

CORE CURRICULUM

FOR NATUROPATHY

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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 Naturopathy – CNH1, CNH2 and CNH10. 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 CNH10 are set out in section 2C below.
2.	Achievement of the educational and professional outcomes in this Core Curriculum acts as the measure for eligibility to apply for registration with the Complementary and Natural Healthcare Council (CNHC). The agreed version of this Core Curriculum will replace the document published in September 2009.
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 basis for the design and delivery of their 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 practise Naturopathy 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

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

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 CNH10 Provide Naturopathy to clients

OVERVIEW

Naturopathy is a philosophy and holistic healthcare system that recognises the healing power of nature present in all living things. As a healing system it aims to promote and restore health by employing various natural treatment approaches that may include: naturopathic nutrition, lifestyle

advice, detoxification techniques, hydrotherapy, physical therapy, naturopathic psychosocial support and other appropriate techniques.

Naturopaths interpret presenting symptoms as the individual's unique response to physical, emotional, environmental or genetic stress factors. The practitioner's role is to identify these underlying causes and to support the healing power of nature within the individual. Naturopathy is also a way of life and the naturopath will help empower individuals through education about lifestyle, diet and exercise.

This standard is about working with individuals to provide naturopathic healthcare. It describes the minimum competence specific to naturopathy. Many naturopaths will have a much wider range of competences and specialisms than those described here.

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

KNOWLEDGE AND UNDERSTANDING You will need to know and understand:

1	The development of naturopathic medicine and key naturopathic pioneers
2	The similarities and differences between orthodox (conventional) medicine and naturopathic medicine
3	the naturopathic principles and philosophy of health and disease
4	the principles of: a. the healing power of nature b. identifying and addressing the causes c. first do no harm d. the naturopath as educator e. treating the whole person f. prevention
5	anatomy and physiology which are essential to the understanding of the foundation of disease as understood by orthodox (conventional) medicine and relevant to naturopathic practice
6	the function of water, key macro and micronutrients and their metabolic processes and interactions
7	naturopathic perspective of the homeostatic and web-like interactions of physiological processes
8	the functioning and interaction among the following bodily systems at the molecular, cellular and systemic levels: a. skeletal b. muscular c. nervous d. sensory e. endocrine f. respiratory g. digestive h. urinary i. excretory j. reproductive k. circulatory l. lymphatic and immune m. integumentary

9	the integration of the above systems and their role in detoxification pathways
10	the aetiology and clinical features of a broad range of common diseases in all bodily systems
11	the clinical signs and symptoms generated by the body's response to stress or injury through exposure to toxins, chemicals, physical and infectious agents, other environmental factors, genetic predisposition, emotional and psychosocial factors
12	the impact of stress on bodily systems
13	the processes which lead to the breakdown of bodily function and subsequent disease
14	common terminology used in pathology
15	the actions and side effects of the major classes of orthodox (conventional) drugs and how to access information about pharmaceuticals
16	recognise interactions between food, drugs and supplements within a naturopathic context
17	how to take a naturopathic case history and conduct clinical examinations encompassing lifestyle, physical, emotional, nutritional assessment and biochemical aspects
18	the types of diagnostic tests and their application to support decision making
19	how to form a naturopathic assessment and evaluation
20	how to put naturopathic principles and philosophy of health and disease into practice
21	how the results of naturopathic assessment and consultation inform treatment planning
22	how to support the client to make informed choices within a wide range of naturopathic approaches
23	how to recognise red flag symptoms which require urgent or non-urgent referral to orthodox (conventional) care
24	how to advise clients concerning what to expect after treatment, possible discomforts and the reasons for these
25	how to support the client during change and recognise progress in health
26	how to decide on appropriate actions following review
27	the naturopathic approach to food and diet as a primary means to maintaining and restoring good health
28	the naturopathic perspective on the use of food supplements
29	the naturopathic perspective of detoxification
30	the various detoxification techniques
31	how to identify individual situations where detoxification techniques would be appropriate or contra-indicated
32	the use and application of physical therapies such as touch therapies, body work and exercise within a naturopathic context
33	the physiological mechanisms that underpin the principles of physical therapies
34	the effects, indications and contraindications of physical therapies
35	the physiological mechanisms that underpin the principles of hydrotherapy
36	the use and application of external and/or internal hydrotherapy
37	the effects, indications and contraindications of a broad range of hydrotherapeutic techniques
38	the role of emotions in health and disease processes
39	the various consultation techniques and natural approaches for addressing emotional issues
40	the importance of the basic lifestyle requirements for health
41	the impact of the following on health and disease: environment, disposition, behaviour and attitude

42	how to advise on stress management
43	how to advise on healthy eating
PERFORMANCE CRITERIA	
You must be able to do the following:	
1	conduct a naturopathic assessment, evaluate the approach to be taken and plan the treatment
2	ensure that the environment meets the client's needs
3	ensure that any equipment and materials are ready for use
4	position the client for effective naturopathic treatment and to give as much comfort as possible
5	implement the naturopathic treatment safely, correctly and in accordance with professional codes of practice, legal and organisational requirements make
6	appropriate adjustments to the naturopathic treatment to meet any changing needs
7	check the client's well-being throughout and give reassurance where needed
8	provide clear and accurate advice with regard to the naturopathic treatment, and any relevant aftercare and self-care
9	evaluate the outcomes and effectiveness of the naturopathic treatment to inform future plans and actions
10	complete and maintain records in accordance with professional and legal requirements
3 OVERALL RATIO OF THEORY AND PRACTICE	
3.1	50% theory:50% practice.
4 ASSESSOR AND INTERNAL QUALITY ASSURANCE (IQA) REQUIREMENTS FOR THE REGULATED QUALIFICATIONS FRAMEWORK (RQF) COMPETENCE QUALIFICATIONS	
4.1	Not applicable because there are no regulated qualifications for Naturopathy.
5 THE MINIMUM (OR EQUIVALENT) LEVEL AT WHICH QUALIFICATIONS LEADING TO CNHC REGISTRATION MUST BE ACHIEVED AGAINST THE REGULATED QUALIFICATIONS FRAMEWORKS ACROSS THE UK	
5.1	The minimum level of qualification required is equivalent to 5 (England, Wales and Northern Ireland); 7 (Ireland); 9 (Scotland) on the UK Qualification Comparison Chart.
6 HOURS OF STUDY	
6.1	Total Qualification Time. 2,500 hours 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	Guided Learning hours. 1,250 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 or 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, supervisor or tutor, or
	b) remotely by means of simultaneous electronic communication

	All of the 1,250 Guided Learning Hours would require the simultaneous physical presence of the learner and the lecturer/tutor/assessor, of which a minimum of 400 hours should be supervised clinical hours.
7 CREDIT VALUE	
7.1	250 credits
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	<p>A minimum of 8 case studies should be completed for assessment by an occupationally competent assessor. These should demonstrate a naturopathic approach to diagnosis and treatment on an individual basis and include</p> <ul style="list-style-type: none"> • relevant naturopathic treatment modalities, which may include herbal, homeopathic, physical, hydrotherapeutic, nutritional, lifestyle or psychosocial interventions • a written treatment plan and evaluation of progression, with consultations mapped and changes to treatments recorded • evidence of self-reflection on each case • evidence of working within legal, professional and regulatory bounds
8.2	400 observed clinical contact hours
9 DETAILS OF THE ASSESSMENT PROCESS	
9.1	Case studies as above plus
	<p>Theory: exam plus a written assessment</p> <p>Practicum: group and individual presentations, audits, reflective essays.</p> <p>Final year dissertation</p>
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. Training providers must be able to provide evidence of this if required.
10 DETAILS OF AN ACCREDITATION OF PRIOR EXPERIENCE AND LEARNING (APEL) PROCESS AND WHO WOULD BE RESPONSIBLE FOR IT	
10.1	The APEL process would be the responsibility of professional associations who verify applications for CNHC registration from Naturopathy practitioners who have not completed a training course that of itself meets the requirements of the National Occupational Standards and this core curriculum.
10.2	<p>These applicants must provide the following information and evidence:</p> <ul style="list-style-type: none"> • Evidence of at least three years' practice as a naturopath • all naturopathic qualifications, in chronological order, with details of course content, including any clinical practice • details of all CPD undertaken since qualifying as a naturopath • career summary and statement of practice, describing current practice and services provided, and how their practice has developed over the years they have been in practice • two case studies, with details of evidence-based naturopathy treatments, including details of supplements or herbal medicines recommended and dietary advice given, and other naturopathic advice

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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Appendix B

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	✓