

Unit 22: Aromatherapy Massage for Beauty Therapy

Unit code:	M/601/9558
QCF Level 4:	BTEC National
Credit value:	15
Guided learning hours:	90

● Aim and purpose

This unit enables learners to develop the knowledge, understanding and skills required to be able to carry out aromatherapy massage treatments, as beauty treatments, by creating their own blends of oils.

● Unit introduction

Alternative therapies are becoming increasingly popular and are now a part of a beauty therapist's repertoire of treatments. Aromatherapy massage is an alternative therapy which is an effective and beneficial treatment, not only as a form of relaxation but also in complementing conventional medicine for conditions such as insomnia and stress where the symptoms not the cause are treated.

In this unit learners develop will the theoretical and practical skills required to carry out aromatherapy massage. The unit also develops the therapeutic approach required for aromatherapy massage treatments. Learners need to know the relevant legislation and professional ethics related to aromatherapy massage treatments, to enable them to maintain a level of professionalism, especially when working in close conjunction with the medical profession.

Learners will study the extraction chemistry and therapeutic use of carrier and essential oils used in beauty therapy. By the end of the unit learners will have an understanding of aromatherapy massage and be able to carry out treatments and provide aftercare advice.

This unit will develop learner awareness of this area of the beauty therapy industry. However, it will not fully develop competence or confer a licence to practice, rather it contributes to the underpinning knowledge and understanding of the appropriate National Occupational Standards (NOS). If learners wish to pursue this area of study, they should contact the relevant professional bodies and seek guidance on further professional study and development.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know the methods of extraction and chemistry of essential and carrier oils used in beauty therapy
- 2 Understand the therapeutic use of essential and carrier oils used in beauty therapy
- 3 Be able to safely carry out aromatherapy Massage treatments for clients.

Unit content

1 Know the methods of extraction and chemistry of essential and carrier oils used in beauty therapy

Extraction methods: steam distillation; expression; solvent extraction; hydro-diffusion; enfleurage; maceration; phytol extraction; liquid carbon dioxide extraction, comminution; types from extraction (resinoids; concretes; absolutes)

Essential oil chemistry: basic chemical constituents (carbon, hydrogen, oxygen); chemical families (terpenes, alcohols, esters, aldehydes, ketones, oxides, lactones, phenols); sources of essential oils (flowers, fruit, herb, resin, wood); oil classifications (top, middle, base)

Carrier oil chemistry: fats and oils; vegetable; sources of carrier oils (vegetable, nut, seed, flower)

2 Understand the therapeutic use of essential and carrier oils used in beauty therapy

Methods of entry and excretion into the body: entry (skin, lungs, olfactory system); excretion (skin, kidneys, lungs, digestive system); methods of essential oil application (massage, inhalation, vaporisation, compress, bathing, cosmetics/perfumery)

Product knowledge: essential and carrier oils (therapeutic uses, contraindications, contra-actions, Latin names, botanical names)

3 Be able to safely carry out aromatherapy Massage treatments for clients

Preparation: of therapist (personal hygiene/presentation, protective attire); of client (protective attire, secure hair, removal of jewellery, skin preparation); sterilisation and sanitisation

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

Products: carrier oils; essential oils; hand sanitiser

Tools and equipment: massage couch/chair; towels; bowls

Client consultation: communication (verbal and non-verbal); sensitivity testing; treatment planning eg order and frequency of treatments; treatment objectives; skin and body analysis; specialist client groups (children, convalescents, pregnancy, elderly); contraindications eg deep vein thrombosis, chemotherapy, radiotherapy, contagious skin diseases, loss of skin sensation, clinical obesity, very thin clients, diabetes, epilepsy, heart disease, pregnancy, varicose veins, postural deformities, cancer, phlebitis, certain medication, high and low blood pressure, undiagnosed lumps or swelling, medical oedema, product allergies, recent operations, recent scar tissue; clear recommendations; client confidentiality

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; professional behaviour (GP referral, relationship with medical profession and other complementary therapists, codes of conduct associated with professional bodies)

Aromatherapy treatment: positioning of therapist and client; ways of adapting treatments to suit client; choice of essential oil (flower, herb, fruit, resin, wood) and carrier oil (vegetable, nut, seed and flower); blending techniques; completion of record card; safety (procedures, storage and handling of essential oils, banned oils, toxic oils, hazards, risks, oil safety, oil purity; complete treatment to client's satisfaction; contra-actions and response; record and evaluate results (methods of evaluation eg measurements before and after treatments, asking for client feedback)

Aftercare advice: homecare; (ways of avoiding contra-actions, maintaining treatment benefits); retail opportunities (products, future services including repeat treatments)

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 describe the extraction methods of essential and carrier oils	M1 compare the extraction methods of essential oils and carrier oils	D1 evaluate the methods of extraction used for carrier and essential oils
P2 identify the chemical structure of essential and carrier oils	M2 describe the chemical structure of essential oils and carrier oils	D2 compare the chemical structure of carrier and essential oils
P3 describe methods of excretion and entry into the body of essential oils with reference to their therapeutic use	M3 explain, using examples, how carrier and essential oils achieve their therapeutic use and the detrimental effects of essential oils caused by their method of entry into the body	D3 assess the therapeutic use of carrier and essential oils and the detrimental effects of essential oils on the systems of the body during entry and excretion
P4 explain the therapeutic use of essential and carrier oils, with reference to their contraindications, contractions, Latin names and botanical names [IE2, IE6, CT1]	M4 compare different essential and carrier oils for the treatment of conditions that benefit from aromatherapy massage treatment	D4 evaluate the effectiveness of essential and carrier oils chosen for the treatment of a named condition
P5 implement preparations for aromatherapy massage treatments [SM3, TW5]	M5 explain the choice of preparations, consultation techniques, treatment application and aftercare advice to clients.	D5 evaluate the choice of preparations, consultation techniques, treatment application and aftercare advice to clients.
P6 perform client consultations for aromatherapy massage treatments [IE1, RL2, TW2, TW3, TW4, SM7, EP4]		
P7 perform aromatherapy Massage treatments for a safe, professional standard [IE5, TW5, CT6]		
P8 provide aftercare advice to clients. [EP2, EP3, EP4, EP5]		

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 gives learners an overview of one of the many complementary therapies available within the beauty industry. This unit can be delivered as stand alone, but knowledge of anatomy and physiology and body massage is essential to ensure learner understanding of some of the content. Learners are expected to gain the knowledge and skills described in the content through carrying out supporting activities that include the practical application of aromatherapy massage. Learners should understand the importance of blending oils correctly to suit individual clients.

Learning outcome 1 should be delivered theoretically, but delivery techniques should be varied to enthuse learners. Activities could include formal lectures, discussions, group work and learners' presentations. It would be beneficial for learners if delivery of this learning outcome was related to learning outcome 2.

Learning outcome 2 can be delivered theoretically, when exploring methods of entry and excretion, and practically by selecting, using and gauging the therapeutic uses of aromatherapy oils. It is essential that when learning about their therapeutic uses learners are taught about the contraindications, contra-actions, Latin and botanical names of essential oils.

The development of massage techniques is required for learning outcome 3. A programme of tuition covering preparation, client consultation, application and case studies should be delivered. Learners should blend oils to suit client needs at the time of treatment. Consultation techniques could be developed through the use of role play and delivered before learners practise on clients. Industry codes of practice and guidelines, in terms of health and safety and salon policy on hygiene, should also be considered. It would be beneficial for learners if they had the opportunity to practise on a variety of different clients, to give them experience similar to that of an industry salon.

Learners should be encouraged to reflect on their practical skills to enhance their abilities and gain a greater appreciation of the limits and constraints of the beauty industry.

Learners would benefit from guest speakers or professionals from aromatherapy associations to encourage them to develop links between theory and real practice. Learners may also wish to visit beauty/holistic exhibitions or attend specialised seminars to expand their knowledge of aromatherapy/massage.

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
Introduction to unit content.
Methods of extraction – lectures, class discussions comparing methods, videos/DVDs of different methods. Essential and carrier oils.
Essential oil chemistry – basic chemical constituents, chemical families, sources of essential oils, oil classifications.
Carrier oil chemistry.
Assignment 1 – Essential and Carrier Oils Test (P1, M1, D1, P2, M2, D2)
Methods of entry and excretion into the body.
Methods of essential oil application.

Topic and suggested assignments/activities and/assessment
Essential oil product knowledge – to include at least 25 different essential oils. Therapeutic uses, contraindications, contra-actions, Latin names, botanical names.
Carrier oil knowledge – to include at least 3 different oils. Therapeutic uses, contraindications, contra-actions, Latin names, botanical names.
Assignment 2 – Therapeutic Effects of Essential and Carrier Oils (P3, M3, D3, P4, M4). Tutor introduction to assignment brief, assignment workshops with tutor, independent learner activity.
Treatment preparation.
Client consultation – role play, practical demonstrations.
Aromatherapy massage – tutor demonstration, learners practise and develop skills: <ul style="list-style-type: none"> • selection of essential and carrier oils for client's needs • blending techniques • record card • health and safety (including storage and handling) and relevant legislation • professional behaviour.
Aftercare advice – including retail opportunities.
Assignment 3 – Aromatherapy Massage Treatment Case Study (P5, P6, P7, P8, M5, M6, D4, D5). Tutor introduction to assignment brief, practical demonstrations, assignment workshops with tutor, independent learner activity.
Tutor review of unit.

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.

Learners should not be asked to carry out additional tasks in order to achieve the higher grades.

P1, M1, D1, P2, M2 and D2 could be assessed via a written test, devised and marked by the centre and externally verified by Edexcel. Alternatively, learners could create a written report or PowerPoint presentation, with diagrams and tables of comparisons, detailing methods of extraction for and the chemistry of at least nine essential oils and three carrier oils.

P3, M3, D3, P4 and M4 could be assessed via a written test, devised and marked by the centre and externally verified by Edexcel. Alternatively, learners could create a leaflet advertising the therapeutic effects of at least 25 different essential oils and three carrier oils to clients, with reference to methods of excretion and entry into the body.

P5, P6, P7 and P8 must be assessed through the practical application of skills in a realistic learning environment or where industry experience can be gained. Learners should be encouraged to carry out case studies consisting of a course of four treatments where they should see progression in the treatment of their client. Cases studies should cover client profile, treatment objectives, and assessment of the client to include treatment plans, choice of essential and carrier oils, adaptation of massage to their individual needs, aftercare advice, cautions, restrictions and recommendations and assessing outcomes of a course of individual treatments. This can be presented in the form of a final portfolio or presentation, which could include outcomes and findings enabling learners to achieve M5, M6, D4 and D5.

Alternatively, learners could perform aromatherapy massage treatments on four different clients, to gain experience of different client needs and enable them to use different essential and carrier oils to achieve different therapeutic effects.

By evaluating themselves following each massage treatment, learners could identify and implement modifications to improve subsequent aromatherapy massage treatments they provide.

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. Theoretical aspects of this unit 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, M1, D1, P2, M2, D2	Methods of Extraction of Essential and Carrier Oils	Complete a test on the methods of extraction and chemical structure of essential and carrier oils.	Written test marked and authenticated by the assessor.
P3, M3, D3, P4, M4	Therapeutic Effects of Essential Oils and Carrier Oils	Create a leaflet/poster advertising the therapeutic effects of at least 25 essential and three carrier oils to clients, with reference to methods of excretion and entry.	Leaflet/poster marked and authenticated by the assessor.
P5, P6, P7, P8, M5, M6, D4, D5	Aromatherapy Massage Treatment Case Study	Over a period of time, perform four aromatherapy body massage treatments on a regular client. Detail the preparations, client consultations, treatments and aftercare advice provided.	Practical observation accompanied by signed witness testimony. Written report detailing the case study 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: CNH4 Provide aromatherapy to clients. 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 2	Level 3	Level 4
The Living Body	Provide Body Massage	Reflexology for Beauty Therapy
		Research in Complementary Therapies

Essential resources

Learners will need access to at least 25 different essential oils and three carrier oils. Learners will also need access to appropriate realistic learning environment facilities. This must include access to all equipment and materials needed to perform aromatherapy massage and allow learners to achieve all the learning outcomes.

Employer engagement and vocational contexts

Guest speakers from the aromatherapy field, visits to beauty/holistic exhibitions, specialised seminars and conferences and liaising with relevant professional bodies would help to put the unit in a vocational context for learners.

Indicative reading for learners

Textbooks

Bowles J – *The A-Z of essential oils: What they are, where they came from, how they work* (Barron's Educational Series, 2003) ISBN 9780764156168

Lawless J – *Complete Illustrated Guide to Aromatherapy: A practical approach to the use of essential oils for health and well-being* (Element, 2002) ISBN 9780007131082

Lawless J – *The Encyclopaedia of Essential oils: The Complete Guide to the Use of Aromatic Oils in Aromatherapy herbalism health and well-being* (Thorsons, 2002) ISBN 9780007145188

Lis-Balchin M – *Aromatherapy Science: A Guide for Healthcare Professionals* (Pharmaceutical Press, 2005) ISBN 9780853695783

Kusmirek J – *Liquid Sunshine: Vegetable Oils for Aromatherapy* (Floramicus, 2002) ISBN 9780954329501

Journals and magazines

Aromatherapy News (World of Health Network publications)

Habia News (Seed Publishing Limited)

Websites

www.aromatherapycouncil.co.uk/

Aromatherapy Council

hcd2.bupa.co.uk/fact_sheets/html/aromatherapy.html

Bupa healthcare company

www.professionalbeauty.co.uk/

Professional Beauty

www.skillsforhealth.org.uk/

Skills for Health, the Sector Skills Council for the health sector

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>explaining the therapeutic use of essential and carrier oils, by identifying questions to answer [IE2], and supporting conclusions, using reasoned arguments [IE6]</p> <p>performing client consultations, identifying questions to answer and problems to resolve [IE2]</p> <p>performing aromatherapy massage treatments, considering the influence of the client's expectations and requirements on the selection and use of aromatherapy oils [IE5]</p>
Creative thinkers	<p>explaining the therapeutic use of essential and carrier oils, by generating ideas and exploring possibilities [CT1]</p> <p>performing aromatherapy massage treatments, adapting ideas as circumstances change [CT6]</p>
Reflective learners	<p>performing client consultations, setting goals with success criteria [RL2]</p>
Team workers	<p>implementing preparations for aromatherapy massage treatments, taking responsibility and showing confidence in themselves [TW5]</p> <p>performing client consultations, reaching agreements with the client regarding treatment [TW2], adapting behaviour to meet clients' needs [TW3], showing fairness and consideration to clients [TW4]</p> <p>performing aromatherapy massage treatments, taking responsibility and showing confidence in themselves [TW5]</p>
Self-managers	<p>carrying out preparations for aromatherapy massage treatments, by organising time and resources [SM3]</p> <p>performing client consultations, managing their emotions, and building and maintaining relationships [SM7]</p>
Effective participators	<p>performing client consultations, identifying improvements that would benefit clients [EP4]</p> <p>providing aftercare advice, presenting a persuasive case to clients [EP2], proposing practical ways forward [EP3], by identifying improvements that would benefit clients [EP4] and trying to influence clients regarding homecare and retail opportunities.</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 ...
Independent enquirers	evaluating information about the methods of extraction used for essential and carrier oils, judging its relevance and value [IE5]
Creative thinkers	asking the client questions during the consultation, to extend their own thinking about the client's requirements [CT2]
Reflective learners	reviewing client progress and the results from aromatherapy treatments [RL3] inviting feedback from clients and provided tutors about the aromatherapy treatments performed [RL4] evaluating experiences of performing aromatherapy treatments on clients [RL5]
Team workers	collaborating with others to investigate the therapeutic uses of essential and carrier oils [TW1]
Self-managers	work towards goals, when performing aromatherapy treatments as part of a case study [SM2]
Effective participators	identify improvements to the aromatherapy massage treatments that would benefit clients. [EP4]

● Functional Skills – Level 2

Skill	When learners are ...
ICT – using ICT	
Plan solutions to complex tasks by analysing the necessary stages	devising treatment plans with clients
Manage information storage to enable efficient retrieval	maintaining client records
ICT – finding and selecting information	
Use appropriate search techniques to locate and select relevant information	investigating the methods of extraction and chemistry of essential and carrier oils
Select information from a variety of sources to meet requirements of a complex task	researching the therapeutic uses of essential and carrier oils
ICT – developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	creating a leaflet on the therapeutic uses of essential and carrier oils, as an advertisement to clients
Combine and present information in ways that are fit for purpose and audience	creating a leaflet on the therapeutic uses of essential and carrier oils, as an advertisement to clients creating a leaflet on the therapeutic uses of essential and carrier oils, as an advertisement to clients
Mathematics – representing:	
Identify the situation or problems and identify the mathematical methods needed to solve them	identifying clients' requirements and creating a blend of oils to help remedy any problems
Mathematics – analysing	
Apply a range of mathematics to find solutions	creating blends of oils to meet clients' needs
Use appropriate checking procedures and evaluate their effectiveness at each stage	checking the suitability of the blends of oils they have created
Mathematics – interpreting	
Interpret and communicate solutions to multistage practical problems in familiar and unfamiliar contexts and situations	providing aftercare advice to clients
Draw conclusions and provide mathematical justifications	evaluating the effectiveness of the blend of essential and carrier oils chosen for the treatment of a named condition

Skill	When learners are ...
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	carrying client consultations
English – Reading	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	researching the therapeutic uses of essential oils
English – Writing	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	writing a report on the case study conducted, completing client record cards and creating treatment plans.