

CORE CURRICULUM

FOR YOGA THERAPY

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Introduction

1.	The content of this core curriculum provides a minimum standard for safe and competent practice to carry out Yoga Therapy. It incorporates the National Occupational Standards (NOS) for Yoga Therapy – CNH1, CNH2 and CNH14. Copies of CNH1 and CNH2 are attached as Appendix A to this document, with the wording of the overviews only included in section 2A and 2B below. The full details of CNH14 are set out in section 2C below. In the interests of public protection, some additions have been made to CNH14, as indicated in red text .
2.	Achievement of the educational and professional outcomes in this Core Curriculum act as the measure for eligibility to apply for registration with the Complementary and Natural Healthcare Council (CNHC).
3.	It will be the responsibility of those Professional Associations who verify applications for CNHC registration to:
	<p>a) ensure that the Core Curriculum is circulated to all training providers with whom they have a working relationship, so that it can be used as the minimum basis for the design and delivery of courses</p> <p>b) accept that accountability for accrediting courses and verifying applications for CNHC registration lies with the Professional Associations.</p>

1 OVERALL AIMS OF THE COURSE

To ensure that those who complete the course are safe and competent to practice Yoga Therapy as autonomous healthcare practitioners.

2 LEARNING OUTCOMES AND COMPETENCIES TO BE ACHIEVED

2A CNH1 Explore and establish the client's needs for complementary and natural healthcare (full details included in Appendix A)

Overview

All forms of complementary and natural healthcare rely on exploring and establishing the client's needs and expectations. This may take place at the outset, but also during the on-going delivery of complementary and natural healthcare.

This allows the practitioner to consider whether it is appropriate to offer the service to the client, the type of service that should be offered and any required modifications to that service.

Users of this standard will need to ensure that practice reflects up to date information and policies.

2B CNH2 Develop and agree plans for complementary and natural healthcare with clients (full details included in Appendix A)

Overview

It is important that the planning of complementary and natural healthcare takes place through discussion and agreement with the client and relevant others (e.g. carers).

This standard is about developing and agreeing plans that meet the client's needs. Such plans may be subject to change as the service proceeds.

Users of this standard will need to ensure that practice reflects up to date information and policies.

2C CNH14 Deliver Yoga Therapy to clients

Overview

This standard is about delivering yoga therapy to meet an individual's needs. Yoga is a living practical philosophy. Those who practice yoga regularly and appropriately gain an awareness of themselves and their relationships with others which enables health and well being to be maintained and improved. Yoga taught to those with impaired health or compromised well being, and to those who are vulnerable is the focus of the National Occupational Standards for Yoga Therapy.

The skills and aptitudes required for teaching yoga as a therapy go beyond teaching yoga for fitness or relaxation, although fitness and relaxation are important in a quest for improved health. They also go beyond offering modifications to support individuals in a general yoga class. A Yoga Therapist needs to have the ability to address a client's specific problems in individual sessions or in small therapy groups. Based on an individual assessment with that client the Yoga Therapist must be able to plan and agree a programme of yoga therapy sessions for that client. Success is also dependent on the willingness of the client to participate in learning and practicing. A Yoga Therapist trained in all areas should be able to provide a safe and appropriate practice for anyone from the normally fit and healthy to the terminally ill and dying. Some Yoga Therapists are trained only in specific areas for example aspects of pregnancy, back pain; and these therapists should not work outside their scope of practice.

Users of this standard will need to ensure that practice reflects up to date information and policies.

Knowledge and understanding

Students will need to know and understand:

1.	the breadth and depth of yoga through key Yoga Texts:	
	a	Yoga Sutras of Patanjali
	b	Hatha Yoga Pradipika
	c	Bhagavad Gita
	d	Upanishads
2.	the Yama and Niyama (lifestyle values) as they apply to assessment and discussion, counselling, reflection	
3.	the importance of, and need to develop, a sensitive and intuitive approach to clients and their needs	
4.	the importance of building a relationship of trust and support	

5.	key models which relate to therapeutic analysis and practice including:	
	a	panca kosha or panca maya – the holistic model showing 5 dimensions (anna – physical, prana – energetic, mano - mind, knowledge, vijnana – wisdom, behaviour, ananda - bliss, emotional)
	b	models of energy flow and energy systems – e.g. vayu (prana), nadi, cakra
	c	models of mental and emotional behaviour – e.g. klesa – causes of suffering, abhyasa/vairagya - practice/detachment, antaraya - obstacles to a clear mind
6.	the importance of treating every client as an individual	
7.	the importance of obtaining permission before touching the client for observation purposes; the importance of data protection and disclaimers for online sessions	
8.	how to analyse an individual using the appropriate yoga models and a case history (which includes medical conditions and other factors conveyed by the client together with the acute/chronic nature of each issue and the client's priority for improvement)	
9.	the limits of your competence, training and expertise, and when to refer the client on to other practitioners	
10.	how to identify priorities for a Yoga Therapy programme covering:	
	a	preferences and needs of the client
	b	current abilities or limitations
	c	potential for improvement
	d	time constraints for practice
	e	choice of 1-1 sessions or small therapy group classes
11.	how to select and plan appropriate yoga practices and techniques based on the analysis:	
	a	in a 1-1 therapy setting: where a tailored initial home practice and further home practices are developed to suit the client's individual needs
	b	in a therapeutic group setting: where group practices are personalised with appropriate modifications and variations for the needs of each client in the group
12.	the yoga techniques used in therapeutic practice together with their effects:	
	a	asana - postures
	b	pranayama – breathing techniques
	c	dharana/dhyana - concentration/meditation/reflection
	d	relaxation
	e	bhavana – visualisation
	f	mantra – simple sounds and short supportive phrases in Sanskrit or own language
	g	mudra – for example hand gestures
	h	kriya – for example kapalabhati - cleansing breath
13.	how to adapt and modify the techniques for an individual's specific health needs	
14.	how to plan a practice using these techniques to begin to meet the needs of the individual	
15.	how to develop over several sessions the practices and techniques prescribed in ways appropriate to the specific individual	
16.	contra indications to the use of the above techniques based on the health of that individual	

17.	the reasons for caution in proposing or excluding yoga practices for clients with major medical conditions or when such conditions are suspected	
18.	the reasons for some caution in apparently minor complaints (e.g. dizziness; lack of balance) as these can mask an underlying disease	
19.	the situations when special care with contra indications must be taken, such as:	
	a	medical emergencies where Yoga Therapy should not be practised and where the client should be immediately referred to a medical practitioner (e.g. heart pain)
	b	acute situations where Yoga Therapy should be temporarily stopped e.g. violent sickness/diarrhoea; pain (e.g. migraine)
	c	extreme care situations where Yoga Therapy can only be practised in a greatly modified way (e.g. palliative care)
20.	the need to explain what is expected from the client in terms of their commitment and the likely number of sessions or classes needed	
21.	the use of support materials to help the client practice at home – materials could include written instructions, audio recording etc.	
22.	how to encourage and motivate the client to practise regularly, including appropriate aftercare	
23.	how to evaluate progress and identify whether any adjustments to the programme are required	
24.	how to recognise when a medical diagnosis is needed to support your assessment of the client's needs	
25.	the importance of offering Yoga Therapy only in the way you have been trained and have experience to offer	
26.	the circumstances in which Yoga Therapy can be given as a first line of action without the need for other interventions e.g. where anxious breathing is retained after minor trauma	
27.	the circumstances in which Yoga Therapy can be given alongside other treatments e.g. during cancer treatment.	
28.	the circumstances in which Yoga Therapy cannot be a first line of action e.g. a broken limb which needs to be set	
29.	the anatomy, physiology and pathology relevant to the medical conditions identified in a client to ensure appropriate Yoga practice is proposed	
30.	the structure and function of the main systems of the body including: cardiovascular; respiratory; blood, lymph and immune; nervous; endocrine; reproductive; musculoskeletal; digestive; urinary and liver; the skin.	
31.	the pathology of commonly occurring ailments within and between each system including:	
	a	the factors involved in causing disease
	b	methods of diagnosis that are used
	c	exacerbating and relieving factors
	d	daily variation
	e	medical treatments and management
Performance criteria		
Students must be able to do the following:		

1.	consult with the client and plan the yoga therapy in a tailored way to meet the client's needs, both in person and online sessions
2.	check that the environment meets the client's needs or that the client has access to suitable props if online session
3.	ensure that any equipment and materials are suitable for use
4.	prepare yourself appropriately to provide yoga therapy
5.	implement the yoga therapy safely, correctly and in accordance with professional codes of practice, legal and organisational requirements
6.	make appropriate adjustments to the yoga therapy to meet any changing needs
7.	deal effectively with the client's response to the yoga therapy
8.	check the client's well-being throughout and give reassurance where needed
9.	provide clear and accurate advice with regard to yoga therapy and any relevant aftercare and self-care
10.	evaluate the outcomes and effectiveness of the yoga therapy to inform future plans and actions
11.	complete and maintain records in accordance with professional and legal requirements
3 OVERALL RATIO OF THEORY AND PRACTICE	
3.1	Of the Total Qualification Time (TQT): 30% theory minimum; 50% practicum (practical experience) minimum; 20% either theory or practicum
4 ASSESSOR AND INTERNAL QUALITY ASSURANCE REQUIREMENTS	
4.1	<p>Both Assessor and Internal Quality Assurer should possess a recognised Yoga Therapy qualification, have a minimum of 2 years industry experience and be able to demonstrate industry specific continued professional development (CPD) over that time period.</p> <p>Assessors should have one of the following:</p> <ul style="list-style-type: none"> a. D32 Assess candidate performance & D33 Assess candidate using differing sources of evidence b. A1 Assess candidate performance using a range of methods c. Level 3 Award in Assessing Competence in the Work Environment d. Level 3 Award in Assessing Vocationally Related Achievement e. Level 3 Certificate in Assessing Vocational Achievement <p>Internal Quality Assurer should have one of the following:</p> <ul style="list-style-type: none"> a. D34 Internally verify the assessment process b. V1 Conduct internal quality assurance of the assessment process c. Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice d. Level 4 Certificate in Leading the Internal Quality Assurance Of Assessment Processes and Practice <p>If the Assessor or Internal Quality Assurer does not currently have the relevant quality assurance qualification they can be enrolled on the course, working toward the qualification. In that training period, a colleague meeting the above criteria must countersign their assessments.</p>

5 THE EQUIVALENT MINIMUM LEVEL AT WHICH QUALIFICATIONS LEADING TO CNHC REGISTRATION MUST BE ACHIEVED AGAINST THE REGULATED QUALIFICATION FRAMEWORK		
5.1	England and Wales Level 4; Northern Ireland Level 6; Scotland Level 8	
6 HOURS OF STUDY		
6.1	<u>Total Qualification Time</u> A minimum of 1200 hours of study is required. This is the number of notional hours that 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. This total includes the number of hours of Guided Learning as set out below.	
6.2	<u>Guided Learning</u> . 600 hours. This is the activity of a Learner in being taught or instructed by – or otherwise participating in education or training under the <u>Immediate Guidance of Supervision</u> of – a lecturer, supervisor, or tutor.	
6.3	<u>Immediate Guidance or Supervision</u> . The guidance or supervision provided by lecturer, supervisor, tutor or other appropriate provider of education or training	
	a)	with the simultaneous physical presence of the Learner and the lecturer, tutor or
	b)	remotely by means of simultaneous electronic communication
	300 hours development and supervision of practical skills with the simultaneous physical presence of the Learner and the tutor/supervisor must be included in the 600 hours.	
7 CREDIT VALUE		
7.1	120 (10 hours is equal to 1 credit)	
8 CASE STUDY REQUIREMENTS		
8.1	3 draft case studies internally assessed to demonstrate trainee evolution plus 3 written case studies: A minimum of 50 non-contact hours for conducting and writing up as case studies at least 3 of the range of clients the trainee has seen under supervision	
9 DETAILS OF THE ASSESSMENT PROCESS		
9.1	Case studies as above plus 3 hours assessed teaching in a therapeutic setting, with written feedback by the supervisor or mentor.	
9.2	The above should all evidence clear understanding of learning outcomes outlined in this document. Assessment should be by the tutor with a sample of the overall submissions having been additionally assessed by an independent assessor. Organisations must be able to provide evidence of this if required.	
9.3	In addition – Practical Assessment of skills	
	a)	An ongoing (i.e. during teaching sessions) observation as to practice, application and suitability.
	b)	Final Practical Assessment should be by a minimum of one independent assessor who is occupationally competent.

9.4	Optional	
	a)	Other assessed written work may include: worksheets, answers to set questions, essays, multiple choice questions, presentations, hand-outs (e.g. for presentations), projects, practice or case journal and research work
	b)	Other assessed practical work may include observation of the trainee giving yoga therapy: to fellow trainees one to one or in small groups, to members of the public, in demonstrations in class or to trainer/mentor, in role play, and through presentations which include practical demonstrations
9.5.	Summative Assessment	
		The summative assessment must include the written work, in addition to practical work.
10 DETAILS OF AN ACCREDITATION OF PRIOR AND EXPERIENTIAL LEARNING (APEL) PROCESS FOR APPLICANTS FOR CNHC REGISTRATION WHO HAVE NOT COMPLETED A COURSE THAT OF ITSELF MEETS CNHC REQUIREMENTS, AND WHO WOULD BE RESPONSIBLE FOR IT		
		<p>The APEL process would be the responsibility of organisations who verify applications for CNHC registration from Yoga Therapists who have not completed a training course that of itself meets the requirements of this core curriculum. Such applicants would be required to present the following evidence to enable mapping to the Core Curriculum</p> <ul style="list-style-type: none"> - Yoga Therapy qualification certificate - details of relevant CPD - at least three years experience in practice as a Yoga Therapist

Appendix A

CNH1 Explore and establish the client's needs for complementary and natural healthcare

OVERVIEW

All forms of complementary and natural healthcare rely on exploring and establishing the client's needs and expectations. This may take place at the outset, but also during the on-going delivery of complementary and natural healthcare. This allows the practitioner to consider whether it is appropriate to offer the service to the client, the type of service that should be offered and any required modifications to that service.

Users of this standard will need to ensure that practice reflects up to date information and policies.

Version No 1

KNOWLEDGE AND UNDERSTANDING

You will need to know and understand:

1. The concept of health and well-being that is consistent with the practice, principles and theory underlying your discipline
2. The nature of the service provided and fee structures
3. How the client's previous and present care may affect their health and well-being in relation to your discipline
4. How the psychological and emotional balance, as well as diet and lifestyle of the individual, can affect their health and well being
5. How the context in which people live affects their health and well-being
6. The importance of a suitable environment and making clients feel welcome
7. How to select and use different methods for exploring clients' needs
8. How to establish valid and reliable information about the client, and determine the priority of need, in order to plan the service
9. The potential risks (relevant to your discipline) of various courses of action for the client
10. How to work with clients to determine the appropriate actions
11. The appropriate actions to take to suit identified needs
12. The conditions for which the discipline is appropriate and those where it must be used with caution
13. How to recognise conditions for which your discipline is unsuitable and for which the client should seek advice from other sources

14. How to judge whether self-care procedure(s) relevant to your discipline are appropriate for the client
15. The anatomy, physiology and pathology relevant to your discipline
16. The procedures for record keeping in accordance with legal and professional requirements

PERFORMANCE CRITERIA

You must be able to do the following:

1. evaluate requests for complementary and natural healthcare and take the appropriate action
2. explain the nature of the service and fee structures to the client
3. provide an appropriate and safe environment for the service
4. make clients feel welcome and ensure they are as comfortable as possible
5. discuss the client's needs and expectations, and ask relevant questions
6. encourage the client to ask questions, seek advice and express any concerns
7. establish the client's needs in a manner which encourages the effective participation of the client and meets their particular requirements
8. determine any contra-indications or restrictions that may be present and take the appropriate action
9. evaluate the information obtained and determine the appropriate action with the client
10. complete and maintain records in accordance with professional and legal requirements

CNH2 Develop and agree plans for complementary and natural healthcare with clients

OVERVIEW

It is important that the planning of complementary and natural healthcare takes place through discussion and agreement with the client and relevant others (e.g. carers). This standard is about developing and agreeing plans that meet the client's needs. Such plans may be subject to change as the service proceeds.

Users of this standard will need to ensure that practice reflects up to date information and policies.

Version No 1

KNOWLEDGE AND UNDERSTANDING

You will need to know and understand:

1. The range, purpose and limitations of different methods or approaches which may be used for clients' individual needs
2. How to determine the most appropriate method(s) for different clients and their particular needs
3. How to recognise those occasions when your discipline may complement other healthcare which the client is receiving
4. The alternative options available to clients for whom your discipline is inappropriate
5. The role which the client (and others) may take, and may need to take, if the approach is to be successful
6. How to support and advise the client to make informed choices
7. How to work with the client and relevant others to plan the approach
8. Why evaluation methods should be determined at the planning stage and what the client's role will be in the evaluation
9. The importance of encouraging and empowering the client to be as actively involved as possible
10. The relationship of the client's involvement to the promotion of their health and well-being
11. The procedures for record keeping in accordance with legal and professional requirements

PERFORMANCE CRITERIA

You must be able to do the following:

1. explain the available option(s) which meet the client's identified needs and circumstances
2. explain any restrictions, possible responses and advise on realistic expectations
3. advise the client when your discipline is inappropriate and help them to consider other options
4. discuss the approach to be taken, the level of commitment required and the potential outcomes and evaluation with the client
5. check the client understands and support them to make informed choices
6. obtain the client's consent and complete records in accordance with professional and legal requirements

*CNH2 Develop and agree plans for complementary and natural healthcare with clients
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What Activities Count Towards Guided Learning Hours (GLH) and Total Qualification Time (TQT)?

The following table provides examples of what activities count towards both GL (hours) and TQT:

Type of Activity	GL (hours)	TQT
Classroom based learning supervised by the lecturer, supervisor or tutor whether on a 1 to 1 or group basis	✓	✓
Invigilated or supervised examinations or final assessments	✓	✓
Research project where the learner carries out independent research and produces a report without supervision	x	✓
Classroom based induction to a qualification	✓	✓
Skills practice at place of learning or workplace where the learner is responsible for generating their own evidence of practice, eg. a statement confirming attendance from a suitable attendant adult, generally not the lecturer or tutor	✓	✓
Skills practice carried out in simulated conditions where the learner is observed and assessed at the same time as the simulation is taking place	✓	✓
Face to face meetings with the lecturer, supervisor or tutor or other prearranged teaching session, eg. telephone/webcam contact, internet messaging, ie. conversation in real time	✓	✓
Work based practice observed by employer, tutor, or other witness more qualified than the learner	✓	x
Portfolio assessment where the learner collates evidence of competence and understanding unsupervised by the lecturer, supervisor or tutor	x	✓
E-assessment where the learner has their knowledge and understanding assessed unsupervised where they can access online e-assessment at any time	x	✓
E-assessment where the learner is supervised by the lecturer, supervisor or tutor in real time	✓	✓
Watching a pre-recorded podcast or webinar	x	✓