

CNHC Core Curriculum Template

updated September 2015 following decisions taken by Ofqual on a new [Regulated Qualifications Framework](#)

Key requirements

- This template sets out the key elements that CNHC wants to see addressed in some way within the core curricula of all CNHC registered disciplines.
- It is recognised and accepted that the requirements within each section may well vary from discipline to discipline.

Each core curriculum must set out the following (not necessarily in this order)

1. The overall aims of the course.
2. The learning outcomes or competencies to be achieved as set out in the National Occupational Standards (NOS) that have to be met. These can be wider than just CNH1, CNH2 and the profession specific NOS, and could, for example, include NOS for Small Businesses owned by Small Firms Enterprise Development Ltd, which would map to the unit Business Practice for Complementary Therapies. Examples of where any additional NOS have been mapped into the Core Curriculum should be given.
3. Overall ratio of theory and practice.
4. Assessor and Internal Quality Assurance requirements for the Regulated Qualifications Framework (RQF) competence qualifications.
5. The minimum (or equivalent) level at which qualifications leading to CNHC registration must be achieved against the Regulated Qualifications Framework, the Scottish Credit and Qualifications Framework or the Further and Higher Education Framework (as appropriate).
6. Hours of study:

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. Total Qualification Time is comprised of the following two elements:

(a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and

(b) an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Guided Learning

The activity of a Learner in being taught or instructed by – or otherwise participating in education or training under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

For these purposes the activity of ‘participating in education or training’ shall be treated as including the activity of being assessed if the assessment takes place under the Immediate Guidance or Supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Immediate Guidance or Supervision

The guidance or supervision provided to a Learner by a lecturer, supervisor, tutor or other appropriate provider of education or training –

(c) with the simultaneous physical presence of the Learner and that person, or
(d) remotely by means of simultaneous electronic communication.

For these purposes, the activity of Invigilation is to be regarded as a form of guidance or supervision.

7. Credit value – the number of credits that will be achieved on successful completion of the learning outcomes. One credit must be equal to one tenth of the Total Qualification Time, rounded to the nearest whole number.
8. Case study requirements - to include the minimum requirements for practice observed by an ‘occupationally competent’ assessor. NB Case study requirements are included in the Total Qualification Time and should reflect hours and credits (which may be spread across units).
9. Details of the assessment process. This must include independent assessment ie the person undertaking the summative assessment should not have taught or assessed the learner, but must be occupationally competent.
10. Details of an Accreditation of Prior and Experiential Learning (APEL) process and who would be responsible for it.