

Unit 14: Provide Indian Head Massage

Unit code:	D/601/4095
QCF Level 3:	BTEC Nationals
Credit value:	6
Guided learning hours:	49

● Aim and purpose

This is a preparation for work unit, which is based on capability and knowledge. The knowledge gained in this unit includes preparing for and providing Indian head massage. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

● Unit introduction

This unit will give learners the knowledge, understanding and skills required to prepare for and perform Indian head massage treatments.

This unit introduces learners to the theory underpinning Indian head massage treatments, including the effects and benefits of Indian head massage and relevant anatomy and physiology.

Learners will appreciate how to prepare for Indian head massage treatments, including preparing themselves, the client and the work area. Learners will also develop skills in carrying out client consultations to identify individual client needs, assessing the hair and scalp for any diseases/disorders before treatment, as well as identifying contraindications to the treatment.

Learners will be expected to communicate and behave in a professional manner throughout this unit. They will be taught how to perform Indian head massage treatments, following health and safety practices, completing treatments to clients' satisfaction. Learners will also study how to provide suitable aftercare advice to clients.

This unit could be co-delivered with other massage units, including *Unit 10: Provide Body Massage* and *Unit 22: Aromatherapy Massage for Beauty Therapy*.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to prepare for Indian head massage
- 2 Be able to provide Indian head massage.

Unit content

1 Be able to prepare for Indian head massage

Preparation: of therapist (personal hygiene/presentation, protective attire); of client (protective attire, removal of glasses/jewellery and shoes, brush hair)

Preparation of work area: environmental conditions eg heating, lighting, ventilation, atmosphere; salon and client requirements

Client consultation: consultation techniques (questioning, visual, manual, reference to client records); treatment objectives; assessing hair and scalp for any diseases and disorders; contraindications eg alcohol consumption, infectious skin disease, cuts/abrasions/bruising, high fever, scalp infection, head/neck injury; clear recommendations; client confidentiality

Products: range of carrier and essential or pre-blended oils for each dosha and purpose; sterilising solution

Tools and equipment: towels; comfortable chair; mirror; brush/comb

2 Be able to provide Indian head massage

Communication and behaviour: professional manner; communication (speaking, listening, body language, written); behaviour eg polite, tactful, client rapport; professional ethics eg handling referral data from professionals, doctor's referral letter, quality assurance, maintaining effective working relationships, responsibilities to self and others; awareness of limits of own responsibility eg follow instructions

Health and safety working practices: sterilisation and sanitation methods; safe use of tools and equipment; Health and Safety at Work Act (HASAWA) 1974; The Personal Protective Equipment (PPE) at Work Regulations 1992; Control of Substances Hazardous to Health (COSHH) Regulations 2002; waste disposal

Treatment: positioning of therapist and client; use of products, tools, equipment and techniques to suit client; massage movements (effleurage, petrissage, tapotement, vibration, friction, champi); ways of adapting treatments to suit client; complete treatment to client's satisfaction; contra-actions and response eg headache, nausea, dizziness, fainting; record and evaluate results (methods of evaluation)

Aftercare advice: homecare (ways of avoiding contra-actions, how to maximise treatment benefits); retail opportunities (products, future services)

Effects and benefits: physiological; physical; psychological

Anatomy and physiology: structure and function of skin; skin types, conditions, diseases and disorders; structure and function of hair; structure of neck, upper back and arms; position and action of muscles in upper back, neck and arms; structure and function and supply of blood and lymph to head

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 prepare themselves, client and work area for Indian head massage [TW5, SM3]		
P2 use suitable consultation techniques to identify treatment objectives [IE1, IE2, IE5]	M1 explain the importance of preparation and pre-treatment activities for Indian head massage	D1 evaluate pre-treatment preparations for Indian head massage
P3 provide clear recommendations to the client [IE4, RL1]		
P4 select products, tools and equipment to suit client treatment needs [SM3]		
P5 describe salon requirements for preparing themselves, the client and work area	M2 explain salon requirements for preparing themselves, the client and work area	
P6 describe the environmental conditions suitable for Indian head massage [IE3]		
P7 describe the different consultation techniques used to identify treatment objectives		
P8 describe the importance of assessing the hair and scalp for any diseases and disorders before treatment		
P9 explain how to select products, tools and equipment to suit client treatment needs		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P10 explain the contraindications that prevent or restrict Indian head massage [IE5]		
P11 communicate and behave in a professional manner [TW3, TW4, TW5, SM5, SM6, SM7]		
P12 follow health and safety working practices [SM4]		
P13 position themselves and client correctly throughout the treatment		
P14 use products, tools, equipment and techniques to suit the client's treatment needs [SM3]	M3 use products, tools, equipment and techniques to suit two different clients' treatment needs	
P15 complete the treatment to the satisfaction of the client [RL3]		
P16 record and evaluate the results of the treatment [RL3]		
P17 provide suitable aftercare advice [EP2, EP3, EP4, EP5]	M4 provide suitable aftercare advice to different clients	
P18 explain how to communicate and behave in a professional manner		
P19 describe health and safety working practices		
P20 explain the importance of positioning themselves and the client correctly throughout the treatment		
P21 explain the importance of using products, tools, equipment and techniques to suit client's treatment need	M5 compare the suitability of selected products, tools, techniques used to suit two clients' treatment needs	D2 evaluate the suitability of products, tools, techniques used to suit two clients' treatment needs

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P22 explain the effects and benefits of Indian head massage [IE2]		
P23 describe how treatments can be adapted to suit client treatment needs	M6 explain how treatments can be adapted to suit client treatment needs	
P24 state the contra-actions that may occur during and following treatments and how to respond		
P25 explain the importance of completing the treatment to the satisfaction of the client		
P26 explain the importance of completing treatment records		
P27 explain the methods of evaluating the effectiveness of the treatment		
P28 describe the aftercare advice that should be provided [EP4]	M7 explain the aftercare advice provided	D3 evaluate the aftercare advice provided.
P29 describe the structure and functions of the skins	M8 explain the effects of Indian head massage on the skin, hair, and underlying anatomical and physiological structures.	
P30 describe skin types, conditions, diseases and disorders		
P31 describe the structure and function of the hair		
P32 describe the structure of the neck, upper back and arms		
P33 explain the position and action of the muscles in the upper back, neck and arms		
P34 describe the structure, function and supply of the blood and lymph to the head.		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), see *Annexe F*. The word 'client' relates to and peers and does not mean that treatments need to be carried out on paying clients or within commercial timescales.

This unit is intended to develop the knowledge, understanding and skills required for the preparation and application of Indian head massage treatments. Delivery of this unit should be mainly practical to engage and motivate learners. Tutors are advised to use a variety of teaching methods and aids when delivering the underpinning theory of this unit.

Tutors should introduce learners to Indian head massage treatments. Learners must be taught how to prepare for and perform these Indian head massage treatments, following health and safety practices. It is recommended that tutors provide an initial full demonstration to learners. Learners should then be given the opportunity to practise the techniques themselves on each other, before progressing onto clients. The benefit of this is that learners will gain first hand experience of Indian head massage treatments and will be more informed when performing treatments.

Learners need to be taught how to carry out preparatory activities, such as preparing the work area, performing client consultations and selecting appropriate products, tools and equipment. It is essential that learners are able to create treatment plans suitable for the individual client. Ideally, learners should have an opportunity to practise on different clients, so they can appreciate the differing treatment objectives and ways of adapting treatments to suit individual clients.

In order to perform treatments safely, learners will also need knowledge of the different contraindications which could prevent or restrict treatment and the contra-actions which may result.

Tutors must introduce learners to the theory associated with Indian head massage treatments, for example the effects and benefits, and anatomy and physiology, using a range of delivery methods such as lectures, seminars, group discussions and presentations. Tutors could explore the use of internet video clips, DVDs, trade publications, trade exhibitions and guest speakers to aid learners' understanding and generate group discussions considering the historical background and Eastern/Western perspectives.

The importance of providing suitable aftercare advice should be stressed. Learners should be encouraged to take advantage of retail opportunities presented by giving aftercare advice, as part of the client care experience.

Learners are expected to communicate and behave in a professional manner throughout this unit, especially when it comes to communicating about potentially sensitive matters. This is an essential skill that will serve learners well when they go into employment in the hair and beauty sector, where the client-hairdresser/therapist relationship is of paramount importance.

While learners are not expected to perform treatments within commercial timescales for assessment purposes, it is strongly recommended that learners intending to go onto employment within the industry are able to perform within commercial timescales to advance their employment prospects.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Tutor introduction to unit to – including outline of unit content, overview of how unit will be assessed (number of assignments and deadlines), range of recommended resources.
Assignment 1: Indian Head Massage Treatments (P1, P2, P3, P4, P11, P12, P13, P14, P15, P16, P17, M3, M4). Tutor introduction to assignment brief.
Expected communication and behaviour. Health and safety practices, current and relevant legislation. Promotional opportunities to encourage clients to visit for Indian head massage treatments.
Skin, hair and scalp conditions. Reasons for Indian head massage treatments, historical background, Eastern/Western perspectives, auras, chakras. Respective client requirements and necessary adaptations.
Preparation procedures. Preparation of therapist, client and work area. Client consultation and treatment planning. Selection of products, tools and equipment.
Indian head massage treatments – full demonstration by tutor, practise on peers, case studies. Treatment. Aftercare advice – designing a homecare leaflet for client following Indian head massage treatments. Practical workshops focusing on different themes each week, for example working cost effectively, commercial timings.
Anatomy and physiology, such as effects of treatments, and reflection on effects of Indian head massage treatments over a period of time – use of diagrams/textbooks, case studies. Evaluating effects and benefits, reflective log by learners.
Assignment 2: Indian Head Massage Case Study (P5, P6, P7, P8, P9, P10, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P34, M1, M2, M5, M6, M7, M8, D1, D2, D3). Tutor introduction to assignment brief.
Assignment workshop(s)
Tutor recap of unit, using games and quizzes as memory aids.

Assessment

The unit is assessed by the centre and will be subject to external verification by Edexcel.

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind.

The theoretical aspects of assessment for this unit can be achieved through learners completing centre-devised assignments, a portfolio of evidence or through adaptation of Edexcel assignments where available. Practical assessment criteria will require observation and completion of relevant documentary evidence by the assessor.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units, where appropriate. Reference to grading criteria should be made in the assessment documentation, to ensure the criteria have been met.

P1, P2, P3, P4, P11, P12, P13, P14, P15, P16, P17, M3 and M4 require learners to prepare for and perform Indian head massage treatments safely. Learners need to carry out treatments on two different clients. This must be assessed via practical observation and evidenced with a signed witness testimony. Learners will be assessed on their communication and behaviour throughout the treatments. Learners must be aware of

the limits of their authority and responsibility, for example when to refer clients for medical advice and not diagnose conditions.

Learners will be expected to carry out preparation procedures before treatments, for example performing client consultations and selecting appropriate products, tools and equipment. Learners will also need to carry out associated post-treatment procedures, including providing aftercare advice.

P5, P6, P7, P8, P9, P10, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P34, M1, M2, M5, M6, M7, M8, D1, D2 and D3 assess the underpinning theory associated with Indian head massage treatments. These criteria can be assessed in a variety of ways. A recommended holistic method of assessment would be for learners to produce a report on Indian head massage treatments they have provided.

Alternatively, theoretical assessment and grading criteria can be assessed in the form of a short-answer paper, or a number of smaller assignments, such as the examples below:

- an Indian head massage reference handbook for themselves/new starters (P5, P6, P7, P8, P9, P10, P18, P19, P20, P21, P23, P24, P25, P26, P27, P28, M1, M2, M6)
- a homecare leaflet for clients (P24, P28, M4, M7)
- an article investigating the effects of Indian head massage treatments (P22, P24, M8)
- reflective logs and case studies (P16, P27, M5, D1, D2, D3)
- worksheets/annotated diagrams of anatomy and physiology (P29, P30, P31, P32, P33, P34).

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. Theoretical aspects of this unit, such as anatomy and physiology, lend themselves to cross-unit assessment.

It is recommended good practice for tutors to hold regular assignment workshops where learners bring in their assignment work and work on it, consulting with the tutor when necessary.

Signed witness testimonies and observation records must be retained for verification purposes.

Supplementary evidence in the form of photographs and consultation record cards could also be provided.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P11, P12, P13, P14, P15, P16, P17, M3, M4	Indian Head Massage Treatments	Prepare for and provide Indian head massage treatments for two different clients, following health and safety practices.	Practical observation, with a signed witness testimony. Photographs as supplementary evidence marked and authenticated by the assessor.
P5, P6, P7, P8, P9, P10, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, P29, P30, P31, P32, P33, P34, M1, M2, M5, M6, M7, M8, D1, D2, D3	Indian Head Massage Case Study	Produce a report, reflecting on Indian head massage and on the treatments provided.	Written report. Photographs and diagrams as supplementary evidence marked and authenticated by the assessor.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links to the following NOS: B23 Provide Indian head massage. This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 3
Provide Body Massage Treatments
Aromatherapy Massage

Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe F*. Learners will also require access to products, tools and equipment suitable for providing Indian head massage treatments, for example couches, trolleys, stool, mechanical equipment and appropriate consumables.

Employer engagement and vocational contexts

Centres are encouraged to develop links with healthcare professionals, such as medical centres, and to use guest speakers such as masseurs and beauty/spa therapist who perform Indian head massage treatments professionally.

Indicative reading for learners

Textbooks

Burnham-Airey M and O'Keefe A – *Indian Head Massage: A Practical Guide 2nd Edition* (Thompson Learning, 2005) ISBN 9781844803293

Cressy S – *Beauty Therapy Fact File 5th Edition* (Heinemann, 2010) ISBN 9780435451424

McGuinness H – *Indian Head Massage* (Hodder Arnold, 2004) ISBN 9780340782187

Journals and magazines

Guild Gazette (Guild of Professional Beauty Therapists)

Habia News (Seed Publishing Limited)

Websites

www.beautyguild.com

Guild of Professional Beauty Therapists

www.habia.org

Habia, the Standards Setting Body for the hair and beauty sector

www.professionalbeauty.co.uk

Professional Beauty

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	<p>identifying questions to answer, planning and carrying out research and considering the influence of feelings, using suitable consultation techniques to identify treatment objectives [IE1, IE2, IE5]</p> <p>analysing and evaluating recommendations to the client [IE4]</p> <p>exploring environmental conditions suitable for Indian head massage [IE3]</p> <p>considering the influences of contraindications that prevent or restrict Indian head massage [IE5]</p> <p>planning and carrying out research into the effects and benefits of Indian head massage [IE2]</p>
Team workers	<p>taking responsibility, preparing themselves, the client and work area for Indian head massage [TW5]</p> <p>adapting behaviour, showing fairness and consideration and taking responsibility, communicating and behave in a professional manner [TW3, TW4, TW5]</p>
Reflective learners	<p>identifying opportunities, providing clear recommendations to the client [RL1]</p> <p>reviewing the completion and results of the treatment [RL3]</p>
Self-managers	<p>organising their products, tools and equipment to suit the client's treatment needs [SM3]</p> <p>dealing with competing pressures, responding positively to change and managing their emotions when communicating and behaving in a professional manner [SM5, SM6, SM7]</p> <p>anticipating risks and managing health and safety working practices [SM4]</p>
Effective participators	<p>presenting a persuasive case, proposing practical ways forward, identifying improvements and influencing others by providing suitable aftercare advice [EP2, EP3, EP4, EP5]</p> <p>identifying improvements that would benefit others by providing the aftercare advice. [EP4]</p>

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Creative thinkers	<p>generating ideas and exploring possibilities about the suitability of products, tools, equipment and techniques for different clients [CT1]</p> <p>asking the client questions as part of the consultation [CT2]</p>
Self-managers	<p>working towards being able to prepare for and perform Indian head massage on different clients, showing initiative, commitment and perseverance [SM2]</p>
Effective participators	<p>discussing issues of concern regarding contraindications with an appropriate person. [EP1]</p>

● Functional Skills - Level 2

Skill	When learners are ...
ICT – using ICT	
Manage information storage to enable efficient retrieval	working on data related to case studies
ICT – finding and selecting information	
Select information from a variety of sources to meet requirements of a complex task	researching body systems and anatomical structures affected by massage
ICT – developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	planning treatment as part of a preliminary consultation
Combine and present information in ways that are fit for purpose and audience	presenting outcome of case study to the class
English – Speaking, Listening and Communication	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	presenting outcomes following preliminary consultation
English – Writing	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	writing reports and evaluating case study work.