

CORE CURRICULUM

FOR MICROSYSTEMS ACUPUNCTURE

Published February 2019 by
The Complementary and Natural Healthcare Council (CNHC)

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Introduction

1.	The content of this core curriculum provides a minimum standard for safe and competent practice. It incorporates the National Occupational Standards (NOS) for Microsystems Acupuncture– CNH1, CNH2 and CNH24. Copies of CNH1 and CNH2 are attached as the Appendix to this document, with the wording of the overviews only included in section 2A and 2B below. The full details of CNH24 are set out in section 2C below.
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:
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 basis for the design and delivery of their courses
b)	accept that accountability for accrediting courses and verifying applications for CNHC registration lies with the Professional Association.

1 OVERALL AIMS OF THE COURSE

To ensure that those who complete the course are safe and competent to practise Microsystems Acupuncture 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 attached in Appendix B)

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 attached in Appendix B)

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 CNH24 Provide Microsystems Acupuncture to clients

Overview

This standard focuses on the practitioners' ability to insert solid needles into specific, well defined areas of the body which reflect the whole of the body, both structurally and functionally in a topographic manner in order to reflexively regulate corresponding body structures and systems, for disease prevention, therapy or maintenance of health.

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 history, principles and development of Microsystems Acupuncture
2	The rules, ethical standards and codes of conduct of Microsystems Acupuncture
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	the importance of treating every client as an individual
6	the importance of encouraging the client to be actively involved in their treatment
7	the different assessment methods which may be applicable for assessing the clients needs and evidence of their efficacy
8	the importance of obtaining written informed consent before touching the client
9	the importance of recognising and maintaining the clients legal and ethical rights to confidentiality
10	how to analyse an individual using the appropriate Microsystems Acupuncture techniques 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 clients priority for improvement)
11	the treatment options available to a Microsystems Acupuncture practitioner and how they should be implemented
12	how to locate and recognise areas of functional imbalance and/or resistance, and facilitate the clients innate self-healing ability
13	how to facilitate the integration of therapeutic changes which may have occurred during treatment
14	how to identify and work with the following responses to the treatment:
	a) physical
	b) emotional
	c) psychological
	d) no response
15	how to respond to the physiological presentation of shock, emotional and/or physical trauma during the treatment
16	how to recognise the completion of an individuals therapeutic process and leave them grounded and balanced
17	the potential outcomes of Microsystems Acupuncture:
	a) resolution of the problem
	b) increase in well-being
	c) supporting the client in their process
	d) healing reactions
	e) abreactions

	f)	no change
18	how to evaluate the outcomes and effectiveness of Microsystems Acupuncture	
19	how to recognise those occasions when Microsystems Acupuncture may be appropriate and/or may complement other healthcare which the client is receiving	
20	how to recognise conditions for which Microsystems Acupuncture alone would be ill advised and for which the client should seek advice from other sources	
21	the circumstances when you may choose not to accept a client or to cease treating a client:	
	a)	Microsystems Acupuncture is unlikely to succeed
	b)	the client does not want Microsystems Acupuncture
	c)	you do not wish to provide Microsystems Acupuncture
22	how Microsystems Acupuncture is contra-indicated	
23	the range, purpose and limitations of different methods, which may be used for different clients with different needs	
24	how to determine the most appropriate method(s) for different clients and their particular needs	
25	how to tailor treatment appropriately for each individual	
26	how to assess the appropriateness of self-care strategies for the client	
27	relevant anatomy for safe needling practice	
28	relevant microbiology for safe clinical practice	
29	relevant physiology, pathology and pharmacology	
30	the limits of your competence, training and expertise, and when to refer the client on to other practitioners	
31	the procedures for record keeping in accordance with legal and professional requirements	
Performance criteria		
Students must be able to do the following:		
1	consult with the client and plan the Microsystems Acupuncture	
2	ensure that the interventions used are within your scope of practice	
3	obtain written informed consent to Microsystems Acupuncture	
4	check that the environment meets the clients needs	
5	ensure that any equipment and materials are ready for use and meet professional codes of practice, health and safety, legal and organisational requirements	
6	prepare yourself appropriately to provide Microsystems Acupuncture	
7	position the client for effective Microsystems Acupuncture and to give as much comfort as possible	
8	carry out the Microsystems Acupuncture safely and correctly	
9	make appropriate adjustments to the Microsystems Acupuncture to meet any changing needs	
10	deal effectively with the clients response to the Microsystems Acupuncture	
11	check the clients well-being throughout and give reassurance where needed	
12	work with other professional, support staff, clients and users, relatives and carers	
13	provide clear and accurate advice with regard to any relevant	
14	evaluate the outcomes and effectiveness of the Microsystems Acupuncture to inform future plans and actions	
15	complete and maintain records in accordance with professional and legal requirements	
3 OVERALL RATIO OF THEORY AND PRACTICE		
40% theory:60% practice		

4 ASSESSOR AND INTERNAL QUALITY ASSURANCE REQUIREMENTS FOR THE REGULATED QUALIFICATIONS FRAMEWORK (RQF) COMPETENCE QUALIFICATIONS	
Not applicable because there are no regulated qualifications for Microsystems Acupuncture that meet the requirements of this core curriculum.	
5 THE MINIMUM (OR EQUIVALENT) LEVEL AT WHICH QUALIFICATIONS LEADING TO CNHC REGISTRATION MUST BE ACHIEVED AGAINST THE REGULATED QUALIFICATION FRAMEWORK	
<ul style="list-style-type: none"> • Level 3 of the Regulated Qualification Framework for England, Wales and Northern Ireland • Level 5 National Framework of Qualifications for Ireland • Level 6 Scottish Credit and Qualifications Framework 	
6 HOURS OF STUDY	
6.1	<u>Total Qualification Time</u> . A minimum of 210 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> . 145 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
	<ul style="list-style-type: none"> a) with the simultaneous physical presence of the Learner and the lecturer, supervisor or tutor, or b) remotely by means of simultaneous electronic communication
	87 hours of development and supervision of practical skills with the simultaneous physical presence of the Learner and the tutor/supervisor must be included in the 145 hours of Guided Learning.
7 CREDIT VALUE	
7.1	21 credits. 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)	
8.1	A minimum of 5 case studies (25 treatments) must be completed. The written up case studies must provide evidence of
	<ul style="list-style-type: none"> a) Follow up and progressed treatment of 5 clients. b) Feedback from client and reflective journal to illustrate learning experience and referenced clinical experience.
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	

9.1	Case studies as above plus	
	a)	Practical and written assessment, Peer review in class.
	b)	External moderation.
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	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>A practitioner will be required to supply the following information to a Professional Association that is a CNHC Verifying Organisation for Microsystems Acupuncture:</p> <p>Applicant must produce evidence of training at a suitable level that is equivalent or exceeds the National Occupational Standards (NOS) and Core Curriculum for Microsystems Acupuncture. (6.2)</p> <p>Copies of certification of achievement in Anatomy and Physiology to ITEC level 3 or equivalent. A minimum of 5 Case studies as above (8.1)</p> <p>Must have completed a reflective Journal or similar reflective practice and have an up to date CPD portfolio.</p> <p>The applicant must evidence any prior learning within another discipline which meets or exceeds these recommendations.</p>	

Contraindications to Microsystems Acupuncture

Pregnant Women – Do not treat in the first trimester (first three months of pregnancy).

Haemophiliacs - Do not treat.

Broken Skin or **Skin lesions**, i.e. **eczema** or **psoriasis**

Do not treat the area of broken skin.

Intoxication – Do not treat the client if they are intoxicated as they are unlikely to sit or lay still for the duration of the treatment or give informed consent.

- Do not treat the client if they are **confused**. They will be unable to give consent.

Do not treat if the client has not given written consent

Factors in a client's condition that would have you take more caution when administer treatment

- **Epilepsy** – Take care when treating epileptic sufferers or people prone to fits. The nervous system is likely to be more sensitive. Wait after each needle is inserted and check to make sure the client is feeling OK. Any signs of light-headedness or feeling faint, remove the needles at once.
- **Caution** should be used if client is on **anti-coagulant** medication, as there is an increased risk of bleeding.
- **Diabetics** - Caution should be taken if your client is a **Diabetic**.

Appendix B

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

Appendix C

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 as required in the specification	✓	✓
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	x	✓
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	✓	✓
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	✓