests of public protection, some additions have been made to CNH7, as indicated in red text .
2.	Achievement of the educational and professional outcomes in this Core Curriculum act as the measure for eligibility to apply for registration with the Complementary and Natural Healthcare Council (CNHC).
3.	It will be the responsibility of those Professional Associations who verify applications for CNHC registration to:
	<p>a) ensure that the Core Curriculum is circulated to all training providers with whom they have a working relationship, so that it can be used as the minimum basis for the design and delivery of courses</p> <p>b) accept that accountability for accrediting courses and verifying applications for CNHC registration lies with the Professional Associations.</p>

1 OVERALL AIMS OF THE COURSE

To ensure that those who complete the course are safe and competent to practice Massage Therapy as autonomous healthcare practitioners.

2 LEARNING OUTCOMES AND COMPETENCIES TO BE ACHIEVED

2A CNH1 Explore and establish the client's needs for complementary and natural healthcare (full details included in Appendix A)

Overview

All forms of complementary and natural healthcare rely on exploring and establishing the client's needs and expectations. This may take place at the outset, but also during the on-going delivery of complementary and natural healthcare.

This allows the practitioner to consider whether it is appropriate to offer the service to the client, the type of service that should be offered and any required modifications to that service.

Users of this standard will need to ensure that practice reflects up to date information and policies.

2B CNH2 Develop and agree plans for complementary and natural healthcare with clients (full details included in Appendix A)

Overview

It is important that the planning of complementary and natural healthcare takes place through discussion and agreement with the client and relevant others (e.g. carers).

This standard is about developing and agreeing plans that meet the client's needs. Such plans may be subject to change as the service proceeds.

Users of this standard will need to ensure that practice reflects up to date information and policies.

2C CNH7 Provide Massage Therapy to clients

Overview

Massage Therapy means the systematic use of classical Massage and soft tissue techniques, to improve physical and emotional wellbeing. The Massage Therapist, or Massage Practitioner, is a person suitably trained and experienced for the purpose of applying such therapy.

This standard is about providing massage therapy to clients. Massage therapy includes the following types of treatments:

- effleurage – superficial through to deep
- petrissage – superficial through to deep
- tapotement
- friction
- vibration
- neuromuscular massage
- joint/muscle range of movement
- muscle stretching

Users of this standard will need to ensure that practice reflects up to date information and policies.

Knowledge and understanding

Students will need to know and understand:

1.	the history, principles and development of massage therapy and its relationship to other healthcare
2.	the classifications of massage therapy and the mechanical, physiological, psychological and reflex effects of each
3.	the range, purpose and limitations of different methods, which may be used to meet individual needs
4.	the types of presenting conditions including:
	a emotional/stress related conditions
	b muscular over/under use
	c muscular spasm
	d muscular imbalance
	e long-term illness
	f terminal illness
5.	the consultation methods that are used for massage therapy including subjective and objective observation
6.	how to recognise cautions, contraindications and contra-actions to massage treatment and the appropriate actions to take
7.	how to recognise those occasions when massage may complement other healthcare which the client is receiving
8.	how to recognise conditions for which massage therapy is inappropriate and for which the client should seek advice from other sources or refer the client to another professional
9.	the circumstances when you may choose not to accept a client
10.	how the results of the consultation inform treatment planning
11.	how to construct a suitable treatment plan for your client's specific needs
12.	the types of treatments used in massage therapy, including:
	a effleurage – superficial through to deep
	b petrissage – superficial through to deep
	c tapotement
	d friction
	e vibration
	f neuromuscular massage
	g joint/muscle range of movement
	h muscle stretching

13.	the massage mediums, coverings and supports that are used for massage therapy and the appropriate application of these	
14.	how to determine the most appropriate treatment method(s) for different clients and their particular needs including the use of handheld massage instruments for which the practitioner has received appropriate training	
15.	the importance of maintaining correct posture during massage	
16.	why massage techniques, pressures and rhythms are adapted to meet the needs and physical characteristics of the client and how to adapt them	
17.	the possible benefits of massage therapy, including:	
	a	relaxation/invigoration
	b	relieve tension
	c	improved range of movement and flexibility
	d	improved skin condition
	e	improved systemic function
	f	improved sleep patterns
	g	pain reduction
	h	injury prevention
	i	improved circulation
18.	the importance of giving clear and accurate instructions on self-care	
19.	how to evaluate the effectiveness of the massage treatment	
20.	the procedures for record keeping in accordance with legal and professional requirements	
21.	the position of the axial and appendicular bones of the skeleton, functions of the skeleton	
22.	the types, classification and structure of joints: range of movements	
23.	types of muscles (voluntary, involuntary and cardiac)	
24.	the definition of origin and insertion of muscles	
25.	the origin, insertion and actions of all major muscle groups	
26.	muscle tone and how it can vary	
27.	the causes of muscle fatigue and how to recognise it	
28.	the structure and function of the:	
	a	integumentary system
	b	cardiovascular system
	c	lymphatic system
	d	nervous system
	e	endocrine system
	f	digestive system
	g	respiratory system

	h	urinary system
	i	cells and tissues
	j	reproductive system
29.		the definition of pathology
30.		how to recognise conditions:
	a	for which massage is appropriate
	b	where massage must be used with caution or modifications
	c	for which massage is contraindicated generally/locally
	d	for which massage is inappropriate
Performance criteria		
Students must be able to do the following:		
1.		consult with the client and plan the massage therapy
2.		check that the environment meets the client's needs
3.		ensure that any equipment and materials are suitable for use
4.		prepare yourself appropriately to provide massage therapy
5.		position the client for effective massage therapy and to give as much comfort as possible
6.		carry out the massage therapy safely, correctly and in accordance with professional codes of practice, legal and organisational requirements
7.		make appropriate adjustments to the massage therapy to meet any changing needs
8.		deal effectively with the client's response to the massage therapy
9.		check the client's well-being throughout and give reassurance where needed
10.		provide clear and accurate advice with regard to any relevant aftercare and self-care
11.		evaluate the outcomes and effectiveness of the massage therapy to inform future plans and actions
12.		complete and maintain records in accordance with professional and legal requirements
3 OVERALL RATIO OF THEORY AND PRACTICE		
3.1		For effective practice as a massage therapist it is recommended that sufficient hours of practice to master techniques is required – this should be informed by underpinning theoretical knowledge – 45% should be theory with 55% dedicated to practical training. Within the theoretical component it is advised by the PSB, that business skills including governance and professional practice be included.

4 ASSESSOR AND INTERNAL QUALITY ASSURANCE REQUIREMENTS	
4.1	<p>Assessors and internal verifiers for regulated massage qualifications should hold a recognised and valid qualification such as RQF Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice RQF Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.</p> <p>In additional all assessors and verifiers should hold relevant industry and practice experience and be able to make informed judgements on assessment criteria.</p> <p>Where assessor and internal verifier qualifications differ from current practice or recognition (i.e. non-regulated qualifications), a mapping exercise should be undertaken to ensure that assessors and verifiers have relevant experience and expertise in making considered judgements against assessment criteria.</p> <p>The following qualifications may be useful as a guide in deciding suitability for assessment and verification of regulated qualifications:</p> <p>Learning and Development (L&D) 11 TQF/SE plus CPD (in line with the current L&D11 Standard) Conduct the Internal Verification Process Internally Verify the Assessment Process plus CPD (in line with the current L&D11 Standard) V1 plus CPD (in line with the current L&D11 Standard) D34 plus CPD (in line with the current L&D11 Standard)</p>
5 THE EQUIVALENT MINIMUM LEVEL AT WHICH QUALIFICATIONS LEADING TO CNHC REGISTRATION MUST BE ACHIEVED AGAINST THE REGULATED QUALIFICATION FRAMEWORK	
5.1	The minimum level of qualification required is equivalent to 3 (England and Wales); 5 (Northern Ireland); 6 (Scotland) on the UK Qualification Comparison Chart.
6 HOURS OF STUDY	
6.1	<p><u>Total Qualification Time.</u> A minimum of 520 hours is required.</p> <p>This is the number of notional hours that 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. This total includes the number of hours of Guided Learning as set out below.</p>
6.2	<p><u>Guided Learning.</u> A total of 450 hours.</p> <p>This is the activity of a Learner in being taught or instructed by – or otherwise participating in education or training under the <u>Immediate Guidance of Supervision</u> of – a lecturer, supervisor, or tutor.</p>

6.3	Immediate Guidance or Learning can be
	<p>a) with the simultaneous physical presence of the Learner and the lecturer, tutor or</p> <p>b) remotely by means of simultaneous electronic communication</p>
	A minimum of 50 hours of development and supervision of practical skills with the simultaneous physical presence of the Learner and the tutor/supervisor must be included in the hours of Guided Learning.
7 CREDIT VALUE	
7.1	52 Credits.
8 CASE STUDY REQUIREMENTS	
8.1	Students will be expected to submit 50 case studies with reflection on practice for each case study. For new clients a full consultation document must be included. For follow up client's treatment notes with explanation must be included.
9 DETAILS OF THE ASSESSMENT PROCESS	
9.1	Case studies as above plus
	<p>The theoretical written paper to cover the theory of massage and principles of business, as well as the anatomy, physiology and pathology components. The duration of the paper/s should not exceed 3 hours for either or both components.</p> <p>Practical assessment should last for a maximum of 1 hour per candidate and include a consultation, treatment plan discussion, practical demonstration of skills, and aftercare advice and recommendations. Included in the assessment should be time for the candidate to set-up the working space in a professional and appropriate manner. Following the practical assessment there should be 10 mins for assessor questions. During the practical examination questioning should be kept to a minimum and used only to clarify or ensure that health and safety procedures are being followed.</p> <p>The total hours for summative assessment should be no more than 4 hours 10 minutes (3 hours for the written component and 1 hour 10 mins for the practical component)</p> <p>Formative assessment should be used continuously to document progression and mastery of skills over the course duration.</p>
9.2	The above should all evidence clear understanding of learning outcomes outlined in this document. Assessment should be by the tutor with a sample of the overall submissions

	having been additionally assessed by an independent assessor. Organisations must be able to provide evidence of this if required.
9.3	In addition – Practical Assessment of skills
	<ul style="list-style-type: none"> a) An ongoing (i.e. during teaching sessions) observation as to practice, application and suitability. b) Final Practical Assessment should be by a minimum of one independent assessor who is occupationally competent.
9.4	Optional
	<ul style="list-style-type: none"> a) Where necessary and justified by a centre, it may be possible to assess a number of candidates simultaneously however this would be dependent on a number of assessors present. b) It is recommended that the assessor to practitioner ratio is 1:5.
9.5.	Summative Assessment
	The summative assessment must include the written work, in addition to practical work.
10 DETAILS OF AN ACCREDITATION OF PRIOR AND EXPERIENTIAL LEARNING (APEL) PROCESS FOR APPLICANTS FOR CNHC REGISTRATION WHO HAVE NOT COMPLETED A COURSE THAT OF ITSELF MEETS CNHC REQUIREMENTS, AND WHO WOULD BE RESPONSIBLE FOR IT	
	<p>The APEL process would be the responsibility of professional associations who verify applications for CNHC registration from Massage Therapy practitioners who have not completed a training course that of itself meets the requirements of the National Occupational Standards and this core curriculum.</p> <p>These applicants must present a portfolio to evidence prior learning. The portfolio will need to include the syllabus with number of hours per component, clearly documented.</p> <p>To further assess competency to practice at the standard required for CNHC registration, the applicant will need to take an independent practical assessment. This assessment should be conducted by an accredited school.</p>

Appendix A

CNH1 Explore and establish the client's needs for complementary and natural healthcare

OVERVIEW

All forms of complementary and natural healthcare rely on exploring and establishing the client's needs and expectations. This may take place at the outset, but also during the on-going delivery of complementary and natural healthcare. This allows the practitioner to consider whether it is appropriate to offer the service to the client, the type of service that should be offered and any required modifications to that service.

Users of this standard will need to ensure that practice reflects up to date information and policies.

Version No 1

KNOWLEDGE AND UNDERSTANDING

You will need to know and understand:

1. The concept of health and well-being that is consistent with the practice, principles and theory underlying your discipline
2. The nature of the service provided and fee structures
3. How the client's previous and present care may affect their health and well-being in relation to your discipline
4. How the psychological and emotional balance, as well as diet and lifestyle of the individual, can affect their health and well being
5. How the context in which people live affects their health and well-being
6. The importance of a suitable environment and making clients feel welcome
7. How to select and use different methods for exploring clients' needs
8. How to establish valid and reliable information about the client, and determine the priority of need, in order to plan the service
9. The potential risks (relevant to your discipline) of various courses of action for the client
10. How to work with clients to determine the appropriate actions
11. The appropriate actions to take to suit identified needs
12. The conditions for which the discipline is appropriate and those where it must be used with caution
13. How to recognise conditions for which your discipline is unsuitable and for which the client should seek advice from other sources

14. How to judge whether self-care procedure(s) relevant to your discipline are appropriate for the client
15. The anatomy, physiology and pathology relevant to your discipline
16. The procedures for record keeping in accordance with legal and professional requirements

PERFORMANCE CRITERIA

You must be able to do the following:

1. evaluate requests for complementary and natural healthcare and take the appropriate action
2. explain the nature of the service and fee structures to the client
3. provide an appropriate and safe environment for the service
4. make clients feel welcome and ensure they are as comfortable as possible
5. discuss the client's needs and expectations, and ask relevant questions
6. encourage the client to ask questions, seek advice and express any concerns
7. establish the client's needs in a manner which encourages the effective participation of the client and meets their particular requirements
8. determine any contra-indications or restrictions that may be present and take the appropriate action
9. evaluate the information obtained and determine the appropriate action with the client
10. complete and maintain records in accordance with professional and legal requirements

CNH2 Develop and agree plans for complementary and natural healthcare with clients

OVERVIEW

It is important that the planning of complementary and natural healthcare takes place through discussion and agreement with the client and relevant others (e.g. carers). This standard is about developing and agreeing plans that meet the client's needs. Such plans may be subject to change as the service proceeds.

Users of this standard will need to ensure that practice reflects up to date information and policies.

Version No 1

KNOWLEDGE AND UNDERSTANDING

You will need to know and understand:

1. The range, purpose and limitations of different methods or approaches which may be used for clients' individual needs
2. How to determine the most appropriate method(s) for different clients and their particular needs
3. How to recognise those occasions when your discipline may complement other healthcare which the client is receiving
4. The alternative options available to clients for whom your discipline is inappropriate
5. The role which the client (and others) may take, and may need to take, if the approach is to be successful
6. How to support and advise the client to make informed choices
7. How to work with the client and relevant others to plan the approach
8. Why evaluation methods should be determined at the planning stage and what the client's role will be in the evaluation
9. The importance of encouraging and empowering the client to be as actively involved as possible
10. The relationship of the client's involvement to the promotion of their health and well-being
11. The procedures for record keeping in accordance with legal and professional requirements

PERFORMANCE CRITERIA

You must be able to do the following:

1. explain the available option(s) which meet the client's identified needs and circumstances
2. explain any restrictions, possible responses and advise on realistic expectations
3. advise the client when your discipline is inappropriate and help them to consider other options
4. discuss the approach to be taken, the level of commitment required and the potential outcomes and evaluation with the client
5. check the client understands and support them to make informed choices
6. obtain the client's consent and complete records in accordance with professional and legal requirements

*CNH2 Develop and agree plans for complementary and natural healthcare with clients
Final version approved June 2010 © copyright Skills For Health*

What activities Count Towards Guided Learning Hours (GLH) and Total Qualification Time (TQT)?

The following table provides examples of what activities count towards both GL (hours) and TQT:

Type of Activity	GL (hours)	TQT
Classroom based learning supervised by the lecturer, supervisor or tutor whether on a 1 to 1 or group basis	✓	✓
Invigilated or supervised examinations or final assessments	✓	✓
Research project where the learner carries out independent research and produces a report without supervision	x	✓
Classroom based induction to a qualification as required in the specification	✓	✓
Skills practice at place of learning or workplace where the learner is responsible for generating their own evidence of practice, e.g. a statement confirming attendance from a suitable attendant adult, generally not the lecturer or tutor	x	✓
Skills practice carried out in simulated conditions where the learner is observed and assessed at the same time as the simulation is taking place	✓	✓
Face to face meetings with the lecturer, supervisor or tutor or other prearranged teaching session, e.g. telephone/webcam contact, internet messaging, i.e. conversation in real time	✓	✓
Work based practice observed by employer, tutor, or other witness more qualified than the learner	✓	✓
Portfolio assessment where the learner collates evidence of competence and understanding unsupervised by the lecturer, supervisor or tutor	x	✓
E-assessment where the learner has their knowledge and understanding assessed unsupervised where they can access online e-assessment at any time	x	✓
E-assessment where the learner is supervised by the lecturer, supervisor or tutor in real time	✓	✓
Watching a pre-recorded podcast or webinar	x	✓