



INNOVATE
AWARDING

SPECIFICATION

IAO Level 3 Diploma for the Foot Health Care Practitioner
Qualification number: 601/5502/4



Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

- Active Leisure
- Business Management (Administration)
- Business Management (Sales)
- Business Management (Team Leading)
- Education and Training
- Health and Beauty
- Hospitality and Catering
- IT
- Retail
- Business Management (Customer Service)
- Childcare
- Health and Social Care
- Logistics

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date www.innovateawarding.org

This document will be updated if there are any changes so it is important to make sure you are working from the most up-to-date version, which is available to download from our website

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is recognised as an awarding organisation by the following qualifications regulators – Ofqual (England) and the Welsh Government (in Wales).

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800
Email: contactus@innovateawarding.org

“ We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications. ”

Qualification summary

Qualification Accreditation Number (QAN) 601/5502/4

Qualification review date 31/01/2022

Guided Learning Hours (GLH) Minimum 116 hours

Total qualification time (TQT) 370 hours

RQF level Level 3

Qualification credit value 37 credits

Minimum credits at/above level 26 credits

Assessment requirements Portfolio of Evidence

This qualification is internally assessed by Centre staff and quality assured/moderated by Innovate Awarding External Quality Advisors (EQAs)

Aims and objectives of the qualification

This qualification develops the knowledge, skills and competence required for learners to work as Foot Health Care Practitioners. This qualification promotes awareness of preventing and treating foot disorders and provides information on setting up in practice. The knowledge, understanding and skills equip learners to be occupationally competent and gain experience in dealing with common foot and skin problems.

Entry guidance

There are no formal entry requirements for this qualification.

This qualification is suitable for learners aged 18 and above who work or who are looking to work within the Health and Social Care sector. It provides Learners with an opportunity to demonstrate their knowledge, skills and understanding to operate as a Foot Health Care practitioner.

Progression opportunities

Learners who achieve this qualification could progress into working within a Foot Care Practitioner role, running their own Foot Care Practice or progressing to generic management qualifications or specialist management qualifications for the health and social care sector.

Funding

For details on eligibility for government funding please refer to the following websites:

<http://www.education.gov.uk/section96/>

<http://www.thedataservice.org.uk/>

Innovate Awarding

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website www.innovateawarding.org

Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at contactus@innovateawarding.org or call us on 0117 314 2800.

Complaints

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

Enquiries and appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

Equality and Diversity

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

Reasonable Adjustment and Special Consideration

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

Malpractice and Maladministration

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website

Please note the above is not a comprehensive guide to running IAO qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.

The Regulated Qualifications Framework (RQF)

What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

Qualification structure

Learners must achieve 37 credits from the ten units in the mandatory group to gain this qualification. At least 26 credits must be achieved at level 3.

The total Guided Learning Hours (GLH) for this qualification is 116 hours. The Total Qualification Time (TQT) is 370 hours.

Unit structures

All units are listed below.



Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
A/506/9529	Therapeutics, medications and instruments for the foot health care practitioner	3	5	10
A/506/9532	Treatment of dermatological pathologies for the foot health care practitioner	3	4	9
D/506/9524	Circulation for the foot health care practitioner	3	1	3
H/506/9525	Communicate and record information in a foot health care environment	2	3	3
K/506/9526	Infection prevention and control for foot care practitioners	2	4	6
M/506/9527	Nail dystrophies in foot health care	2	4	11
M/506/9530	Supporting clients with Diabetes in foot health care	3	1	7
T/506/9528	Principles of anatomy and physiology for the foot health care practitioner	3	6	50
T/506/9531	Setting up a practice in foot health care	3	2	3
Y/506/9523	Apply foot care treatment procedures	3	7	14



Title:	A/506/9529 Therapeutics, medications and instruments for the foot health care practitioner
Level:	3
Credit Value:	5
GLH	10
Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand treatments used in foot health care	1.1 Define the term “materia medica” 1.2 Explain preparations and their uses in foot health care 1.3 Explain the reasons why medications can cause risk in the foot health care environment
2. Understand the risks of corticosteroids in foot health care	2.1 Identify the corticosteroid drugs used in foot health care 2.2 Explain the uses of corticosteroids in foot health care 2.3 Explain the risks, issues and special precautions to be considered when using corticosteroids
3. Be able to apply covers and dressing materials to the foot	3.1 Describe types of covers and dressing materials applied to the feet 3.2 Demonstrate the safe use of: <ul style="list-style-type: none"> • covers • dressings • pads 3.3 Apply infection control measures throughout the application of covers and dressing
4. Be able to use foot health care instruments	4.1 Adhere to the processes for: <ul style="list-style-type: none"> • sterilisation • waste • personal cleanliness

	<p>4.2 Use essential foot health care instruments</p> <p>4.3 Demonstrate the safe use of a scalpel</p>
<p>Additional Information about this unit:</p> <p>Preparations may include:</p> <ul style="list-style-type: none"> • Collodions • Pastes • Solutions • Analgesics • Applications • Lotions • Liniments • Aerosols • Pre-Ops • Antiseptics • Ointments • Plaster • Absorbents • Anti-inflammatory agents • Gels • Paints and varnishes • Creams • Poultices • Styptics and haemostatics • Caustics <p>Medicaments that cause risk include:</p> <ul style="list-style-type: none"> • Aspirin • Warfarin • Diuretics • Corticosteroids • Non-steroid anti-inflammatory drugs (NSAIDs) • Beta-blockers • Steroids <p>Types of covers and dressing materials may include:</p> <ul style="list-style-type: none"> • Tube gauze • Adhesive tapes • Fibre based tapes • Adhesive cushioning • Padding, adhesives, silicones, hydrogels and cross-linked polymers • Dorsal roll • Bunion cup • ‘Fleecyweb’ • Micropore • ‘Hapia band’ • Polyurethane foams • Metatarsal pad • Plantar prop • The crescent <p>Instruments that are essential for a foot health practitioner may include:</p> <ul style="list-style-type: none"> • Mosquito forceps • Halstead forceps • Arterial forceps • Scalpels • Cantilever nipper • Spencer wells forceps • Dressing scissors • Files and abrasive devices • In growing nipper • Tuning fork 	

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| <ul style="list-style-type: none"> • Standard fibres • Tendon hammer • Tube gauze applicators | <ul style="list-style-type: none"> • Black's files • Diagnostic straws |
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Unit aim(s)

This unit gives the learner knowledge of medicines, therapeutics and materials and agents used in foot health care

Title:	A/506/9532 Treatment of dermatological pathologies for the foot health care practitioner
Level:	3
Credit Value:	4
GLH:	9
Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the structure and function of the skin	1.1 Describe the structure of the: <ul style="list-style-type: none"> • dermis • epidermis 1.2 Describe the function of the skin 1.3 Outline the purpose of the epidermal ridge 1.4 Explain the effect of the ageing process on the skin
2. Understand the importance of nutrition for skin health	2.1 Explain the nutrient groups that would benefit skin health 2.2 Explain the effects of nutrient deficiencies on the skin of the feet
3. Understand disorders and conditions which affect the skin of the foot	3.1 Define the term “dermatology” 3.2 Define types of lesions that may appear on the skin 3.3 Explain skin disorders of the foot 3.4 Explain the treatments used for skin disorders of the foot
4. Understand dermatological pathologies of the foot	4.1 Describe sources of: <ul style="list-style-type: none"> • friction • pressure 4.2 Describe the effects of: <ul style="list-style-type: none"> • friction • pressure 4.3 Describe the formation of dermatological pathologies 4.4 Describe how to identify dermatological pathologies 4.5 Explain the treatment options for dermatological pathologies 4.6 Explain complications that may arise from hyperkeratotic lesions

<p>5. Be able to treat dermatological pathologies of the foot safely</p>	<p>5.1 Identify the client's treatment needs 5.2 Gain consent 5.3 Explain how to refer clients with contra-indications to relevant healthcare professionals 5.4 Encourage clients to ask questions regarding treatment 5.5 Apply the correct personal protective equipment before administering treatment 5.6 Treat dermatological pathologies of the foot by:</p> <ul style="list-style-type: none"> • selecting treatment • selecting equipment
<p>6. Be able to record details of treatment for legislative purposes</p>	<p>6.1 Explain the importance of confidentiality of personal information 6.2 Record details to best practice requirements of:</p> <ul style="list-style-type: none"> • any treatment carried out • outcomes of appointment <p>6.3 Apply the principles of the current data protection legislation within own role</p>
<p>7. Be able to sanitise the work area after treatment</p>	<p>7.1 Apply the principles of infection control to:</p> <ul style="list-style-type: none"> • work area • equipment used <p>7.2 Follow organisational processes for:</p> <ul style="list-style-type: none"> • equipment • sharps <p>7.3 Remove waste according to organisational procedures 7.4 Risk assess area for preparation of next treatment appointment for:</p> <ul style="list-style-type: none"> • safety • cleanliness
<p>Additional information about this unit</p> <p>Best practice may include the use of known abbreviations and following organisation processes for recording information in a clear and accurate way</p> <p>Hyperkeratotic lesions may include:</p> <ul style="list-style-type: none"> • Callus • Soft corns • Hard corns 	



Dermatological pathologies may include:

- Callus
- Heloma molle
- Subungual corn
- Candidiasis
- Tinea pedis (athlete's foot)
- Heloma durum
- Heloma Millare
- Verruca
- Pustular psoriasis
- Erythema pernio (Chilblain)

Types of lesions may include:

- Papule and nodule
- Vesicles and bullae
- Ulcers
- Cysts
- Plaque
- Pustules
- Fissures
- Scales

Skin disorders of the foot may include:

- Erythrasma
- Tinea pedis (Athlete's foot)
- Erythema pernio (Chilblain)
- Vitiligo
- Atopic eczema
- Allergic contact dermatitis
- Lichenification
- Viral infection (verrucae)
- Dermatophyte infection
- Sweating disorders such as hyperhidrosis, anhidrosis, bromidrosis
- Intertrigo
- Raynaud's phenomenon
- Molluscum contagiosum
- Eczema and dermatitis
- Irritant dermatitis
- Vascular (varicose) eczema
- Psoriasis
- Fungal infections
- Yeast infections

Unit aim(s)

This unit aims to give learners the knowledge and skills to identify and safely treat dermatological pathologies within a foot health care consultation to organisational standards.



Title:	D/506/9524 Circulation for the foot health care practitioner
Level:	3
Credit Value:	1
GLH:	3
Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the importance of measuring blood pressure for foot health care	1.1 Define the clinical term “blood pressure” 1.2 Explain how to take blood pressure
2. Be able to check the circulation of the lower limb	2.1 Explain the arterial supply to the lower limb 2.2 Explain venous return from the lower limb 2.3 Demonstrate how to take a pulse in the lower limb
3. Understand circulatory disorders of the lower limb	3.1 Describe circulatory disorders that affect the lower limb 3.2 Explain how varicose veins develop 3.3 Explain the effect of exercise on circulatory disorders of the lower limb
Additional information about this unit	
Circulatory disorders must include: <ul style="list-style-type: none"> • arterial stenosis • deep vein thrombosis 	
Unit aim(s)	This unit aims to give learners knowledge of the circulatory system with particular regard to the lower limb. Learners will also develop their knowledge of circulatory disorders that affect the lower limb in relation to foot health care.

Title:	H/506/9525 Communicate and record information in a foot health care environment
Level:	2
Credit Value:	3
GLH:	3
Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able communicate with foot health care client	1.1 Make own client at ease 1.2 Demonstrate the following skills when working with client: <ul style="list-style-type: none"> • Confidentiality • professionalism 1.3 Gather information from clients to support treatments 1.4 Gain a client's consent to use physical contact with client when carrying out examinations
2. Be able to record information relevant to foot health care	2.1 Describe the legal requirements for record keeping 2.2 List the information that is recorded in relation to a client 2.3 Describe the importance of storing clients' files securely 2.4 Record relevant information from a consultation, to include: <ul style="list-style-type: none"> • findings • actions • treatment discussed or administered 2.5 Describe the importance of recording treatments used 2.6 Use agreed abbreviations in notes to ensure clarity with colleagues 2.7 Explain the importance of: <ul style="list-style-type: none"> • using standard abbreviations • making notes Accurate, Clear and Easy to Read (ACE)
3. Understand how to communicate with other professionals	3.1 Outline the importance of gaining consent before contacting a client's health care professionals

	<p>3.2 Explain how to record consent gained from clients</p> <p>3.3 Explain the importance, when communicating with professionals, of remaining:</p> <ul style="list-style-type: none"> • concise • clear • factual <p>3.4 Outline the importance of keeping records of communications sent to professionals</p>
Additional information about this unit	
N/A	
Unit aim(s)	This unit provides the learner with the skills, knowledge and understanding to communicate and record information in a foot health care environment, ensuring standards and legislation are adhered to.

Title:	K/506/9526 Infection prevention and control for foot care practitioners
Level:	2
Credit Value:	4
GLH:	6
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know how infection of the feet is caused	1.1 Explain the terms: <ul style="list-style-type: none"> • pathogenic • non-pathogenic 1.2 Describe the characteristics of: <ul style="list-style-type: none"> • commensals • saprophytes • parasites 1.3 Describe the characteristics of: <ul style="list-style-type: none"> • bacteria • viruses • fungi • parasites 1.4 Identify foot conditions caused by: <ul style="list-style-type: none"> • bacteria • viruses • fungi • parasites
2. Know how infection can spread	2.1 Describe the conditions required for growth of microorganisms 2.2 Outline how microorganisms can enter the body 2.3 Define the term "cross contamination" 2.4 Explain the chain of infection



<p>3. Be able to maintain hygiene when administering foot care</p>	<p>3.1 Maintain, according to industry and organisational requirements:</p> <ul style="list-style-type: none"> • personal standards of hygiene • protection and appearance <p>3.2 Adhere to agreed infection control procedures</p>
<p>4. Be able to use sterilisation methods for foot health care</p>	<p>4.1 Explain the processes for:</p> <ul style="list-style-type: none"> • sterilisation • disinfection <p>4.2 Carry out disinfection processes for the foot</p> <p>4.3 Explain the use of disinfection agents</p> <p>4.4 Explain sterilisation methods used for foot care instruments</p> <p>4.5 Sterilise all tools and equipment</p>
<p>5. Be able to dispose of waste safely in a foot health care environment</p>	<p>5.1 Describe the term “hazardous waste” in the context of foot health care</p> <p>5.2 Safely dispose of:</p> <ul style="list-style-type: none"> • hazardous waste • single use items • general waste <p>5.3 Leave the treatment areas clean and tidy for further use</p>
<p>Additional information about this unit</p> <p>Disinfection agents must include:</p> <ul style="list-style-type: none"> • Surgical spirit • Chlorhexidine gluconate • Chloroxylenol • Cetrimide • CX 1 <p>Sterilisation must include:</p> <ul style="list-style-type: none"> • Cold sterilisation • Autoclaving • Ultrasonic cleaning <p>Foot care instruments may include:</p> <ul style="list-style-type: none"> • Scalpel handles • Double spatula • Nippers • Double ended swan neck probe • Blacks file • Foot File 	
<p>Unit aim (s)</p>	<p>This unit aims to give learners knowledge and skills to prevent and control infection. Learners</p>

will be able to demonstrate how to maintain hand hygiene, sterilisation and disinfection techniques used by the foot care practitioner and how to dispose of waste safely.



Title:	M/506/9527 Nail dystrophies in foot health care
Level:	2
Credit Value:	4
GLH:	11
Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the structure and function of nails	1.1 Describe the functions of nails 1.2 Describe the structure of the nail 1.3 Describe how nails are formed 1.4 Outline the effect of ageing on nail growth
2. Understand the importance of nutrition for clients' nail health	2.1 Explain the different nutrient groups that would benefit nail health 2.2 Explain the effects of nutrient deficiencies on the nails of the feet
3. Know the dystrophies of nails	3.1 Describe dystrophies of the nail, including: <ul style="list-style-type: none"> • congenital • pathogenic • systemic 4.2 Explain the causes of mechanical changes to the nail plate
4. Understand how to treat nail dystrophies safely	4.1 Define: <ul style="list-style-type: none"> • onychomycosis • onychocryptosis 4.2 Explain the classifications of onychomycosis 4.3 Explain the complications of onychocryptosis 4.4 Explain the treatment of nail dystrophies 4.5 Explain methods of preventing nail dystrophies
5 Be able to treat nail dystrophies	5.1 Explain the importance of gaining consent before any treatment 5.2 Apply infection control procedures 5.3 Identify any conditions of the feet within the client consultation 5.4 Treat nail pathologies safely

	5.5 Explain when to refer clients to other healthcare or medical professionals
6 Be able to follow procedures to legislative requirements	6.1 Record the following in line with legislative requirements: <ul style="list-style-type: none"> any treatment carried out to organisation standards outcomes of the appointment
<p>Additional information about this unit</p> <p>Mechanical changes must include:</p> <ul style="list-style-type: none"> Involution Onycholysis Onchophagia Onychocryptosis <p>Classifications of onychomycosis must include:</p> <ul style="list-style-type: none"> Superficial white onychomycosis Candidal onychomycosis Distal subungual onychomycosis Total dystrophic onychomycosis <p>Nail pathologies may include:</p> <ul style="list-style-type: none"> Onychomycosis Paronychia Onychorrhexis Beaus lines Involuted nails Koilonychia Onychia Onychauxis Bronichal disease Onychomadesis Onycholysis Onychocryptosis 	
Unit aim (s)	This unit aims to give learners knowledge and understanding of common nail dystrophies and causes, and the skills to identify and treat nail dystrophies in the treatment environment.

Title:	M/506/9530 Supporting clients with Diabetes in foot health care
Level:	3
Credit value:	1
GLH:	7
Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand the regulation of blood sugar levels	1.1 Explain the role of the pancreas in the regulation of blood sugar 1.2 Explain the role of the liver in relation to the regulation of blood sugar
2. Understand complications due to diabetes being uncontrolled	2.1 Explain the following conditions: <ul style="list-style-type: none"> • Diabetes Type 1 • Diabetes Type 2 2.2 Explain the symptoms and effects of diabetes 2.3 Define: <ul style="list-style-type: none"> • hypoglycaemia • hyperglycaemia 2.4 Explain the importance of treatment of diabetes 2.5 Outline the complications of diabetes in relation to foot health care
3. Be able to test for sensory function of the lower limb	3.1 Describe the term “reflex action” 3.2 Define the term “sensation testing” 3.3 Explain the methods that are used for sensation testing 3.4 Use equipment for sensory testing
4. Be able to support clients with diabetes in foot health care	4.1 Explain how to give advice to a diabetic on foot health care within ethical and legal limitations 4.2 Explain the treatments that would be suitable for diabetic clients 4.3 Demonstrate how to apply pads and dressings applicable for diabetic foot health care 4.4 Explain when to refer a client with diabetes to a professional or health care specialist

	<p>4.5 Demonstrate how to administer first aid safely to diabetics covering:</p> <ul style="list-style-type: none"> • internal bruising • bleeds • hyperglycaemia • hypoglycaemia <p>4.6 Explain the importance of recording all treatments and discussions in line with legal requirements</p>
<p>5. Know how to recognise and report unsafe practices</p>	<p>5.1 Describe unsafe practices that may affect the well-being of individuals</p> <p>5.2 Explain the actions to take if unsafe practices have been identified</p> <p>5.3 Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response</p>
<p>Additional information about this unit</p> <p>Methods that are used for sensation testing should consider:</p> <ul style="list-style-type: none"> • diabetic clients • neural function 	
<p>Unit aim(s)</p>	<p>This unit provides the foot health care operator with skills and knowledge related to diabetes and the approach to the client to support foot health care.</p>

Title:	T/506/9528 Principles of anatomy and physiology for the foot health care practitioner
Level:	3
Credit value:	6
GLH:	50
Learning outcome The learner will:	Assessment criteria The learner can:
1. Know the structure and function of the circulatory system	1.1 Describe the structure and function of the heart 1.2 Describe the: <ul style="list-style-type: none"> • systemic circulatory system • pulmonary circulatory system 1.3 Describe the structure and function of blood vessels
2. Know how the respiratory system functions	2.1 Describe the function of the respiratory system 2.2 Describe the structure of the lungs 2.3 Outline the process of respiration
3. Understand the structure and function of the muscular skeletal system	3.1 Describe the function of the skeleton 3.2 Outline the structure of bones 3.3 Describe types of joints 3.4 Define the arches of the foot 3.5 Describe the function of different types of muscle 3.6 Identify the muscles in the lower limb 3.7 Describe the actions of muscles in the lower limb 3.8 Define “abnormal pronation” 3.9 Describe the effects of abnormal pronation
4. Know the structure and function of the nervous system	4.1 Outline the purpose of the nervous system 4.2 Outline the role of the different branches of the nervous system 4.3 Identify the nerves in the lower limb
5. Know the process of immunity	5.1 Define the term “immunity” 5.2 Outline the process of the immune response

	5.3 Describe the role of the lymphatic system in the development of immunity
6. Know the functions of systems that maintain balance within the body	6.1 Outline the role of the endocrine system 6.2 Describe the function of the digestive system 6.3 Describe the function of the urinary system 6.4 Outline the role of the lymphatic system 6.5 Outline the following processes: <ul style="list-style-type: none"> • reabsorption • osmoregulation
Additional information about this unit	
N/A	
Unit aim(s)	This unit provides learners with knowledge of the anatomy and physiology of the main systems within the body.



Title:	T/506/9531 Setting up a practice in foot health care
Level:	3
Credit Value:	2
GLH:	3
Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand the business logistics of setting up a practice for foot health care	1.1 Explain ways of overcoming barriers to starting work as a self-employed person 1.2 Explain ways to innovate: <ul style="list-style-type: none"> • the product • service offer 1.3 Analyse skills that are required to be self-employed 1.4 Evaluate the financial considerations of being self-employed 1.5 Explain the importance of: <ul style="list-style-type: none"> • contacting the Inland Revenue • contacting an accountant • gaining insurance • joining a trade body
2. Understand the steps in assessing a business opportunity	2.1 Examine the critical success factors for a business opportunity 2.2 Explain how knowledge and skills possessed can contribute to success 2.3 Explain the viability of a business opportunity by considering: <ul style="list-style-type: none"> • finance • market 2.4 Explain how to obtain clients for the business
3. Be able to plan a foot health care business	3.1 Give examples of the different environments in which a foot health care practitioner could operate 3.2 Explain the options available for a premises 3.3 Assess a premise's requirements, considering: <ul style="list-style-type: none"> • size • equipment required • waiting rooms

	<ul style="list-style-type: none"> furnishings
Additional information about this unit N/A	
Unit aim(s)	This unit provides learners with the skills and knowledge required to set up a practice in therapy. It gives learners a base understanding of setting up a practice with consideration to their own circumstances.



Title:	Y/506/9523 Apply foot care treatment procedures
Level:	3
Credit Value:	7
GLH:	14
Learning outcome The learner will:	Assessment criteria The learner can:
1. Be able to prepare for foot care treatments	1.1 Explain the organisation's processes for preparing: <ul style="list-style-type: none"> • client • work area 1.2 Carry out risk assessments when preparing work areas 1.3 Explain the importance of disinfecting and sterilising: <ul style="list-style-type: none"> • work surfaces • equipment 1.4 Follow infection prevention and control procedures 1.5 Ensure safe and comfortable positioning of the client and self 1.6 Prepare equipment and products for ease of use and safety
2. Be able to make recommendations for treatment	2.1 Assess the client's individual needs 2.2 Use consultation techniques to identify treatment objectives 2.3 Explain recommendations to the client based on individual needs 2.4 Establish consent to apply any recommendations suggested
3. Be able to carry out treatment safely	3.1 Advise the client on how to prepare for any treatment recommended 3.2 Select: <ul style="list-style-type: none"> • techniques • products • equipment



<p>4. Be able to apply nail cutting techniques safely</p>	<p>4.1 Explain the process for nail cutting 4.2 Apply the correct tool for the type of nail 4.3 Demonstrate safe nail cutting techniques for: <ul style="list-style-type: none"> • involuted nails • onychocryptosis • onychophosis 4.4 Apply personal protective equipment when carrying out nail cutting 4.5 Dispose of waste from nail cutting procedures safely</p>
<p>5. Be able to safely apply abrasion techniques for nails and skin</p>	<p>5.1 Explain the importance of abrasion 5.2 Explain the importance of containing dust when filing 5.3 Explain types of mechanical abrasion machines 5.4 Apply the correct tools for the type of: <ul style="list-style-type: none"> • nail to be filed • skin to be filed 5.5 Demonstrate safe techniques for: <ul style="list-style-type: none"> • manual filing • mechanical filing 5.6 Apply personal protective equipment when filing 5.7 Dispose of waste from abrasion procedures safely</p>
<p>6. Be able to evaluate foot care treatments</p>	<p>6.1 Explain how to respond to contra-actions that occur: <ul style="list-style-type: none"> • pre treatment • post treatment 6.2 Provide aftercare consultation 6.3 Evaluate the results of the treatment with the client</p>
<p>Additional information about this unit</p>	
<p>Types of mechanical abrasion machines should include wet and dry methods</p>	
<p>Unit aim(s)</p>	<p>This unit provides learners with the knowledge, understanding and skills regarding the safe cutting, filing and smoothing of skin and nails for the purpose of a foot health consultation.</p>