

Adding therapies to the CNHC register

As the first step in seeking for a profession to be added to the CNHC Register representatives of the relevant professional associations are required to complete and submit to CNHC

- a [Benefits Template](#) which provides evidence of benefits of the activities of practitioners, and
- the information that's required on pages 7, 8 and 9 of this [Application Form](#)

The second step is that CNHC will send the Professional Standards Authority for Health and Social Care (PSA) a copy of the Benefits Template and all the information and ask them to confirm in principle whether practitioners of the therapy meet the definition of providers of health care as defined in Section 25E (Section 25D: interpretation) of the Health and Social Care Act 2012.

When that confirmation in principle has been received from PSA, CNHC will then require, as the third stage in the process, a business case submission that includes the following information:

- a) Name of profession
- b) Name of submitting organisation(s)
- c) Details of the support from within the wider profession under consideration (ie this cannot be the initiative of just one interested party)
- d) Number of potential registrants
- e) Copies of the identified units of competence published by the relevant Sector Skills Council, which comprise the relevant National Occupational Standards (NOS)
OR
Evidence that relevant courses at Level 3 to 8 (including postgraduate qualifications) are listed in the Regulated Qualifications Framework (RQF). NOTE: These equate to Levels 3-8 for Wales, 6-12 for Scotland, and 4-8 in the European Qualifications Framework
- f) Courses
 - i. Details of those courses which meet the requirements of the NOS and (where one is available) a core curriculum designed to meet the NOS, in line with the CNHC's template (see Appendix 1)
OR
Full details of relevant courses listed in the RQF ie course aims and objectives; course content; assessment methods, and teaching methods
 - ii. Details of the awarding bodies/universities who accredit/validate the courses

APPENDIX 1

CNHC Core Curriculum Template (updated July 2022)

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 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: and minimum duration of period of study (updated July 2022)

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.

Duration of period of study

The minimum period of time to be spent in achieving the qualification.

- 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. (Updated July 2022)

This must include independent assessment ie the person undertaking the summative assessment should not have taught or previously assessed the learner, but must be occupationally competent.

The learning outcomes can be assessed in a wide variety of ways and sometimes in different ways for the same cohort eg one person may favour a viva voce, another may give a PowerPoint presentation and another may complete an online test that self-marks for example, which all assess the same learning outcomes.

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 the process.

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