



AROMACARE QUALIFICATION SPECIFICATIONS

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1. INTRODUCTION AND PURPOSE

This document sets out the structure, content, learning outcomes and assessment requirements of the IFA AromaCare Certificate. It should be read alongside the current IFA AromaCare Course Manual and any detailed assessment requirements issued by the IFA.

The qualification specification defines the requirements for achievement of the certificate. The Course Manual provides the detailed teaching content and learning activities used to support delivery.

1.1 ABOUT THE IFA AROMACARE COURSE

The IFA AromaCare Course is a specialist vocational certificate designed to develop the knowledge, practical skills and confidence required to introduce AromaCare approaches within supportive care, education, wellbeing and community settings.

AromaCare combines the principles of aromatherapy, therapeutic touch, sensory awareness, communication and person-centred practice to create meaningful experiences that support comfort, emotional wellbeing, relaxation and connection.

The programme has been developed for individuals supporting children and adults who may have additional support needs, neurodevelopmental conditions, sensory processing differences, complex care requirements, age-related conditions or palliative care needs. It recognises that many individuals experience and communicate with the world in different ways and may benefit from approaches that are adapted to their individual preferences, abilities and needs.

Unlike traditional aromatherapy or massage programmes, AromaCare focuses on adapting aroma and touch-based approaches for individuals who may not tolerate conventional massage environments or more structured therapeutic approaches. Learners develop the ability to use carefully selected aromas, gentle touch, sensory experiences and meaningful communication to create safe, respectful and personalised interactions.

AromaCare is based on the understanding that wellbeing is supported not only through techniques, but through the quality of the interaction itself. The intention behind touch, the ability to communicate effectively, respect for individual choice and the creation of a supportive environment are all central to AromaCare practice.

Through practical learning activities, sensory exploration, creative approaches and reflective practice, learners develop skills that can be adapted within their own professional role, caring responsibilities or support setting.

The IFA AromaCare Certificate enables learners to introduce AromaCare approaches within their existing professional role, caring responsibilities or support setting. It provides learners with the confidence and practical skills to incorporate aroma, therapeutic touch, sensory approaches and meaningful communication into supportive environments, enhancing the wellbeing and experiences of the individuals they support.

1.2 COURSE AIM

The aim of the IFA AromaCare Course is to provide learners with the knowledge, practical skills and understanding required to apply AromaCare approaches safely, appropriately and confidently within their own professional, caring or support setting.

The course aims to develop learners' ability to combine aromatherapy principles, therapeutic touch, sensory awareness, communication and person-centred practice to create meaningful experiences that support relaxation, comfort, emotional wellbeing and connection.

Through completion of the programme, learners will develop the understanding and practical ability to:

- recognise the principles and philosophy that underpin AromaCare practice;
- understand the relationship between sensory experiences, emotional wellbeing, communication and supportive care;
- use essential oils, therapeutic touch and sensory approaches safely and appropriately within their level of competence;
- adapt AromaCare activities according to individual needs, preferences, abilities and communication styles;
- create supportive and inclusive experiences that promote dignity, choice, participation and meaningful interaction;
- reflect on their own practice and develop confidence in applying AromaCare approaches within their existing role or setting.

The course aims to support learners in developing a compassionate, flexible and responsive approach that recognises each individual as unique. It encourages learners to move beyond a technique-based approach and consider how aroma, touch, communication and sensory experiences can be combined to create personalised and meaningful interactions.

1.3 QUALIFICATION STATUS AND SCOPE

The IFA AromaCare Certificate recognises achievement of knowledge, practical skills and professional awareness in applying AromaCare approaches within supportive care, education, wellbeing and community settings.

The course provides learners with a structured framework for understanding and applying AromaCare principles, including therapeutic touch, sensory approaches, aromatic experiences, communication strategies and personalised support approaches.

The IFA AromaCare Course is designed to complement existing professional roles, caring responsibilities, qualifications and workplace practices. Learners are expected to apply AromaCare approaches safely, ethically and appropriately, taking into account individual needs, consent, organisational procedures and their own level of competence.

The course does **not** qualify learners as professional aromatherapists and is not a replacement for a recognised professional aromatherapy qualification. It provides specialist knowledge and practical skills in the application of AromaCare approaches rather than a full professional aromatherapy training programme.

Completion of the course does not provide independent authority to diagnose, treat medical conditions or deliver healthcare interventions outside the learner's existing role, professional responsibilities or scope of practice.

Learners remain responsible for ensuring that their use of AromaCare is consistent with relevant legislation, workplace policies, professional standards and appropriate insurance requirements.

1.4 WHO THE COURSE IS FOR

The IFA AromaCare Course has been developed for adults who wish to introduce AromaCare approaches within their professional role, caring responsibilities or support setting.

The course is suitable for individuals who support children and adults who may benefit from additional sensory, emotional or supportive approaches, including those with additional support needs, neurodevelopmental conditions, sensory processing differences, complex care requirements, age-related conditions or palliative care needs.

AromaCare is relevant to learners working across a wide range of settings, including:

- specialist education settings;
- healthcare environments;
- hospices and palliative care services;
- care homes and residential care settings;
- social care services;
- community organisations;
- family and informal caring roles.

The programme is also suitable for qualified aromatherapists, complementary therapists and wellbeing practitioners who wish to develop specialist knowledge and skills in adapting aromatherapy and therapeutic touch approaches for individuals with additional support needs or complex care requirements.

Learners may come from a wide range of professional backgrounds and levels of experience. The course is designed to be accessible to those with limited previous knowledge of aromatherapy, while also providing a structured specialist framework for those with existing experience.

No previous aromatherapy qualification is required; however, learners should have an interest in supporting wellbeing through person-centred approaches and demonstrate an appropriate level of maturity, responsibility and understanding of the individuals they support.

1.5 THE AROMACARE APPROACH AND PHILOSOPHY

AromaCare is founded on the belief that meaningful human connection, respectful touch

and compassionate communication are central to supporting emotional wellbeing and quality of life.

The approach recognises that every individual is unique, with their own experiences, preferences, communication styles, sensory needs and ways of engaging with the world. AromaCare encourages learners to move away from standardised approaches and instead develop responses that are flexible, respectful and personalised.

A key principle of AromaCare is that the individual remains at the centre of every interaction. The purpose of an AromaCare experience is not simply to deliver a sequence of techniques, but to create an opportunity for comfort, communication, participation and connection.

AromaCare practice is guided by the following principles:

- **Respect and dignity** – recognising each individual’s identity, choices, abilities and personal boundaries.
- **Consent and choice** – ensuring individuals are supported to participate in ways that are appropriate and meaningful for them.
- **Person-centred practice** – adapting approaches according to individual needs, preferences and responses.
- **Compassionate communication** – recognising that communication takes many forms and may include words, gestures, expressions, behaviour and sensory responses.
- **Safe and professional practice** – applying AromaCare approaches responsibly and within appropriate professional boundaries.
- **Positive experiences** – creating supportive interactions that encourage confidence, relaxation, engagement and wellbeing.

AromaCare was originally developed to support individuals who experienced challenges often described as the “triad of impairments” associated with autism, including differences in social communication, imagination and increased anxiety. Over time, the approach has developed into a broader person-centred framework that can be adapted to support individuals with a wide range of needs.

At its heart, AromaCare recognises that small, meaningful interactions can have a positive impact. Through thoughtful use of aroma, touch, communication and sensory experiences, learners are encouraged to create supportive environments where individuals feel respected, understood and valued.

1.6 DISTINCTIVE FEATURES OF THE PROGRAMME

AromaCare incorporates a range of specialist learning approaches designed to help learners create meaningful, personalised and inclusive experiences. These features reflect the unique combination of aromatherapy, therapeutic touch, sensory awareness, communication and creativity that underpin AromaCare practice.

Sensory Learning

Sensory learning encourages learners to consider how individuals experience and respond to their environment. Learners explore how aroma, touch, visual resources and sensory activities can be adapted to support individual preferences, communication styles and emotional needs.

Massage Stories

Massage stories combine therapeutic touch with communication, imagination and sensory engagement. They provide a framework for linking massage movements with meaningful themes or narratives, helping learners create personalised experiences that encourage relaxation, participation and connection.

Aromatic Artefacts

Aromatic artefacts combine the principles of aromatherapy, creativity and sensory exploration. Learners develop an understanding of how personalised resources incorporating aroma can support sensory engagement, communication, memory, choice and emotional wellbeing.

Creative and Visual Resources

AromaCare encourages the thoughtful use of creative and visual resources to support accessibility and inclusion. Visual prompts, picture cards, choice boards and personalised materials can help individuals understand, communicate preferences and participate more confidently in AromaCare experiences.

Emotional Awareness Activities

Emotional awareness activities encourage learners to recognise and respond to the different ways individuals communicate feelings, needs and preferences. Through reflection and practical activities, learners develop greater awareness of emotional responses and how these influence supportive interactions.

These distinctive features enable AromaCare to move beyond a technique-based approach and support learners in creating experiences that are responsive, individualised and meaningful.

2. QUALIFICATION INFORMATION

2.1 QUALIFICATION TITLE

IFA AromaCare Certificate

The IFA AromaCare Certificate is a specialist vocational certification awarded by the International Federation of Aromatherapists (IFA).

The certification recognises achievement in the knowledge, practical skills and professional understanding required to apply AromaCare approaches within supportive care, education, wellbeing and community settings.

2.2 AWARDING ORGANISATION

International Federation of Aromatherapists (IFA)

The IFA AromaCare Certificate is awarded by the International Federation of

Aromatherapists following successful completion of the course requirements and achievement of the required assessment standards.

The course is delivered through IFA Approved AromaCare Centres by tutors who have successfully completed the IFA AromaCare Tutor Approval Process.

2.3 QUALIFICATION TYPE

Specialist vocational certificate

The IFA AromaCare Certificate is a specialist vocational certificate designed to complement learners' existing professional roles, caring responsibilities, qualifications and experience.

It provides specialist knowledge and practical skills in applying AromaCare approaches within supportive care, education, wellbeing and community settings.

The IFA AromaCare Certificate is not a professional aromatherapy diploma qualification and does not qualify learners as fully qualified aromatherapists. Professional aromatherapy qualifications require additional and more extensive study, typically at Level 3 or above, including broader aromatherapy theory, clinical application and professional practice requirements.

AromaCare is designed to provide specialist skills that complement existing roles and enable learners to incorporate AromaCare approaches safely and appropriately within their own scope of practice.

2.4 QUALIFICATION LEVEL

Level 2 equivalent specialist vocational learning programme

The programme was originally accredited at Level 2 by Lantra in 2008. The IFA currently describes the programme as Level 2 equivalent within its specialist vocational framework. This Level 2 equivalent status is also recognised by the IFA's insurance provider, Alan Boswell, for insurance purposes.

The Level 2 equivalent status reflects the expected standard and complexity of learning achieved through successful completion of the programme. It is not an Ofqual-regulated qualification level.

2.5 COURSE MATERIALS

Learners receive access to the **IFA AromaCare Course Manual** and supporting learning materials through their approved Centre.

The course manual provides the required theoretical content, practical guidance, essential oil information, learning activities and assessment preparation materials required to support successful completion of the certificate.

Approved Centres may provide additional learning resources to support teaching and learning, provided these complement rather than replace the official IFA AromaCare Course Manual and remain consistent with IFA requirements.

3. LEARNER REQUIREMENTS

3.1 ENTRY REQUIREMENTS

The IFA AromaCare Certificate is designed to be accessible to learners from a wide range of professional, caring and personal support backgrounds.

Learners must:

- be aged **18 years or over** at the time of enrolment;
- have sufficient ability to understand and apply the learning materials;
- be able to participate safely in practical activities involving therapeutic touch and sensory experiences;
- have an interest in supporting wellbeing through person-centred approaches.

No previous aromatherapy qualification is required.

Learners should have an appropriate level of literacy and communication skills to understand course materials, complete written work and participate in assessment activities.

Where the course is delivered in a language other than English, learners should have sufficient proficiency in the language of delivery to understand safety information, communicate effectively, complete assessment requirements and apply AromaCare approaches safely.

Learners who are working within an organisation should ensure that introducing AromaCare approaches is consistent with their employer's policies, procedures and professional responsibilities.

3.2 LEARNER KNOWLEDGE, SKILLS AND UNDERSTANDING

The IFA AromaCare Certificate is suitable for learners with varied backgrounds and levels of previous experience.

On entry, learners are expected to have a basic understanding of the importance of supporting wellbeing, respecting individual needs and working in a caring or supportive manner.

During the programme, learners develop knowledge, skills and understanding in:

- emotional wellbeing, communication and person-centred support;
- the principles of aromatherapy and the safe use of essential oils within AromaCare practice;
- therapeutic touch and adapted massage approaches;
- sensory awareness and the creation of personalised experiences;
- professional practice, consent, dignity, safety and appropriate boundaries.

The course is designed to develop learners' confidence and competence in applying AromaCare approaches within their own role or setting.

3.3 LEARNER SUITABILITY

Successful AromaCare learners should demonstrate a commitment to compassionate, respectful and person-centred practice.

Learners should be willing to:

- respect individual choice, dignity and autonomy;
- adapt approaches according to individual preferences, abilities and needs;
- work safely within their own role, responsibilities and level of competence;
- reflect on their practice and consider how AromaCare approaches can be personalised;
- recognise the importance of communication, consent and positive relationships.

AromaCare values creativity, sensitivity and flexibility. Learners are not expected to deliver a fixed routine; instead, they are encouraged to develop responsive approaches that reflect the individual needs of the people they support.

4. PROGRAMME STRUCTURE

4.1 PROGRAMME STRUCTURE

The IFA AromaCare Course is delivered as a structured programme of theoretical learning, practical skills development, reflective practice and assessment. The programme combines tutor-led teaching with self-study, enabling learners to develop the knowledge, practical competence and confidence required to apply AromaCare safely and appropriately within their own role or care setting.

Learning is organised into a series of integrated modules that progressively develop learners' understanding of aromatherapy principles, therapeutic touch, sensory approaches, professional practice and person-centred care. Throughout the programme, learners are encouraged to apply their learning through practical activities, discussion, reflection and workplace application where appropriate.

The programme is designed to provide a balanced learning experience in which theoretical knowledge supports practical competence, ensuring learners understand not only *how* to apply AromaCare approaches, but also *when, why* and *for whom* they are appropriate.

4.2 LEARNING HOURS

The IFA AromaCare Certificate has a Total Qualification Time (TQT) of 70 hours, comprising both guided learning and independent study.

Guided Learning Hours (GLH) - 35 hours

Guided learning consists of structured teaching delivered by an approved IFA AromaCare Tutor. This includes theoretical teaching, tutor demonstrations, practical skills development, group discussion, supervised activities and assessment preparation.

Self-Study - 35 hours

Self-study enables learners to consolidate and apply their learning outside formal teaching sessions. Activities may include reading, reflective practice, portfolio

development, practical rehearsal, workplace application where appropriate and completion of assessment tasks.

Total Qualification Time - 70 hours

Total Qualification Time represents the estimated amount of time typically required for a learner to successfully complete all aspects of the qualification.

4.3 DELIVERY FORMAT

The IFA AromaCare Certificate may be delivered by approved IFA AromaCare Centres using:

- face-to-face delivery;
- live online delivery;
- blended learning combining online and face-to-face teaching.

Regardless of the delivery format, Centres must ensure that learners receive sufficient practical tuition, supervised skills development and assessment opportunities to achieve the required learning outcomes and assessment standards.

4.4 PROGRAMME DELIVERY REQUIREMENTS

The IFA AromaCare Course must be delivered only by IFA Approved AromaCare Centres using the current IFA-approved curriculum and course manual.

Delivery must provide learners with opportunities to:

- develop both theoretical knowledge and practical competence;
- participate in supervised practical activities;
- receive constructive feedback throughout the programme;
- demonstrate person-centred approaches to AromaCare practice;
- complete all required assessment activities.

Centres are responsible for ensuring that delivery meets all IFA quality assurance requirements and that learners are appropriately supported throughout their learning journey.

5. PROGRAMME CONTENT

5.1 PROGRAMME OVERVIEW

The IFA AromaCare Certificate provides a structured programme of learning that combines theoretical knowledge, practical skills development and reflective practice to prepare learners to apply AromaCare safely, appropriately and compassionately within their own role or care setting.

The curriculum has been designed to develop learners' understanding progressively, beginning with the principles of emotional wellbeing, therapeutic caregiving and person-centred practice before introducing the scientific foundations of anatomy, physiology and aromatherapy. Learners then develop an understanding of professional

responsibilities, legal and ethical practice, essential oil safety and the practical application of AromaCare techniques.

Throughout the programme, equal importance is given to knowledge, practical competence and professional behaviours. Learners are encouraged to develop not only the technical skills required to deliver AromaCare, but also the communication, observation, adaptability and reflective practice that underpin safe, responsive and person-centred care.

Practical learning forms a significant component of the programme and enables learners to apply AromaCare principles through therapeutic touch, sensory experiences, massage techniques, creative activities and personalised approaches that can be adapted to meet the individual needs and preferences of those they support.

The programme is organised into five integrated modules, each contributing to the knowledge, practical skills and professional understanding required to achieve the learning outcomes. Together, the modules provide a balanced foundation for introducing AromaCare approaches within supportive care, education, wellbeing and community settings.

5.2 PROGRAMME MODULES

The IFA AromaCare Certificate is delivered through five integrated modules that develop the knowledge, practical skills and professional behaviours required to achieve the qualification.

Module	Overview
Module 1: Emotional Intelligence and Wellbeing in Caregiving	Introduces the principles of emotional wellbeing, therapeutic caregiving and compassionate practice. Learners explore emotional intelligence, stress and anxiety, attachment, respectful touch and the therapeutic relationship, developing an understanding of how emotional awareness and positive communication contribute to effective AromaCare practice.
Module 2: Anatomy and Physiology	Provides the essential anatomical and physiological knowledge required for safe AromaCare practice. Learners develop an understanding of the major body systems and their relevance to massage, aromatherapy and overall health and wellbeing, enabling informed, person-centred decision-making.
Module 3: Professional Practice and Legal Framework	Develops the professional knowledge required to deliver AromaCare safely, ethically and responsibly. Learners explore communication, client welfare, consent, risk assessment, care planning, professional boundaries, confidentiality, equality, infection prevention, health and safety, and the legal responsibilities that underpin safe practice.

Module	Overview
Module 4: Aromatherapy Principles and Application	Introduces the scientific foundations of aromatherapy, including the history and evidence base of the profession, essential oil science, extraction methods, chemistry, carrier oils, blending, dosage, contraindications, safety and the appropriate selection and application of essential oils within AromaCare.
Module 5: Touch and Massage	Develops practical skills in therapeutic touch and AromaCare massage techniques. Learners practise massage movements, sequences and massage stories, learning how to combine touch, communication and sensory approaches to create meaningful, person-centred experiences that promote comfort, relaxation and emotional wellbeing.

5.3 LEARNING OUTCOMES

On successful completion of the IFA AromaCare Certificate, learners will be able to demonstrate knowledge, understanding and practical skills across the following areas:

- **Person-Centred Care and Therapeutic Relationships:** Explain the principles, philosophy and person-centred values that underpin AromaCare practice, including respect for individuality, dignity, choice, communication and meaningful connection.
- **Emotional Intelligence and Wellbeing:** Demonstrate an understanding of emotional awareness, stress, anxiety, attachment, compassion and the importance of supportive relationships in promoting emotional wellbeing.
- **Communication and Individual Needs:** Recognise different communication styles, sensory preferences and individual needs, adapting AromaCare approaches to support participation, comfort and inclusion.
- **Therapeutic Touch and Massage Practice:** Apply safe and appropriate therapeutic touch and AromaCare massage techniques, including adapted massage approaches, massage sequences and massage stories, to support relaxation, comfort and connection.
- **Sensory Awareness and Sensory Learning:** Understand how aroma, touch, movement, visual resources and sensory experiences can be adapted to support individuals with different sensory profiles and support needs.
- **Aromatherapy Principles and Essential Oil Safety:** Demonstrate knowledge of essential oil properties, extraction methods, chemistry, carrier oils, blending principles, dosage, safety considerations and appropriate application within

AromaCare practice.

- **Anatomy and Physiology:** Demonstrate an understanding of relevant anatomy and physiology and how this knowledge informs safe massage practice and wellbeing approaches.
- **Professional Practice and Boundaries:** Apply professional standards relating to communication, confidentiality, consent, dignity, respect, professional boundaries and working within personal competence.
- **Safeguarding and Duty of Care:** Understand safeguarding responsibilities and the importance of promoting the welfare, safety and protection of individuals receiving AromaCare approaches.
- **Risk Assessment and Safe Practice:** Identify potential risks, contraindications and considerations relating to touch, essential oils, sensory activities and the delivery of AromaCare within different environments.
- **Creative and Sensory Resource Development:** Create and use appropriate resources, including visual supports, sensory activities and personalised materials, to enhance communication, engagement and participation.
- **Aromatic Artefacts and Personalised Experiences:** Develop an understanding of how aromatic artefacts and sensory resources can be created and adapted to support memory, communication, relaxation and emotional wellbeing.
- **Reflective Practice and Adaptation:** Reflect on personal practice and adapt AromaCare approaches according to individual responses, preferences, feedback and changing needs.
- **Integration of AromaCare Within Practice Settings:** Apply AromaCare principles appropriately within professional, caring or support environments while recognising role boundaries, organisational procedures and individual responsibilities.

6. ASSESSMENT METHODOLOGY

6.1 PURPOSE OF ASSESSMENT

Assessment within the IFA AromaCare Course is designed to confirm that learners have developed the knowledge, practical skills and professional understanding required to apply AromaCare safely, appropriately and confidently within their own role or support setting.

The assessment process recognises that effective AromaCare practice involves more than learning techniques. Learners are assessed on their ability to integrate knowledge,

practical skills, communication, safe working practices and person-centred approaches to create meaningful, supportive and individualised AromaCare experiences.

The end-point assessment consists of three elements:

- Portfolio Assessment
- Practical Assessment
- Professional Discussion

Together, these assessment methods provide evidence that learners understand AromaCare principles, can apply them in practice and are able to reflect on their own learning and professional development.

6.2 PORTFOLIO ASSESSMENT

The portfolio provides evidence of the learner's achievement of the compulsory coursework requirements for the IFA AromaCare Certificate.

The portfolio is designed to demonstrate the learner's understanding of AromaCare principles and their ability to apply knowledge within their own professional, caring or support environment.

The portfolio must include evidence of:

- application of AromaCare within the learner's own working or support environment;
- understanding of emotional wellbeing, stress, anxiety and supportive communication;
- understanding of positive touch and its role within AromaCare practice;
- knowledge of anatomy and physiology relevant to AromaCare;
- understanding of essential oils, safe selection, blending principles and appropriate application;
- professional practice, including consent, confidentiality, safeguarding, record keeping and safe working procedures;
- development of AromaCare resources and visual support materials;
- reflective practice and evaluation of AromaCare experiences.

The portfolio must also include completed AromaCare case studies demonstrating the learner's ability to apply their knowledge and skills in practice.

6.3 CASE STUDY REQUIREMENTS

Case studies form part of the portfolio assessment and provide evidence of the learner's ability to plan, deliver, adapt and reflect on AromaCare sessions.

Learners must provide evidence of **16 AromaCare sessions**. The sessions may be structured as four individuals receiving four sessions each, or in another equivalent format agreed by the Centre and approved by the IFA.

Case study evidence must demonstrate:

- consideration of the individual's needs, preferences and circumstances;
- appropriate planning and preparation;
- selection and adaptation of AromaCare approaches;
- safe application of therapeutic touch, aroma and sensory approaches;
- observations of the individual's responses;

- reflection on outcomes and future practice.

Evidence may include session records, reflective accounts, treatment notes, witness statements and photographic evidence where appropriate and where consent, confidentiality and data protection requirements have been met.

6.4 PRACTICAL ASSESSMENT

The practical assessment allows learners to demonstrate their ability to apply AromaCare safely, professionally and in a person-centred manner.

The practical assessment requires learners to demonstrate:

- professional presentation, communication and approach;
- preparation of a safe and appropriate treatment environment;
- appropriate consultation, communication and consideration of individual needs;
- safe essential oil selection and blend preparation;
- safe and respectful use of therapeutic touch;
- application of AromaCare massage techniques;
- adaptation of massage approaches, including Massage Story adaptation;
- appropriate aftercare and professional reflection.

The assessment focuses not only on technical skills, but also on the learner's ability to create a safe, respectful and supportive AromaCare experience.

6.5 PROFESSIONAL DISCUSSION

The professional discussion provides learners with the opportunity to explain their understanding, reflect on their practice and demonstrate the reasoning behind their decisions.

Discussion may explore:

- adaptation of AromaCare approaches;
- individual needs, communication and consent;
- safe use of essential oils and therapeutic touch;
- professional responsibilities and boundaries;
- reflections from portfolio evidence and practical experience.

The purpose of professional discussion is to assess understanding and application rather than recall of memorised information.

6.6 ASSESSMENT OUTCOMES

Assessment decisions are recorded as:

Pass

The learner has successfully demonstrated the required knowledge, practical skills and professional understanding.

Refer

Further evidence, additional learning or reassessment is required before certification can be awarded. Where a learner is referred, the Centre will provide guidance on the requirements needed to demonstrate achievement.

6.7 QUALITY ASSURANCE OF ASSESSMENT

All end-point assessments are undertaken by an IFA External Quality Assessor (EQA) to ensure integrity and consistency across approved AromaCare Centres.

Centres are responsible for ensuring that:

- learners receive appropriate preparation and support;
- portfolio evidence is complete, authentic and meets IFA requirements;
- practical assessments are completed under appropriate conditions.

End-point assessments may take place either at the approved Centre or remotely via an agreed online platform, such as Zoom, to ensure accessibility for learners while maintaining the integrity of the assessment process.

7. CERTIFICATION REQUIREMENTS AND PROGRESSION

7.1 CERTIFICATION REQUIREMENTS

To achieve the IFA AromaCare Certificate, learners must successfully complete all required programme components and demonstrate achievement of the qualification assessment requirements.

Learners must:

- complete the required programme of learning;
- complete the required portfolio evidence, including case studies and reflective practice requirements;
- successfully complete the practical assessment and professional discussion.

Following successful completion of the qualification requirements, learners will be awarded the **IFA AromaCare Certificate**.

The certificate confirms that the learner has demonstrated the knowledge, practical skills and professional understanding required to introduce AromaCare approaches safely and appropriately within their own role or support setting.

7.2 PROFESSIONAL APPLICATION

The IFA AromaCare Certificate enables learners to incorporate AromaCare approaches within their existing professional role, caring responsibilities or support environment.

Learners may apply their learning within settings including:

- care and support environments;
- specialist education settings;
- healthcare and wellbeing environments;
- community and family support settings.

Learners are expected to continue working within their existing responsibilities, organisational policies, professional boundaries and appropriate insurance arrangements.

Those intending to practise AromaCare in a professional capacity who are not already qualified aromatherapists are responsible for obtaining appropriate insurance cover before doing so. Following successful completion of the IFA AromaCare Certificate, learners should obtain Level 2 aromatherapy insurance appropriate to their intended practice. Eligibility for the IFA's Alan Boswell insurance package requires the learner to be registered with the IFA.

7.3 PROGRESSION OPPORTUNITIES

The IFA AromaCare Certificate provides learners with a specialist foundation in AromaCare practice and may support continued professional development within related areas.

Progression opportunities may include:

- further aromatherapy development, including progression towards clinical aromatherapy practice through recognised professional aromatherapy qualifications;
- tutor development opportunities for suitable experienced learners;
- continuing professional development within care, education, healthcare, wellbeing or complementary therapy settings;
- further study in related vocational or professional areas.