



**UK REIKI
FEDERATION**

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GUIDELINES FOR THE TEACHING OF REIKI

**Based On The Requirements
Of The**

**REIKI
NATIONAL OCCUPATIONAL STANDARDS
2009**

**And The
CNHC CORE CURRICULUM 2017**

GUIDELINES FOR REIKI TEACHERS

In May 2009 a Qualifications Report was published by Skills for Health. This summarised the review of National Occupational Standards (NOS), including those for Reiki. Although Reiki training is available in schools and colleges most training is done by independent Reiki teachers.

The CNHC Core Curriculum for Reiki is to be used alongside the NOS when providing Reiki training. It is recommended that both the NOS and the Core Curriculum are referred to when providing any training for those wishing to go into professional practice; they are not necessary for those wishing to use Reiki for themselves.

The NOS identify what a candidate needs to know and what they need to be able to do in order to meet the minimum requirements for professional practice, it is important to remember that they are about the minimum level of training and do not in any way reduce the quality of training offered by Reiki teachers.

These guidelines are purely for reference and topics may be taught in any sequence or format by individual teachers. The breakdown into smaller topic areas is only a suggestion and teachers may prefer to consolidate topics differently.

Core Curriculum – main requirements

It is important to note that neither the Core Curriculum nor the NOS refer to any one level of Reiki nor any particular style. The requirements of both is that a minimum standard is reached and it is acknowledged that many teachers will teach above that standard. Context under which the training is undertaken:

1. Face to face attunement
2. Students to give a minimum of 75 full treatments in person and, these should be recorded. Of the 75, 10 clients should have received 4 treatments each which are recorded and evidence submitted. Five of these should be supervised by a competent Reiki practitioner or teacher.
3. Training period to be no less than nine months
4. Minimum total of 240 hours, 65 of which should be “under immediate guidance or supervision of teacher or other training provider” See table for suggested study hours, which is a rough guide only.
5. Students to receive 100 hours of recorded treatments.
6. At least one practitioner assessment should be by an independent assessor.
7. A sample of written work must be assessed by another teacher or tutor with occupational competence,.

Topic	In Person	Directed Learning	Total
Reiki – theory & practical skills	5 + 40	50	145
Practitioner Skill	10	75	85
Practice Management	10	50	60
Total	65	175	240

National Occupational Standards

These are made up of three competencies, each of which has to be achieved. They are:

- CHN1 Explore and establish the client's needs for complementary and natural healthcare
CHN2 Develop and agree plans for complementary and natural healthcare with clients
CHN12 Provide Reiki to clients

A full set of the standards are available for download from the Skills for Health website at www.skillsforhealth.org or from the UKRF website. The CNHC Core Curriculum can be obtained from the CNHC website.

TEACHER AND ASSESSOR QUALIFICATIONS

When using NOS a number of different people may be involved, including:

Teachers

The Teacher undertakes to train the candidate. Teachers of Reiki courses should be suitably qualified and experienced in the topic they are teaching, viz

- a) Teachers of the Reiki topics should
 - i. Hold a Master or a Master/teacher certificate in Reiki, and
 - ii. Have at least two years' experience as a Reiki practitioner
- b) Teachers of the non-Reiki topics should be qualified and/or experienced in the topic they are teaching

Assessor

In addition to the teaching, the knowledge and ability of the candidates needs to be assessed against the competences given in the NOS. The Assessor is the person who will assess the candidate against the competencies stated in the NOS. This may be the Teacher, if they meet the requirements stated below.

- c) Those assessing against the NOS need not necessarily be the Reiki teacher but they should
 - i. be occupationally competent
 - ii. lead the assessment of observed performance
 - iv. provide evidence of competence in this area
- d) A Witness may sometimes be used to provide supplementary evidence of competence. Those acting as witnesses should be occupationally competent and have worked as a Reiki practitioner over the past two years

TOPICS

It is suggested that the competencies are achieved through the following topic or subject headings:

- A Reiki - theory and practical skills
- B Practitioners skills
- C Practice management

These guidelines are about content, not about how to teach. It is up to the training provider to decide on the most appropriate form of training for each of these topics, but a summary of what needs to be included follows:

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A REIKI – THEORY AND PRACTICAL SKILLS

These are some suggestions of what you need to include in your teaching

Reiki principals, scope, methods and techniques

1. Give a clear description of the style of Reiki which includes
 - a history of the style
 - their lineage back to Mikao Usui
 - the reason why the attunement is in person
 - the principles behind the system (context)
2. Give a full understanding of the practice of the style of Reiki being taught including
 - the use of energy and how to work with it
 - why it is important to give self treatment
 - the different recipients of the Reiki
3. How to give Reiki safely and effectively, using different methods (hands on/off/distance) as appropriate, and how to give a full treatment appropriate to the needs of the client
4. The limit and application of the different methods of treatment, and when and how these need to be modified with different clients
5. Self treatment and meditation techniques and how these may help to maintain stability.
6. How the practitioner's own physical and emotional state may affect their practice
7. The importance of why the practitioner should not be attached to specific outcomes when giving Reiki

Practitioner role

8. How Reiki relates to other disciplines
9. Circumstances where Reiki is inappropriate, should be used with caution or may be refused, and when advice may need to be sought from others. This should include instances where a practitioner is not properly qualified or experienced and where medical referral is necessary
10. The importance of, and how to describe Reiki, self treatment options where applicable and appropriate, and the potential outcomes of Reiki
11. The evolution of Reiki, its development, an awareness of some of the other styles of Reiki and possible similarities and differences between them

B PRACTITIONER SKILLS

This section is about helping the practitioner to work in a professional manner with the client and other professionals, and includes topics which may not have been included in previous Reiki training, which now need to be incorporated.

Communication

- 1 Appropriate communication skills for use with clients and other healthcare professionals, both written and oral skills, including
 - how to greet the client and any companion when meeting them for the first time
 - how to obtain information by observation, listening, sensitive and effective questioning
 - why it is important and how to encourage clients to ask questions
 - adapting the vocabulary, pace and tone to meet the needs of individuals
 - how to explain Reiki treatment options, including possible restrictions and outcomes, so that clients can make informed decisions when discussing their treatment plan
 - discuss and agree treatment options so that the treatment plan can be devised.
 - body language
 - identification of client expectations and needs
 - discuss the location, cost, duration and timing of the treatment
 - how to support clients in making their decisions
- 2 Decide at the beginning how to review and evaluate treatments with clients afterwards

Professional Relationships

- 3 How to develop a professional relationship with the client
- 4 Why it is important to involve the client at all times, so that they are able to adapt treatment according to the changing needs of the client
- 5 Why it is important to respect the rights of the client including their privacy, dignity, needs and preferences, using appropriate vocabulary, pace and tone at all times
- 6 What appropriate after-care is, possible outcomes, and how advice on this should be given

Work Role and Practice

- 7 The role and responsibility of the practitioner and their limitations, including confidentiality and professional boundaries, and how to make referrals when necessary
- 8 The importance of reviewing own practice and know how to identify when training or development would be helpful.
- 9 How to develop a personal training plan.
- 10 People who may be involved in the client's treatment, including other healthcare professionals
- 11 If appropriate to the style of Reiki, why it is important to give clear guidance on self treatment, to include possible outcomes, and responsibilities of the practitioner

Confidentiality

- 12 The importance of maintaining confidentiality at all times, and instances where the rights of the client needs to be balanced with the practitioner's responsibility to others

- 13 Procedures for liaising with other healthcare professionals
- 14 Legal requirements

Consent

- 15 An explanation of formal and informal consent
- 16 Knowing whose responsibility it is to give and receive consent, and when it should be used

Record Keeping

- 17 Why it is important to take a full client history, including what they know about Reiki, what they want from it and how they would evaluate it afterwards
- 18 How to use the information obtained from a client in developing the treatment plan
- 19 How to keep full and accurate client records, and being fully aware of ethical and legal guidelines
- 20 The client's right of access to information

Health and well-being

- 21 The concept of well being and things which can affect the well-being of the client before and after the treatment, including physical, emotional, mental and spiritual health, illness, diet, lifestyle and beliefs
- 22 Why the practitioner should be fit to practise (ie mentally, emotionally and physically balanced) and what may affect this.

Basic Anatomy & Physiology

- 23 Common physical conditions.
- 24 Notifiable diseases and red flag symptoms.
- 25 The skeletal structure and the location and functions of the major organs of the body

C PRACTICE MANAGEMENT

This section is about helping the practitioner to work professionally in all situations.

Professional Standards and Codes of Practice

- 1 Circumstances where a practitioner should or should not accept a client
- 2 Situations when it may be inappropriate to give Reiki, when Reiki may be refused or when referrals may need to be made to others
- 3 Role and importance of the professional body, including rules, ethics and code of conduct.
- 4 Role and importance of the Reiki Council and the regulator for Reiki.
- 5 The responsibilities of the professional practitioner and those of any employing organisation

Legislation Both Local, National And European

- 6 The ethical, legal and professional guidelines under which a practitioner should operate including both national and European legislation, and why it is important to keep up to date with these. To include confidentiality, quality, diversity, equal opportunities including disability discrimination and data protection
- 7 Working in a safe and secure manner, being fully aware of the Health and Safety at Work Act and its application within the workplace, including responsibilities of both practitioner and client

Employment And Organisational Policies And Practices

- 8 Setting up a practice room, having due regard to the environment, equipment and other facilities, all of which help to create a comfortable treatment area for the client
- 9 Respect for the rights of clients
- 10 The role of the practitioner
- 11 Resources and information available to both the Reiki practitioner and/or their clients, including information on complementary Healthcare
- 12 Local healthcare providers and other practitioners and possible ways of networking with them
- 13 Time management and how to use this while supporting clients

Business skills

- 14 Identifying the nature of the service to be provided
- 15 How to decide on the fees to be charged where relevant

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