

# Unit 24: Research in Complementary Therapies for the Beauty Industry

<b>Unit code:</b>	<b>K/601/9560</b>
<b>QCF Level 4:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>15</b>
<b>Guided learning hours:</b>	<b>90</b>

## ● Aim and purpose

This unit provides the learner with the opportunity to research complementary therapies used in the beauty industry through research. The learner will design, implement, review and present a research investigation based on complementary therapy.

## ● Unit introduction

In recent years there has been an increase in the use of complementary therapies in a variety of settings such as beauty salons, spas and medical centres. It is, therefore, useful for beauty therapists to have an understanding of complementary therapies.

This unit is theoretical to give learners the opportunity to explore various complementary therapies while developing research and evaluation skills. This unit gives learners the opportunity to create a research proposal and research design for an investigation, which they can then implement using data collection techniques. Learners will develop skills to analyse results and reflect on future considerations. The unit gives learners an awareness of the limitations of the methodology used to research complementary therapies and an opportunity to develop a critical, balanced debate regarding complementary therapies used within beauty therapy. Learners will also be taught about ways of presenting their research in a suitable format.

Learners will be given the opportunity to decide on the focus of their research investigation, and may either focus on one form of complementary therapy, or complementary therapies in general that are used within the beauty therapy industry.

This unit will develop learners' awareness of this area of the beauty 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 Be able to design a research investigation based on complementary therapy
- 2 Be able to implement the research investigation based on complementary therapy
- 3 Be able to review the results of the research investigation based on complementary therapy
- 4 Be able to present the research investigation based on complementary therapy.

# Unit content

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## 1 Be able to design a research investigation based on complementary therapy

*Research proposal:* area of study (rationale for selection) eg type of complementary therapy; statement of the debate eg influence of health models and the therapeutic relationship, factors that facilitated the growth and popularity of complementary therapies, use in beauty therapy, how education/training and professionalism/regulation influenced the industry, effectiveness of complementary therapies; background to the debate, categorisation of complementary therapies, definition(s); review of associated literature eg locate, read and index literature from primary sources; investigation aim; research hypotheses (null and alternative hypotheses); justification of the study; research method; scope and limitation; implications eg resources

*Research design:* systematic; original; ethical considerations in complementary therapies, eg client confidentiality, informed consent; health and safety considerations in complementary therapies eg contraindications, current and relevant health and safety legislation; type of research eg qualitative, quantitative; subject characteristics; sample size; methodology; resources; statistical analyses; validity; reliability; control of variables

## 2 Be able to implement the research investigation based on complementary therapy

*Implement:* eg according to research design and research method, to test research hypotheses, considering test validity, reliability, considering health and safety of subjects

*Data collection techniques:* type eg qualitative, quantitative; selection of appropriate tools for data collection; systematic recording; appropriate units; methodological problems eg bias, variables and control of variables, validity, reliability

## 3 Be able to review the results of the research investigation based on complementary therapy

*Research results:* success of investigation with reference to aim and hypotheses; validity of results; reliability of results; discussion of outcome(s) in terms of literature review; conclusion(s)

*Future considerations:* significance of research investigation; application of research results; implications; limitations of the investigation; improvements; recommendations for further research

## 4 Be able to present the research investigation based on complementary therapy

*Scientific format:* title page; contents page (list of tables, list of figures); acknowledgements; abstract; introduction; review of literature; methodology; hypotheses (null and alternative hypotheses); presentation of data eg tables, graphs; results eg statistical analysis of data; discussion; conclusion; references (Harvard referencing system); appendices

## 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:
<b>P1</b> produce a valid research proposal for a complementary therapy-based research investigation, with tutor support [IE1, IE2, IE3, CT1, CT2, CT3, CT4, CT5, CT6, SM3]	<b>M1</b> produce a valid research proposal for a complementary therapy-based research investigation, with limited tutor support	<b>D1</b> independently produce a valid research proposal for a complementary therapy-based research investigation
<b>P2</b> describe the research design for a complementary therapy-based research investigation [IE1, IE2, IE3, CT1, CT2, CT3, CT4, CT6, SM3]	<b>M2</b> explain the research design for a complementary therapy-based research investigation	<b>D2</b> justify the research design for a complementary therapy-based research investigation
<b>P3</b> implement the research investigation, describing data collection techniques [IE1, IE2, IE3]	<b>M3</b> implement the research investigation, explaining data collection techniques	
<b>P4</b> interpret collected data, describing the research results [IE4, IE6]	<b>M4</b> interpret collected data, explaining the research results	<b>D3</b> interpret collected data, analysing the research results.
<b>P5</b> review the investigation results, explaining areas for future consideration [IE4, IE6, RL5, EP4]	<b>M5</b> review the investigation results, justifying areas for future consideration.	
<b>P6</b> produce the research investigation, following standard scientific format. [RL6]		

**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.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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## Essential guidance for tutors

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### Delivery

Delivery of the learning outcomes relies on an innovative yet progressive approach to prepare learners for higher education. The unit is best delivered in the second year of the programme of study when some research skills have already been developed, which this unit can build on. It is possible to co-deliver this unit alongside either *Unit 22: Aromatherapy Massage for Beauty Therapy* or *Unit 23: Reflexology for Beauty Therapy*.

Although a major part of the delivery focuses on learners carrying out their research investigation, the unit must be supported by theoretical input from the tutor. Learners must understand concepts related to the research proposal and design, as well as research skills, techniques and methodologies, before they can consider, explore and produce a valid research proposal. Learners must be encouraged to use research activities to discover things, find new information and increase their understanding of something. This can include a wide range of activities, from discovering ways to improve existing complementary therapy treatments and their efficacy, establishing new treatments, monitoring the effect of treatments on mood and lifestyle, or uncovering adverse effects of existing complementary therapy treatments. The research method used should represent a systematic way of gathering sector-specific information and of reaching a conclusion based on a valid hypothesis and useful outcome.

For learning outcome 1, learners could be introduced to the different research investigations, and their design, currently used, such as debates and issues within complementary therapies, to determine information such as the categorisation of complementary therapies, the effectiveness of complementary therapies used within beauty therapy, the importance of the therapeutic relationship or the increasing use of complementary therapies within beauty therapy.

For learning outcome 2, learners should be introduced to methods of implementing their research investigation. For example, the methods they will adopt and the factors they must consider such as validity, reliability, accuracy and intended outcomes.

Learners may wish to use case studies from either *Unit 22: Aromatherapy massage for beauty Therapy* or *Unit 23: Reflexology for Beauty Therapy* to form part of their research, for example, to evaluate the effects of treatments over time.

It is essential that learners are made aware of the ethical considerations of conducting research, such as health and safety and client confidentiality, as well as the importance of obtaining accurate results.

The delivery of learning outcomes 3 and 4 would be enhanced by group discussions about the results of learners' research investigations. While group work is encouraged to stimulate debates, individual learners should create their own evidence for their research projects.

It is advised that learners are introduced to and able to practise using research techniques and skills before embarking on their main research project for assessment. Activities that centre around research already completed by organisations are an ideal introduction to the methods and procedures used. Some health and beauty-related organisations have conducted research that is available in published format on their websites, for example Habia and Skills for Health. There will be published results, data collection and analyses as well as written reports, which are not only a rich source of information about the industry but provide examples of research investigation structure and format.

Individual tutorials will support learners through the research process by allowing their needs of the learner to be established and the development of a programme through which research skills can be developed.

Tutors should bring learners together for formal delivery on subjects or areas that are common to all such as research methodologies and their use in investigations/reports, Harvard referencing system, literature review and critique, using examples and the general requirements of a research proposal, design, implementation and reviewing the results including the affect of limitations and possible implications.

Throughout delivery of this unit, learners should be encouraged to work more autonomously with the tutor giving support to the less able learners when needed. This delivery approach would prepare learners for assessment and higher education.

## 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 and overview of the unit
Tutor introduces some of the main debates and issues in relation to complementary therapies, which are used in beauty therapy treatments.
Interactive lecture: the process of developing a valid research proposal.
<b>Assignment 1: The Research Proposal (P1, M1, D1, P2, M2, D2).</b>
Tutor introduces the assignment brief.
Tutor introduces to research methods and techniques – including learner activity covering Harvard referencing system.
Lecture and case studies: health, safety and ethical guidelines – including essential features of an informed consent form.
Designing research hypotheses – learner activity.
Developing the research proposal: group work and individual tutorials, includes learner-initiated private study – research of literature.
Writing the literature review and critique: group discussion of literature review exemplar and critique.
Lecture: how to write a critique – exemplar and learner activity.
Overview of the research design: learner activity focusing on scientific format for capturing subject characteristics and essential features of the methodology.
Presenting the research proposal and design – learner verbal presentations to the group, includes time allocated for questions and tutor support if required.
<b>Assignment 2: The Research Investigation (P3, M3, P4, M4, D3, P5, M5, P6).</b>
Tutor introduces the assignment brief.
Introduction to validity, reliability and control of variables: learner activity to account for these in their research design – feedback to the group and group discussion.
Designing informed consent and disclaimers – learner activity.
Introduction to statistical analyses.
Data collection techniques: group work and individual tutorials, includes time allocated for learner research and study.
Developing and confirming the research proposal and design – includes time allocated for individual tutorials.
<b>Topic and suggested assignments/activities and assessment.</b>
Data collection – includes time allocated for learners to present the data collected.
Statistical analyses and interpretation of results – against original aims and hypotheses.
Reviewing investigation results and future considerations – group work and individual tutorials.
Preparing the research investigation – includes computer time to prepare a presentation of the investigation following a scientific format.
Review of the research investigation and assessment of the unit, includes time for evaluation.

## 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.

Assessment of this unit is through the production of a research investigation, following a scientific format.

For P1, learners need to produce a valid research proposal covering the areas stated in the Unit content. Tutors may provide support at the research proposal stage to ensure the overall investigation design is sound and manageable within time constraints. If learners require substantial tutor support and direction with their research proposal, then the higher grading criteria (M1, D1) cannot be achieved. Tutors must provide the level of support learners need at this stage to ensure that the resulting research proposal is valid.

For P2, learners need to plan and describe the research design for their independent research investigation (covering areas stated in the *Unit content*). A suitable assessment method for P1 and P2 would be for learners to present their research proposal and design verbally to their peers, supported by production of a written copy. By completing a presentation, the tutor and other members of the group will be able to raise questions relating to the research proposal and/or design, which may help to shape the intended investigation further. Tutors should complete a witness statement to support this assessment activity.

Following successful completion of their research proposal and design, learners will implement of their investigation independently, including data collection and interpretation (P3). Learners need to demonstrate sound data collection techniques and interpret data through the application of statistical analyses of data.

For P5, learners need to review the results of their investigation, fully explaining areas for consideration. Learners need to consider the overall significance of their investigation, the application and implications of results, together with investigation limitations and suggested improvements. Learners will also need to explain their recommendations for further research.

For P6, learners need to produce their research investigation following a scientific format for their report writing.

For M1, which links to P1, learners must produce a valid research proposal with limited support from the tutor. For M2, which links to P2, learners need to explain the research design for their investigation, providing reasons and/or evidence to support their choice of design. For M3, which links to P3, learners need to implement their research investigation, explaining their data collection techniques. For M4, which links to P4, learners need to present and interpret data, explaining their research results. For M5, which links to P5, learners need to analyse their investigation results, justifying areas for future consideration. Learners should draw on examples from the literature to provide a precise and detailed analysis, with reasons or evidence to support their future considerations and recommendations for further research.

Examples of research that learners could undertake for their assessment include:

- surveys – for example patient use of therapies and their opinions of their treatment
- cohort studies – for example a group of clients being treated and followed over time, backed up by collation of data and reports

- reports – for example systematic reporting of information about the after-effects of a complementary therapy treatment
- case studies – for example how a treatment affected a client physically and psychologically drawing conclusions on the efficacy of a treatment
- systematic reviews or debates – for example to attempt to bring together information on a new therapy or treatment.

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments.

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 including written transcripts of oral evidence. 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	The Research Proposal	In preparation for conducting an original research investigation into any topic within complementary therapy, produce a research proposal and design.	Written report or PowerPoint presentation marked and authenticated by the assessor.
P3, M3, P4, M4, D3, P5, M5, P6	The Research Investigation	Implement the research investigation, interpreting and reviewing results. Produce the research investigation adopting standard conventions for scientific report writing.	Written report of the investigation, including pictures, diagrams and statistics as appropriate, 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 has links with the complementary and natural healthcare NOS. 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	Level 4
Research in the Hair and Beauty Sector	Aromatherapy Massage for Beauty Therapy
	Reflexology for Beauty Therapy



## Essential resources

Learners must have access to research materials and sources, for example journals and magazines and the internet. If learners are providing complementary therapy treatments as part of their investigation, they should also have access to the necessary facilities, products, equipment and tools.

## Employer engagement and vocational contexts

Delivery of the unit would be enhanced by guest speakers, who specialise in complementary therapies, coming in to discuss some of the main issues. Learners would also benefit from work experience placements in beauty salons and spas, which provide complementary therapies, so they can witness first hand the effects of treatments or their increasing popularity.

## Indicative reading for learners

### Textbooks

Adams R – *Foundations of Complementary Therapies and Alternative Medicine* (Palgrave Macmillan, 2009) ISBN 9780230211438

Bennett R – *The Science of Beauty Therapy 3rd Edition* (Hodder Education, 2004) ISBN 9780340814666

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

### Journals and magazines

*Guild Gazette* (Guild of Professional Beauty Therapists)

*Habia News* (Seed Publishing Limited)

*Health and Beauty Salon Magazine* (Reed Business Information)

### Websites

[www.habia.org](http://www.habia.org)

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

[www.library.nhs.uk/cam/page.aspx?pagename=CAM](http://www.library.nhs.uk/cam/page.aspx?pagename=CAM)

NHS evidence – complementary and alternative medicine

[www.parliament.co.uk](http://www.parliament.co.uk)

House of Lords – Science and Technology – Sixth Report (2000)

## 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 ...
<b>Independent enquirers</b>	<p>identifying questions to answer and problems to resolve when producing a valid research proposal and implementing the research investigation [IE1]</p> <p>planning and carrying out research to devise a research proposal and when implementing the research investigation [IE2]</p> <p>exploring different issues, events, or problems relating to complementary therapies [IE3] within their research proposal and implementation of their research investigation</p> <p>analysing and evaluating collected data [IE4] and reviewing investigation results</p> <p>supporting conclusions when interpreting the data collected and explaining areas for future consideration [IE6]</p>
<b>Creative thinkers</b>	<p>generating ideas and exploring possibilities when producing their research design proposal [CT1], asking questions to extend their thinking [CT2], connecting their own and others' ideas and experiences in inventive ways [CT3], while questioning their own and others' assumptions [CT4] and adapting ideas as circumstances change [CT6]</p>
<b>Reflective learners</b>	<p>evaluating experiences and learning to inform future progress, when explaining areas for future consideration [RL5]</p> <p>communicating their learning in relevant ways when producing their research investigation [RL6]</p>
<b>Self-managers</b>	<p>organising time and resources, prioritising actions when producing a research proposal [SM3]</p>
<b>Effective participators</b>	<p>identifying improvements when considering areas for future consideration. [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 ...
<b>Independent enquirers</b>	exploring issues surrounding complementary therapy from different perspectives [IE3]
<b>Creative thinkers</b>	trying out alternatives or new solutions and following through ideas when circumstances change during the research investigation [CT5]
<b>Reflective learners</b>	reviewing their progress with their investigation [RL3]
<b>Team workers</b>	collaborating with others to conduct research into complementary therapies [TW1] reaching agreements with clients, who will feature in case studies [TW2] showing fairness and consideration to others when conducting research, respecting client confidentiality [TW4] taking responsibility for their research investigation [TW5] providing constructive feedback to others regarding their research investigations [TW6]
<b>Self-managers</b>	seeking out challenges and showing flexibility when priorities change [SM1] when implementing the research investigation
<b>Effective participators</b>	proposing practical ways forward in their research proposal [EP3] acting as an advocate for views and beliefs that may differ from their own, when exploring issues related to complementary therapy. [EP6]

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – using ICT</b>	
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	conducting a review of the literature conducting data interpretation (statistical analyses) researching and presenting the research investigation producing a research proposal
Manage information storage to enable efficient retrieval	recording data systematically
<b>ICT – finding and selecting information</b>	
Use appropriate search techniques to locate and select relevant information	conducting a review of the literature producing the research proposal and design
Select information from a variety of sources to meet requirements of a complex task	researching exemplar consent forms/disclaimers conducting a review of the literature reviewing information sources in the proposal for the research investigation
<b>ICT – developing, presenting and communicating information</b>	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	producing the research proposal and design
Combine and present information in ways that are fit for purpose and audience	producing the research proposal and design presenting collected data
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	conducting data interpretation and presenting data
<b>Mathematics – representing:</b>	
Understand routine and non-routine problems in familiar and unfamiliar contexts and situations	interpreting and analysing collected data
Identify the situation or problems and identify the mathematical methods needed to solve them	creating a research proposal
<b>Mathematics – analysing</b>	
Use appropriate checking procedures and evaluate their effectiveness at each stage	checking the accuracy of the data collected
<b>Mathematics – interpreting</b>	
Interpret and communicate solutions to multistage practical problems in familiar and unfamiliar contexts and situations	interpreting the data collected
Draw conclusions and provide mathematical justifications	reviewing the results of the investigation

Skill	When learners are ...
<b>English – Speaking, Listening and Communication</b>	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	discussing data collected in groups or as part of class discussions
<b>English – Reading</b>	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	reading literature related to complementary therapy
<b>English – Writing</b>	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	writing their research proposal and investigation.