

Reiki Core Curriculum

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1. INTRODUCTION

The standards within this curriculum are to be viewed as the threshold to the profession of Reiki. Training establishments which offer more hours will obviously wish to continue to do so. Those establishments which offer subjects outside of the Core Curriculum must allow additional in class teaching hours to accommodate these topics.

This curriculum respects that Reiki practitioners all have the common root of a lineage traceable to the founder of the practice we currently call Reiki, Mikao Usui.

This curriculum encompasses the Skills for Health National Occupational Standards (NOS) Complementary & Natural Healthcare competences CNH1, CNH2 and CNH12.

The NOS Units CN1, CNH2 and CNH12 can be found at www.skillsforhealth.org.uk

NOS describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence. They focus on what the person needs to be able to do, as well as what they must know and understand to work effectively.

They cover the key activities undertaken within the occupation in question under all the circumstances the job holder is likely to encounter.

This definition is supported by UK Commission for Employment and Skills (UKCES)

The Core Curriculum encompasses the NOS and determines the key elements which the profession and the industry voluntary regulator, the Complementary & Natural healthcare Council (CNHC) would expect to see in the training syllabi of Reiki qualifications. There are two routes to registration with the CNHC for Reiki practitioners;

Two routes to CNHC registration – qualification and APEL

i) The first is where an applicant's qualifications meet CNHC's entry criteria of NOS plus core curriculum for Reiki.

ii) The second is where an applicant does not hold qualifications that meet the Reiki Core Curriculum. In this case there needs to be an Accreditation of Prior Experiential Learning (APEL) approach. This will involve requesting additional information from the applicant to assess whether or not their prior learning and experience demonstrates that they meet the NOS and Core curriculum for Reiki.

2. The Overall Aims of the course

a) To provide a clear description of their particular style/system of Reiki including:

- the history of that style/system
- their own lineage to Mikao Usui
- why attunement or initiation should be in person
- how treatment is given.

b) To provide a thorough understanding of the practice of their particular style/system of Reiki, including:

- the use of energy
- the importance of self-treatment
- the range of possible recipients for the Reiki.

c) To provide students with the practical skills, which will enable them to give Reiki treatments safely and effectively in their particular style/system.

d) To understand how Reiki relates to other health care, and when to recognize when Reiki is incomplete and clients may need to seek advice from other sources.

e) To provide an understanding of the application and limitations of different methods of treatment, and how these may be modified for different client needs.

f) To provide an understanding of how self-treatment and/or meditation techniques, as appropriate to their style/system of Reiki, may help to maintain stability.

g) To provide students with an understanding of potential outcomes to Reiki.

3. The learning outcomes and competencies to be achieved

Learning outcomes

By the end of the course students will:

a) Be able to explain:

- the history of their style/system (NOS Ref: CNH12 K2)
- their own lineage to Mikao Usui (NOS Ref: CNH12 K8)
- why attunement or initiation should be in person (NOS Ref: CNH12 K3)
- how treatment will be given (NOS Ref: CNH12 K6).

b) Understand and apply the practice of their particular style/system of Reiki, including:

- working with energy (NOS Ref: CNH12 K4)
- self-treatment (NOS Ref: CNH12 K3, K5)
- working with possible different recipients of Reiki (NOS Ref: CNH12 K9).

c) Be able to carry out a full Reiki treatment, according to their particular style/system, safely and effectively, tailored to the needs of the individual and ensuring the comfort and well-being of the client throughout (NOS Ref: CNH12 K12, C4, C5, C8)

- d) Be able to recognise conditions for which Reiki is incomplete and when referral may need to be made elsewhere
- e) Understand the different methods of treatment, how these should be used and/or modified for individual clients or situations, and for clients with differing needs
- f) Be aware of their own and other's emotional state and responses and know how to use self-treatment and/or meditation techniques to support their own practice and spiritual development
- g) Be able to describe potential outcomes of Reiki.

Competencies

This is not intended to be viewed as a linear progression or as modules. Courses may include more than one topic and the order of topics may be changed in order to facilitate teaching.

The competencies are:

1. Reiki – theory and practical skills

- history and theory
- practical techniques including treatments and meditation according to Reiki style/system.

2. Practitioner Skills

- dealing with client enquiries, assessing the client, planning the treatment, giving the treatment, client interaction, appearance, speaking and listening skills, record keeping, evaluation
- basic anatomy and physiology and basic awareness of physical conditions
- self-reflection.

3. Practice Management

- ethics
- legislation including Health & Safety

- confidentiality.

1. REIKI – THEORY AND PRACTICAL SKILLS

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2. PRACTITIONER SKILLS

Aims

- a) To provide the practitioner with a thorough understanding of their roles and responsibilities, and the limits under which they may operate, including confidentiality and professional boundaries
- b) To ensure a thorough understanding and awareness of the concept of health and the individual and to examine all areas which impact on well-being consistent with Reiki practice and principles
- c) The importance of client involvement at all stages
- d) To ensure the practitioner has a thorough understanding of the rights of the clients and why it is important to respect these
- e) To develop the skills required to communicate in an effective and professional manner, both with clients and other healthcare professionals, including obtaining information through observation and effective questioning, whilst respecting privacy and dignity at all times
- f) To understand the importance of, and develop the skills required, to reflect on their own practice and identify areas where further training or development would be beneficial and how to incorporate it into their own personal training plan
- g) To understand the importance of, and how to obtain, formal or informal consent
- h) To understand the importance of taking a full history of the client's health (physical/mental/emotional/spiritual), lifestyle, other treatments being received and any other factors that may affect their treatment, including their perception of Reiki, in order to plan and agree treatment, including evaluation methods to be used by the client
- i) To maintain full and accurate client records, taking into consideration ethical and legal guidelines
- j) To be aware of the role of other people who may be involved in the client's treatment, either as a companion or a healthcare professional

- k) To have a basic awareness of common physical conditions, including those which are notifiable diseases or require immediate medical attention.
- l) To have a basic awareness of the skeletal structure and the functions and location of the major organs
- m) To understand what appropriate aftercare advice should be given
- n) If appropriate for the style/system of Reiki practised, understand the importance of giving clear guidance on self-treatment, including possible outcomes, and the extent of practitioner responsibilities
- o) To understand why it is important to explain the various Reiki treatment options to the client, in order that the client may make informed choices with regards to the agreed treatment plan
- p) To develop the skills required to communicate clearly from the initial request for Reiki through assessment and planning of the treatment

Learning Outcomes

By the end of the course students will:

- a) Be aware of the physical, emotional, mental and spiritual health, illness and well-being of the client, recognise how this will be affected by the client's previous and present care and understand how these may impact on the client both before and after the treatment
- b) Be aware of factors which may affect a client's lifestyle and beliefs, and how lifestyle and beliefs can affect health and well-being
- c) Be able to recognise the changing needs of the client to adapt the treatment accordingly during the session or in future sessions
- d) Be able to use different forms of communication effectively in order to obtain all relevant and accurate information to identify need, using the skills of listening, observation, sensitive questioning and verbal communication to develop rapport, to ensure client ease, and to confirm their understanding, whilst at the same time respecting their full rights, privacy and dignity and adapting vocabulary pace and tone to meet the needs of the client

- e) Demonstrate a clear understanding of their limits of competence and when and how to make referrals
- f) Be able to discuss and agree possible treatment options with the client, based on the information obtained during the consultation, in order to fully meet their needs and ensuring that the client has a realistic expectation of Reiki treatment
- g) Be able to record discussions and the decisions made following an evaluation and review of treatment
- h) Have an understanding of how to develop a professional relationship with the client from the beginning, and the importance of encouraging the client to ask questions, and how to deal with conflicting advice which clients may receive from others
- i) Be able to evaluate their own effectiveness and identify areas for self-development, including updating with any new developments in the field of Reiki, including where to obtain further training and how to develop a training plan
- j) Be able to obtain formal or informal consent, and understand all policies relating to consent
- k) Understand why it is important to keep full and accurate client records, and be able to do so in a secure and confidential manner
- l) Understand circumstances when other people may become involved with the client's treatment, and when it is appropriate to share information with them
- m) Understand why it is important to recognise certain conditions, including disability, when referrals may need to be made, or where treatments may need to be modified or refused
- n) Be able to discuss and understand common conditions with clients and other healthcare professionals
- o) Understand the client's and the practitioner's role with regards to what appropriate aftercare advice should be given, which may be verbal or written, including advice about possible outcomes

- p) If appropriate for the style/system of Reiki practised, understand the client's and the practitioner's role with regards to self-treatment, and be able to give guidance to the client on self-treatment and possible outcomes
- q) Be able to discuss, agree and/or review a treatment plan which is acceptable to the client, including the role of each individual, the location, cost, duration and timing of the Reiki treatment
- r) Be able to apply their skills of communication to carry out effective evaluation and review of any Reiki treatment with the client, and understand the importance of this with regards to the client's well-being.
- s) Be able to modify or discontinue any treatment following full discussion with the clients, in order to meet their changing needs
- t) Understand the importance of respecting the rights and interests of others, treating everyone equally and in ways that respect diversities and differences.

3. PRACTICE MANAGEMENT

Aims

- a) To provide an understanding of what environment, facilities and equipment are required for an appropriate treatment area.
- b) To provide a full understanding of the ethical, legal and professional guidelines within which the Reiki practitioner must operate, and how to apply these in support of the client, including both national and European legislation
- c) To provide an understanding of why it is important to keep up to date with all aspects of legislation and standards within the work role as a Reiki practitioner
- d) To provide an understanding of relevant health and safety legislation, how it applies to the work role, and responsibilities of both the practitioner and other individuals

- e) To have an understanding of the resources and information, which may be available to the Reiki practitioner and/or to clients and any restrictions on their use including an awareness of alternative options available to clients
- f) To understand their own limitations and circumstances when clients may be refused or referred
- g) To understand the importance of the client's needs and preferences, and how to support individuals in making their own decisions.

Learning Outcomes

By the end of the course students will:

- a) Know why it is important, and how, to set up an appropriate environment in which to greet clients and give Reiki
- b) Apply all aspects of ethical, legal and professional guidelines and legislation to their work role, including confidentiality, equality, diversity, discrimination, data protection
- c) Keep themselves up to date through continuous self-development, in all aspects of legislation and standards
- d) Work in a safe and secure manner in accordance with health and safety legislation, and encourage others to do the same
- e) Be aware their professional code of practice and conduct including their own professional responsibilities and accountability in their role
- f) Be aware of resources and information available to the Reiki practitioner and/or their clients, including information on complementary health care, and know how to use or recommend these appropriately
- g) Be aware of local healthcare providers and other practitioners, and know how to develop links effectively with them
- h) Be able to undertake consultation, give Reiki and support the clients and any companion whilst managing time effectively

i) Know circumstances when they should not, or may choose not to, accept a client. Encourage clients to be proactive in any decisions which are made about their care.

3. ASSESSMENT OF STUDENTS

Assessment should be a continuous process

The Reiki master/teacher will observe at least one full treatment on a genuine client, including consultation, evaluation, rebooking and record keeping; four other treatments should be observed by an occupationally competent person.

Assessment of Evidence

The range of possible evidence sources, include:

- Observations by suitably qualified persons
- Case studies
- Peer reports
- Professional discussions
- Video/audio recordings
- Testimonials from clients
- Product evidence i.e. records, diaries, logs etc.
- Written questions or assessments
- Practical assessment
- RPL/APL
- Verbal questions.

4. TUTOR QUALIFICATIONS

Providers of Reiki courses must ensure that the Reiki training course meets not only the stated requirements in terms of hours, but that the principal tutors of the training establishment have themselves received sufficient in-depth training, and are qualified to ensure the required standard of teaching is met.

I. Teachers of Reiki specific aspects need to:

- a) Hold Master or Reiki Master/Teacher certificate in Reiki and
- b) Be qualified practitioners able to give evidence of both knowledge and practical experience of Reiki; this should be not less than 2 years of Reiki practice.

II. Non-Reiki specific subject tutors or specialists should be qualified and/or have experience relevant to the subject they are teaching.

III. Assessors who are assessing against the NOS should:

- a) be occupationally competent
- b) take the lead role in the assessment of observed candidate performance
- c) be appropriately qualified for the role of assessor or be working towards such a qualification, to be achieved within a period of 3 years
- d) provide evidence of competence in this area.

IV. Expert Witnesses may contribute to the assessment of evidence of a candidate's competence; expert Witnesses should have current occupational competence i.e. worked as a Reiki practitioner over the last two years.

V. Internal Verifiers

To put in place a Quality Assurance mechanism, in addition to the above, it is important that Internal Verifiers:

- a) be occupationally competent

b) provide evidence of competence in this area.

6. TEACHING REQUIREMENTS

The training period from commencement to qualification must be a minimum of 9 (nine) months full time training and education or 1 (one) academic year of part time training and education. This will include Reiki 1 training according to the particular style of Reiki being taught.

Teaching Hours

The Education and Training required to become a Reiki Practitioner may be in the form of Guided Learning Hours, Notional Hours and Private Study. These may be defined as follows:

Guided Learning Hours (Ofqual Definition)

Guided Learning Hours are defined as all times when a member of staff is present to give specific guidance towards the learning aim being studied on a programme.

Guided Learning Hours include Lectures, Tutorials and Supervised study, in, for example; Open Learning Centres and learning workshops.

It also includes time spent by staff assessing a learner's achievements, for example in the assessment of competence for National Vocational Qualifications (NVQ's).

It does not include time spent by staff in the day-to-day marking of assignments and homework where the learner is not present, nor does it include hours where supervision is of a general nature and is not specific to the study of Learners.

Guided Learning Hours are further defined as being in a learning environment where a tutor, lecturer or teacher is present. Assistant teaching staff (professional therapists with teaching experience and final year students) maybe involved in the duties of supervision of students)

Notional Hours are defined as hours when a student studies or practices via learning materials from a tutor, lecturer, teacher, who need not be

present. Notional Hours can take place in the classroom or home situation. The results of such work must be marked or assessed to enable the student to develop/assess his/her skills and to ensure knowledge and understanding is provided with a route to successful learning outcomes.

The minimum Guided Learning Hours and Notional Hours of education and training required to become a Reiki Practitioner are be as follows:

Competency	Guided Learning Hours	Notional Hours	Total Hours
Reiki Theory and Practical Skills	15	35	50
Practitioner Skills	20	40	60
Practice Management	10	20	30
Total	45	95	140

7. CASE STUDY REQUIREMENTS

A minimum of 75 full treatments in person, all of which should be recorded. Five of these treatments should be supervised by a qualified Reiki practitioner. These treatments should evaluate the effectiveness of Reiki for clients over a period of time and should be used by students as reflective practice for self evaluation and continuing professional development. In addition to the above hours, students should be fully aware that considerable home study is required. The hours required will be determined by the students ability and commitment.

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