

# Crossfields Institute

Qualification Specification

Level 7 Diploma in Integrative Healthcare



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## Key Facts

<b>Qualification Title</b>	Crossfields Institute Level 7 Diploma in Integrative Healthcare
<b>Qualification Number (QAN)</b>	603/5834/8
<b>Qualification Type</b>	Vocationally Related Qualification
<b>Sector</b>	Health and Social Care
<b>Level</b>	7
<b>Rules of Combination</b>	All modules are compulsory
<b>Total Qualification Time</b>	1200 hours
<b>Guided Learning Hours</b>	354
<b>Minimum age of learners</b>	21
<b>Assessment Methods</b>	Portfolio of evidence
<b>Grading system</b>	Pass/Fail
<b>How long will it take to complete?</b>	2 years part time
<b>Developed by</b>	The qualification has been developed by Crossfields Institute with subject specific expertise provided by the National Centre for Integrative Medicine (NCIM)



## Section 1: About this Qualification

### 1.1 Why take this qualification?

#### **Objective**

The aims of this Crossfields Institute Level 7 Diploma In Integrative Healthcare qualification are to develop the theoretical and practical knowledge, critical and analytic abilities and the professional and reflective practice of health care professionals to help them transform health care into a more effective and compassionate practice that respects the individual as a whole person.

The qualification will provide opportunities for students:

1. To develop and maintain a sound knowledge of Integrative Medicine (IM) and a critical and enquiring approach to a variety of therapeutic interventions and their use in a range of common conditions.
2. To have developed the knowledge and skills to respond to the needs of contemporary patients, wishing to use a variety of approaches in the management of their health, e.g. in managing chronic illness, and maintaining wellness across different phases of their life
3. To have developed self-confidence and skills in holistic assessment such that they can help patients towards maintaining health, personal resilience, and self-empowerment.
4. To be able to deal with the rigours of contemporary working environments through self-reflection, personal resilience, and self-care.
5. To have developed confidence and skills to assist Health Care Professionals to manage and communicate changes towards Integrative Healthcare (IH) in their clinical practice.
6. To understand the importance of planning and evaluation in the development of holistic integrated practice.
7. Contribute to a network of practitioners with a knowledge of practice-based research and its role in evidence informed integrative medicine.
8. Participate in a community of practice that helps to redefine the concept of health as contextual, communal and connected to nature.

#### **Rationale**

There is a growing demand for integrative healthcare that can treat the whole person rather than just the presenting symptoms or condition. Many healthcare professionals would also like to develop their own skills in taking a holistic approach to patient care and focus on maintaining health and building the resilience of their patients. Currently medical training of doctors and other healthcare professionals does not include a thorough understanding of the paradigm, methods and evidence for what have been called complementary therapies. And yet the public do access these therapies in increasing numbers on the basis of their personal understanding of what these therapies are and can do. Many therapies, such as mind/body medicine, acupuncture, homeopathy, western herbal medicine and naturopathy are unregulated, making it hard for the general public to find their way to skilled practitioners, and some therapies can interfere with prescription medication or other treatment. This qualification is designed for healthcare professionals who want to gain a sound understanding of a holistic approach and what these complementary therapies are in order that they can advise patients of the potential benefits of appropriate complementary therapies and also the dangers of inappropriate use.

#### **Note**

The terms 'Integrative Healthcare' (IH) and Integrative Medicine (IM) are used as follows: IM reflects a clinical arena, whereas IH is a much broader context which encompasses many more disciplines and approaches.

## 1.2 Who is it for?

This qualification is designed for healthcare professionals who would like to understand and apply a broader range of integrative approaches such as nutrition, mindfulness and complementary therapies, informed by good quality evidence, to become an integrative practitioner.

## 1.3 What does the qualification cover?

### **A knowledge and understanding of:**

1. What constitutes Integrative Medicine (IM)
2. How this concept has developed within the western medical tradition and how this may be used in an international perspective
3. What therapeutic modalities might contribute to a holistic model of care in IM
4. Legal and ethical challenges that may arise in integrating different therapeutic modalities within patient care.
5. Current research challenges and findings in relation to the evidence base for IM
6. What models of IM may be applied in relation to a range of common conditions

### **Intellectual skills – able to:**

1. Use critical judgment to enhance practice
2. Critically evaluate research outputs
3. Define and analyse problems
4. Apply critical reasoning to issues through independent thought and informed judgment drawing on a range of sources
5. Develop the ability to evaluate opinions, make decisions and reflect critically on the justifications for decisions
6. Employ the ability to balance emotional intelligence and critical reasoning to define and analyse problems.
7. Develop the ability to carry out critical self-reflection to enhance practice and increase professional awareness

### **Practical skills – able to:**

1. Carry out a holistic assessment of patients
2. Design an appropriate treatment plan for individual patients according to their specific needs
3. Utilise a range of self-management techniques to facilitate self-care and inform practice
4. Understand the boundaries of practice and where safe management will involve connecting people to medical experts, referral and scope of practice
5. Establish effective working relationships
6. Develop a programme of audit and evaluation to assess practice
7. Develop a business plan to support the introduction of Integrative Healthcare or Medicine within their practice

### **Transferable skills – able to:**

1. Model professional values of equality, inclusion and integrity.
2. Recognise the emotional issues that, in self and others, will be part of the personal change that education can bring about.
3. Demonstrate personal resilience.
4. Collaborate successfully with a team.
5. Make informed judgements regarding future trends and wider contexts.

6. Build and contribute to networks
7. Develop effective communication skills – verbal, non-verbal, listening and written
8. Engage effectively and appropriately with information and communication technologies

**This qualification consists of eight mandatory modules:**

- 1. The Modern Context of Integrative Healthcare: Philosophy, History and Changing Times in Medicine**  
Introduces students to the historical and philosophical background underpinning traditional medicine and whole medical systems from early human existence to the present day in diverse cultures worldwide.
- 2. Integrative Healthcare Management of Approaches and Conditions 1.**  
The underlying philosophy, proposed mechanisms, consultation styles/formats and examination practices of a range of approaches and the examination of medical conditions that these can be used to help.
- 3. Holistic Assessment: The Therapeutic Relationship, Motivational Interviewing & Clinical Decision Making in Integrative Healthcare**  
The knowledge and skills for IH professionals to become practitioners who can make holistic assessments with a client, to co-construct areas of concern and link them with health information, understanding, knowledge and a broad range of holistic interventions.
- 4. Critical Appraisal of Medicine, Healthcare and Integrative Medicine Research**  
Introduces students to basic principles of research and provides them with skills to critically appraise quantitative and qualitative research papers relating to their chosen field.
- 5. Holistic Management: Social Prescribing, a Community Approach in Integrative Healthcare**  
Supports further development in holistic assessment and helps students learn and experience a system-based model where the individual is embedded in potentially supportive networks local to them.
- 6. Managing a Dynamic Integrative Healthcare Practice**  
The tools to manage and operate an IH practice through exploring leadership, implementation science, change management strategies, business planning, marketing and finance as well as gaining an understanding of legal and regulatory issues.
- 7. Integrative Healthcare Management of Approaches and Conditions 2**  
Explores more deeply and widely how different approaches work and looks more closely at the IH management of several more areas within healthcare and some common conditions within each area.
- 8. Independent Study on Innovation in Integrative Healthcare**  
The opportunity for the student to show how they will introduce a more integrated approach into their practice, and how they propose to evaluate this development.

The qualification is at level 7 as defined by Ofqual. <https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications#level-descriptors>

## 1.4 What are the entry requirements?

To study on this qualification you need to demonstrate to the centre that you fulfil the following entry requirements:

1. Candidates should ideally be statutory registered health professionals in the country in which they practice.

however, admission will be considered if:

a) the candidate has been registered with a professional body (i.e. GMC or GNC) within the last 5 years prior to taking the qualification.

or

b) the candidate is a Complementary Medicine (CM) practitioner who holds a degree, a minimum Level 4 diploma in their field of CM provision, is a member of a professional association in their field of CM provision, has a commitment to working within an IM model and has two years of clinical practice in their chosen CM field

2. Candidates for this qualification must already hold a BSc in a health-related area (or portfolio evidence of higher levels of study).
3. Candidates for whom English is not their first language will require evidence of proficiency in written and spoken English to IELTS 6 or equivalent.

The centre will conduct an application process, which requires students to give some life history and describe their motivation. This will also allow tutors to assess their suitability. In some cases, an interview with a member of the Core Education Team (Academic Director, Education Lead, Online Learning Director) will be conducted to determine eligibility for the qualification. This will follow the centre's access and recruitment policy, in accordance with Crossfields Institute's requirements, to ensure equality and diversity in recruitment for this qualification.

## 1.4 What are the assessment methods?

Assessment is through a portfolio of evidence which will include a variety of assessment methods to ensure that all dimensions of the course and personal development involved are captured. These methods may include discussion forum contributions, observations, presentations and essays.

There are opportunities for formative feedback and an ethos of clarity about what is required and how best to meet the challenges of the assignment tasks. Assignment tasks are designed to promote learning and develop professional skills that are easily applicable in an integrative healthcare context.

Full information about the assessment process is included in section four.

**Note: Plagiarism.** Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. If there is evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to a disciplinary procedure

**Buying and selling assignments** Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you

## 1.5 What are the progression opportunities?

This qualification prepares learners to:

- Work professionally or as a volunteer in healthcare organisations in both informal and formal settings e.g.: hospitals, clinics, and hospices
- Become part of a multi-disciplinary health and social care team
- Develop their own professional offer - e.g.in healthcare, medicine, psychotherapy – in a direction that is more explicitly concerned with health and wellbeing
- Develop their professional skills, e.g. in holistic assessment and listening and communications skills
- Progress to further appropriate training and qualifications
- Manage and/or promote holistic team practice.

## Section 2: Modules

### 2.1 Module List

	Ofqual Reference number	Guided Learning Hours (GLH)	Total Qualification Time (TQT)	Credit value
The Modern Context of IH: Philosophy, History and Changing Times in Medicine	J/618/1096	30	100	10
IH Approaches and Management of Conditions 1	R/618/1098	100	300	30
Holistic Assessment: The Therapeutic Relationship, Motivational Interviewing & Clinical Decision Making in IH	Y/618/1099	30	100	10
Critical Appraisal of Medicine, Healthcare and IM Research	F/618/1100	30	100	10
Holistic Management: Social Prescribing, a Community Approach in IH	J/618/1101	30	100	10
Managing a Dynamic IH Practice	L/618/1102	30	100	10
IH Approaches and Management of Conditions 2	R/618/1103	100	300	30
Independent Study on Innovation in IH	D/618/1105	4	100	10
		354	1,200	120

All Modules are mandatory

## Module 1 The Modern Context of Integrative Healthcare: Philosophy, History and Changing Times in Medicine J/618/1096

### Aims and Rationale

This module provides you with an understanding of the history underpinning traditional medicine and whole medical systems from early human existence to the present day in diverse cultures worldwide. Social, cultural and political developments are considered in the evolution of healing and medicine, as well as the parallel developments in anatomy, physiology and other sciences. The study of health philosophy across all disciplines and modalities is seen as fundamental to your understanding of the role of the modern health care practitioner within the wider health care system.

### Details

Guided Learning Hours (GLH)	30	Total qualification time (TQT)	100	Level	7
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### Learning Outcomes - on successful module completion you will be able to:

1	Summarise the history of healing and the evolution of medicine from diverse cultures, the interrelationships among separate healing paradigms and their common ground.
2	Critically discuss how the changing ideas and perspectives about health over time relate to the present landscape of integrative medicine and healthcare around the world.
3	Critically evaluate the history and understanding of health and disease according to different cultural and historical frameworks.*

### Amplification

\*Responses to LO3 must include the development of the scientific method with its increasing importance in Western medicine, as well as its influence on other medical system paradigms

### Required content

An introduction to integrative healthcare (IH), what it is and is not, the contemporary application of IH worldwide, a familiarisation of IH worldwide and an introduction to the landscape of natural and traditional medicine including definitions.

### Indicative Content

The module will consist of presentations exploring current global trends in medicine; multiple modalities and interventions, the impact of the internet on medicine, curation of information, compliance, telemedicine, slow medicine, values-based medicine, Complexity Theory, complex needs and complex and resilient systems including self-care.

Emphasised are the relationships between medicine, healthcare and power, the media and environment throughout history along with the history, philosophy and theory of IH. Traditional and scientific evidence in medicine and perspectives on symptoms, health and sickness are

emphasised in Shamanism, pre-historical times, indigenous medicine in Africa, the Americas, New Zealand and Australia.

Further, the perspectives of symptoms, health and sickness in Chinese and Ayurveda Medicine (Core Practices, Theories and Techniques) in key European historical periods from 3000BC to the current times, including, for example, the Ancient Greeks, the Middle Ages, the Renaissance and in 18th, 19th, 20th century Naturopathic practices and Manual Therapies are explored.

### **Assessment Approach**

See Exemplar Assessment Plan

### **Learning Resources**

A bibliography of key texts, journal articles and further reading will be supplied

## Module 2 Integrative Healthcare Approaches and Management of Conditions 1 Y/618/1099

### Aims and Rationale

Integrative Healthcare seeks to provide the very best holistic care and draws from many different traditions in order to do so. Though an IH practitioner does not need to practise any particular complementary therapy, they do need to know a basic minimum about various different approaches (their underlying philosophy, their methods of assessment, how they deliver treatment and how to refer patients appropriately and safely). This module will allow you to gain an understanding of the different approaches and how they might be used in the care of patients. It does not train you to become proficient in the practice of these therapies though may include some simple techniques and can signpost you to further training.

### Details

Guided Learning Hours (GLH)	100	Total Qualification Time (TQT)	300	Level	7
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### Learning Outcomes - on successful module completion you will be able to:

1	Critically review a range of complementary treatment approaches listing their origins, underlying philosophy, relative merits and referral pathways
2	Critically evaluate the appropriateness and effectiveness of at least 2 integrative treatment approaches in treating any of the conditions covered
3	Develop a safe, effective, evidence-informed and patient-centred IH management plan for a patient presenting with symptoms representing specified clinical conditions
4	Reflect on your learning, the implications for your own professional practice and identify areas for development

### Required content

The module covers a range of complementary approaches and examines their use in a range of common conditions. For each approach students will study the origins, the underlying philosophy, proposed mechanisms, any particular consultation styles/formats, examination practices or investigations used, what 'care'/treatment' consists of and how best to refer a patient to a practitioner. It also covers how to critically review the evidence and literature in a range of modalities.

### Indicative Content

You will be expected to observe and hear directly from an experienced practitioner as well as from patients who have been treated using a complementary approach. You are expected to arrange placements with practitioners of at least three complementary practices in order to inform your learning. The Centre will provide support in arranging these placements. You will then be expected to critically review the evidence and literature in a range of modalities.

There will be some patient contact and some teaching will be carried out by experienced complementary practitioners.

The approaches covered will typically include:

- Complementary Eastern Traditions (such as Traditional Chinese Medicine, Ayurveda)
- Complementary Western Traditions (such as Homeopathy, Herbal Medicine, Naturopathy)
- Mind-Body Medicine (such as Mindfulness, CBT, Cardiac Coherence, NLP, Hypnosis)
- Body-focused Medicine (such as Nutrition, Exercise, Chiropractic/Osteopathy, Alexander Technique)
- New Directions (such as Green Care, Arts in Health)

The integrative management of common conditions will typically include areas such as

- Stress
- Fatigue (including chronic fatigue and fibromyalgia)
- Chronic pain (including lower back pain)
- Later Life
- Cancer
- Cardiovascular disease (including hypertension)

We will review the conventional medical approach and supplement with a wide range of additional measures starting with consultation strategies, examination and investigation. We will then go on to look at how different modalities can combine to produce an integrative approach to addressing people's symptoms, their health conditions (and any underlying causes).

### **Assessment Approach**

See Exemplar Assessment Plan

### **Learning Resources**

A bibliography of key texts, journal articles and further reading will be supplied

## Module 3 Holistic Assessment: The Therapeutic Relationship, Motivational Interviewing & Clinical Decision Making in Integrative Healthcare Y/618/1099

### Aims and Rationale

This module provides the knowledge and skills for you as a health care professional to become a practitioner who can make holistic assessments with a client, to co-construct areas of concern and link them with health information, understanding, knowledge and a broad range of holistic interventions. It will form the foundations of a health care professional who is able to promote self-care and resilience within individuals and communities.

The biomedical model is often limited to pharmaceutical or surgical intervention and it does not always encourage an understanding of psychological and physical factors and how these relate to the manifestation of disease. This module develops practitioners who have an awareness of healing and creating optimal healing environments. It focusses on empowering you by deepening your understanding of the therapeutic relationship and developing motivational interviewing techniques and approaches.

It supports a shift of emphasis of health care to health promotion, disease prevention and enhanced resilience through improved lifestyle behaviour.

### Details

Guided Learning Hours (GLH)	30	Total Qualification Time (TQT)	100	Level	7
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### Learning Outcomes - on successful module completion you will be able to:

1	Conduct a full and thorough holistic assessment looking at all aspects of the client's life and areas that might influence an individual's health and wellbeing.
2	Critically discuss the development of your enhanced listening skills.*
3	Critically reflect on how holistic assessments can be enhanced by creating optimal healing environments.
4	Demonstrate a critical understanding of the importance of complex adaptive systems and their response to stress.**

### Amplification

\*Responses to LO2 must include the intention to be fully present, being therapeutic in the consultation with a holistic model in mind and acknowledging that the intention that the practitioner brings to the relationship is important.

\*\*Responses to LO4 must demonstrate how a pattern of symptoms and activities affects individuals and how pattern recognition to make sense of the symptoms associated with complex systems varies across a range of conventional and holistic approaches

### Required content

This module will cover materials and exercises to teach practitioners pattern recognition, and how to link individuals to information and knowledge. Students will study the structures of existing holistic assessments including a holistic assessment tool. Once acquainted with the structure they will then practice with real clinical scenarios.

### **Indicative Content**

This will include role play comparing non-holistic with holistic assessments to progress your learning. You will practice sensitive listening, and look at how practitioners can enhance their skills of enquiry to elicit important information that can contribute to the action plan for the individual in front of them. You will also study examples of optimal healing environments and assess and reflect on some of the research available into healing rates influenced by the environment. Videos of different consulting approaches can be studied to investigate the nature of symptoms as a form of communication. Students will also be reflecting and writing about their placements as holistic practitioners in relationship to their holistic assessments. This will include placements with holistic doctors and health professionals. As with other areas of the course, content will also include critical analysis of any evidence base that exists to demonstrate the usefulness of holistic assessments in practice.

### **Assessment Approach**

See Exemplar Assessment Plan

### **Learning Resources**

A bibliography of key texts, journal articles and further reading will be supplied

## Module 4 Critical Appraisal of Medicine, Healthcare and Integrative Medicine Research F/618/1100

### Aims and Rationale

This module introduces you to basic principles of research and provides you with skills to critically appraise quantitative and qualitative research papers relating to a chosen field. Through the use of specimen papers and interactive discussion, it will provide you with an awareness of the issues encountered in carrying out research in Integrative Medicine and Healthcare. It will enable you to identify potential research questions in your chosen field. It will allow you to explore the range of existing published research.

You will be encouraged to debate the value of practice evaluation, and the role of clinical audit in identifying potential areas of research. You will be encouraged to explore the range of tools available to assist with audit, evaluation and research in your chosen areas.

You will be encouraged to use examples from your own practice to illuminate these discussions.

### Details

Guided Learning Hours (GLH)	30	Total Qualification Time (TQT)	100	Level	7
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### Learning Outcomes - on successful module completion you will be able to:

1	Critically appraise selected studies relevant to own area of practice
2	Demonstrate in-depth understanding of the use of critical appraisal tools to evaluate research
3	Critically review a range of evaluation methodologies to support own practice

### Required content

You will explore issues arising in carrying out research in medicine, and the particular problems posed by Integrative Medicine and Integrative Healthcare.

### Indicative Content

A range of critical appraisal tools which can be used to evaluate research

A selection of appropriate papers, covering both quantitative and qualitative methodologies which you can appraise and discuss

A presentation of an assignment which examines and critiques a paper relating to your area of healthcare practice

### Assessment Approach

See Exemplar Assessment Plan

### Learning Resources

A bibliography of key texts, journal articles and further reading will be supplied

## Module 5 Holistic Management: Social Prescribing, a Community Approach in Integrative Healthcare J/618/1101

### Aims and Rationale

This module supports further development in holistic assessment and helps you to learn and experience a system-based model where the individual is embedded in potentially supportive networks local to them.

### Details

Guided Learning Hours (GLH)	30	Total Qualification Time (TQT)	100	Level	7
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### Learning Outcomes - on successful module completion you will be able to:

1	Explain what social prescribing is and the approaches and organisations that are available to an individual.
2	Critically evaluate the range of non-pharmaceutical or non-surgical approaches that exist within the social prescribing model.
3	Describe how communities can be resourced to self-care and build resilience, and support others through a health champion model.

### Required content

The content of this module will include a revision of the structure of holistic assessment. In this module the range of treatment options will be enlarged through an understanding of social prescribing and the use of a range of outcome tools.

### Indicative Content

The development of initiatives such as the Bristol Kitchen on Prescription Alliance. Consideration of how existing networks of health providers can improve lifestyle options for patients. You will study lifestyle approaches such as Green Care and the Arts in Health Care provided by community and third sector organisations. As with other modules in the qualification there will be an emphasis on critical analysis and you will look at the available evidence on the usefulness of Social Prescribing across a range of communities. Content in this module will also include an emphasis on health inequalities and the impact that social deprivation has on quality of life. You will learn the nature of asset-based services that empower individuals and communities to support self-care. You will investigate outcome tools e.g., the happiness index and patient activation questionnaires to ensure that evaluation is part of an Integrative Healthcare practice.

### Assessment Approach

See Exemplar Assessment Plan

### Learning Resources

A bibliography of key texts, journal articles and further reading will be supplied

## Module 6 Managing a Dynamic Integrative Healthcare Practice L/618/1102

### Aims and Rationale

This module provides you with tools and strategies to transition from a conventional to an Integrative Healthcare practice. You will be provided with the tools to manage and operate an IH practice through exploring leadership, implementation science, change management strategies, business planning, marketing and finance as well as gaining an understanding of legal and regulatory issues. It also enables you to reflect upon your professional ethical responsibilities in relation to Codes of Conduct and/or ethical codes within your respective professional associations' membership protocols. You will analyse, critique and evaluate effective and ethical Integrative Healthcare Practice.

### Details

Guided Learning Hours (GLH)	30	Total Qualification Time (TQT)	100	Level	7
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### Learning Outcomes - on successful module completion you will be able to:

1	Critically reflect on existing clinical models and ways in which IH practice can be developed through building on and augmenting existing clinical skills.
2	Develop strategies for inner growth and external success as a balanced part of good leadership, sustainable self-support and supervision within professional practice.
3	Generate and evaluate a business plan and clinic policies and procedures with reference to relevant legislative and ethical requirements.*
4	Evaluate how marketing, media and messaging skills can be developed to build a thriving IH practice.

### Amplification

\*To respond to LO3 you should be mindful of the pressures of evidence-based medicine and codes of ethics.

### Required content

This module will cover ways in which IH practice can be implemented. It will include current and future IH clinical models, managing the change from traditional to IH practice, the development and implementation of treatment protocols and the implementation of various business models.

### Indicative Content

The importance of record keeping, audit and evaluation will be addressed including scope of practice, ethics, and law.

Emphasis will be on the science behind implementing and managing change.

The module will also cover marketing, message, advertising, practice building and the use of the media.

The focus will be on developing a thriving practice, while at the same time managing self-care and staying resilient.

**Assessment Approach**

See Exemplar Assessment Plan

**Learning Resources**

A bibliography of key texts, journal articles and further reading will be supplied

## Module 7 Integrative Healthcare Approaches and Management of Conditions 2 R/618/1103

### Aims and Rationale

This module follows on from the material covered in Module 2 (IH Approaches and Conditions 1). We revisit the features and applications of the various complementary approaches introduced in the previous module and explore more deeply and widely how these approaches are claimed to work. We then look more closely at the IH management of several more areas within healthcare and some common conditions within each area. Though an Integrative Healthcare practitioner does not need to practise any particular complementary therapy, they do need to know a basic minimum about various different approaches (their underlying philosophy, their methods of assessment, how they deliver treatment and how to refer appropriately and safely). The overall aim is to gain an understanding of the different approaches and how they might be used in the care of patients. This module does not train you to become proficient in the practice of these modalities though it may teach some simple techniques and can signpost you to further training.

### Details

Guided Learning Hours (GLH)	100	Total Qualification Time (TQT)	300	Level	7
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### Learning Outcomes - on successful module completion students will be able to:

1	Critically discuss a range of complementary treatment approaches listing their origins, underlying philosophy, relative merits and referral pathways.
2	Critically evaluate the appropriateness and effectiveness of one complementary approach*
3	Develop a safe, effective, evidence-informed and patient-centred IH management plan**
4	Reflect on own learning, the implications for your own professional practice and identify areas for development

### Amplification

\*For LO 2 the complementary approach chosen should not be one used for assessed work in Module 2

\*\*LO3 requires planning for a range of different patients presenting with symptoms representing 5 of the health topics covered

### Required content

Review of the various Treatment Modalities covered in Module 2

Review of the origins, underlying philosophy, proposed mechanisms, any particular consultation styles/formats, examination practices or investigations used, what 'care'/treatment' consists of and how best to refer to a practitioner.

Organising your own placements with practitioners of at least one different complementary practice (in addition to the placements arranged for module 2). Support will be provided in arranging these placements by the Centre.

### **Indicative Content**

The approaches covered can include:

Nutritional Approaches, Complementary Traditions from different parts of the world (e.g. Traditional Chinese Medicine, Herbal Medicine and Homeopathy), Mind-Body Approaches (e.g. Mindfulness, Cardiac Coherence training), Body-focused Approaches (e.g., Exercise-medicine, Alexander Technique and Shiatsu) and many more.

You will cover the following health topics:

#### **Integrative Healthcare Management of**

- Women's health (including menstrual problems, pregnancy, menopause)
- Men's Health (including sexual dysfunction)
- Child Health (including ADHD, behavioural issues, recurrent infections)
- Health in later life
- Cancer
- Neurodegenerative disorders (including dementia)
- Digestive disorders (including IBS)
- Common infectious diseases (including URTI and UTI)
- Inflammation as a pathological process underlying many disease processes
- Auto-immune conditions (including inflammatory arthritides, IBD, allergy)
- Skin conditions (including eczema and acne)
- Mental health issues (including anxiety and depression)
- Endocrine conditions (including diabetes and thyroid disorders)
- Respiratory/ENT conditions (including asthma, inner and outer ear conditions and sinus problems)
- Sleep and insomnia
- Musculoskeletal problems (including back ache and osteoporosis)
- Multi-morbidity (including managing the patient's 'terrain' and multiple conditions)

You will build on your knowledge of conventional medical approaches and supplement with a wide range of additional measures starting with consultation strategies, examination and investigation. You will then go on to look at how different modalities can combine to produce an integrative approach to addressing people's symptoms, their health conditions (and their underlying causes of ill-health).

### **Assessment Approach**

See Exemplar Assessment Plan

### **Learning Resources**

A bibliography of key texts, journal articles and further reading will be supplied

## Module 8 Independent Study on Innovation in Integrative Healthcare D/618/1105

### Aims and Rationale

This module provides you with an opportunity to demonstrate your knowledge and understanding obtained through undertaking previous modules. It will provide the opportunity for you to show how you will introduce and innovate an IH approach into your practice, and how you propose to involve colleagues in a change management process and evaluate this development. It will therefore be specific to your own practice and demonstrate skills of critical analysis and synthesis appropriate for level 7. It will include discussion of legal and ethical issues that may be encountered, and how these may be addressed.

### Details

Guided Learning Hours (GLH)	4	Total Qualification Time (TQT)	100	Level	7
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### Learning Outcomes - on successful module completion you will be able to:

1	Critically review literature relating to a specific area of practice.
2	Critically analyse potential developments or innovations
3	Present proposals for innovations, together with the potential legal and ethical issues that may be encountered

### Required content

Due to the independent nature of this module, the content will be determined by you in collaboration with your supervising academic and clinical mentors. It will include literature searching and professional ethics.

### Assessment Approach

See Exemplar Assessment Plan

### Learning Resources

To be determined by the student in collaboration with the academic supervisor and clinical mentor

Some key reference texts relating to the literature:

Lewith GT, Jonas WB, Walach H (2011) *Clinical Research in Complementary Therapies – Principles, Problems and Solutions*, Churchill Livingstone Elsevier (2nd Edition)

Gosell N & Gosell G (2015) 'The Doctors Guide to Critical Appraisal' *PasTest* (4th Edition)

Witt C & Linde K (2011) *Clinical research in Complementary and Integrated Medicine – a Practical Training Book*, Elsevier

Greenhalgh T (2014) *How to read a paper: the basics of Evidence Based Medicine* (5th Edition)  
BMJ Books, Wiley Blackwell.

## Section 3: Delivering this qualification

### 3.1 Requirements for Centres

Centres must be approved by Crossfields Institute. In order to be approved to offer this qualification, centres must be able to provide an educational experience that:

- Facilitates action learning
- Empowers students in self-reflection and self-direction
- Provides plenty of opportunity for students to reflect on the knowledge base and the skills in practice
- Allows networking between the students as professionals
- Includes presentations from CAM practitioners
- All the modules require supervision by a suitably qualified educator.
- All the modules require a virtual learning environment that supports content delivery, student forums and webinars.
- Teaching and learning spaces that can be used for a range of activities including presentations, lectures, observations, role play, video recording, peer-to-peer learning.

The mode of study for the diploma is part-time, blended learning. The course would normally be completed over 2 academic years, but to accommodate busy professionals, students may extend their learning across a maximum of 3 years for the diploma with the agreement of the programme leader.

For more information about the process of becoming a centre, please contact us or refer to our [Centre Handbook](#)

### 3.2 Assessment Requirements

This qualification is assessed through a portfolio of evidence. The learner must meet all learning outcomes in the module before they can be awarded that module. We encourage a holistic approach to assessment where appropriate, this means using assessment tasks which can cover elements of more than one module.

Assessment methods used for this qualification will include:

- Written Work Products
  - Written assignments
  - Reports
  - Reflective journal
- Tutor Observation
  - Practical demonstrations

- Presentations – individual and group
- Group discussions and activities
- Professional discussion

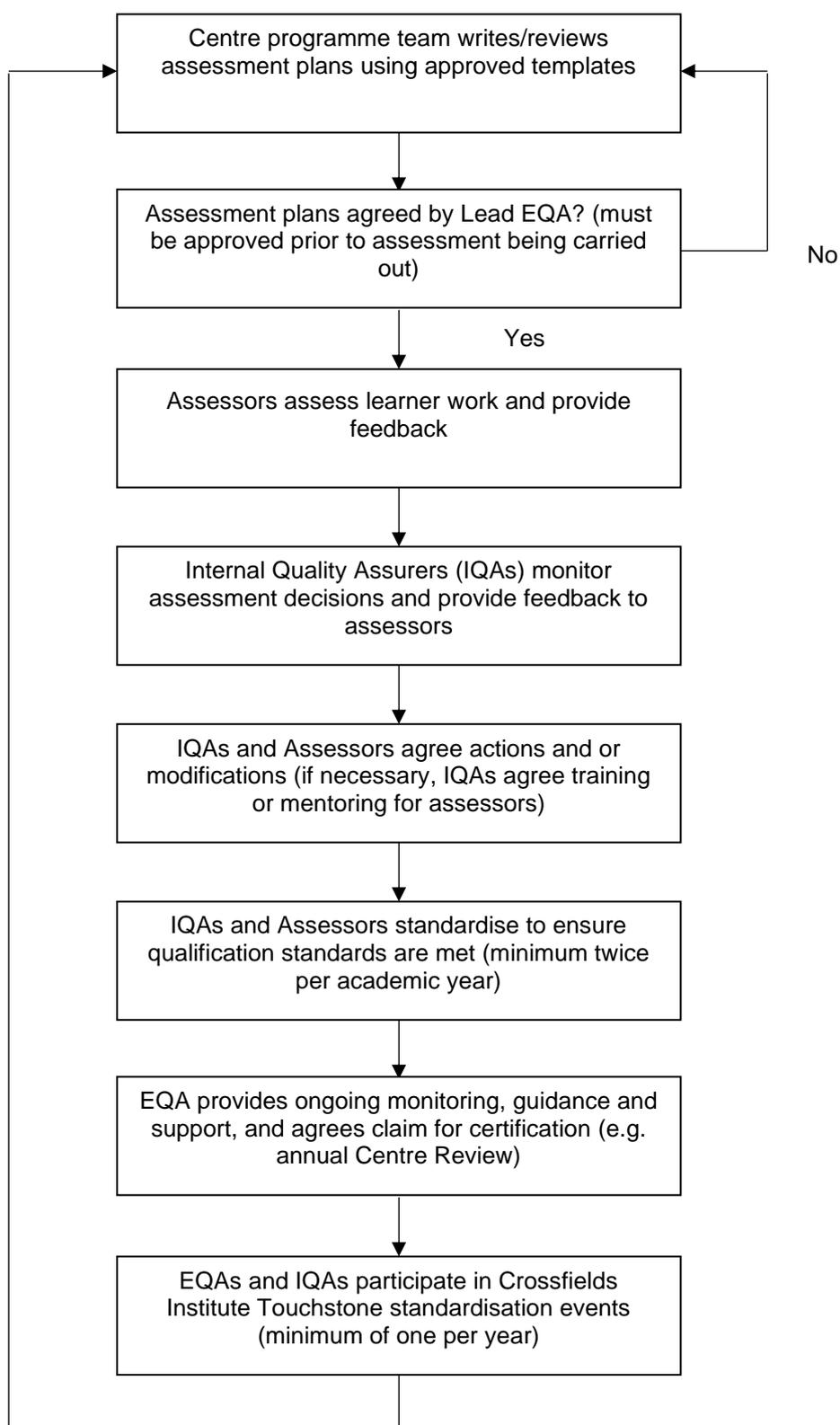
Exemplars of assessment tasks are available on request from the Crossfields Institute Quality Team.

### 3.3 Quality Assurance

The Crossfields Institute approach to quality assurance is underpinned by educational values which address the development and transformation of the whole human being. In this qualification teaching, learning and assessment should be interconnected in order to support each individual to reach his or her full potential.

The primary aim of the Crossfields Institute Quality Team is to support centres in delivering the best possible learning experience and high levels of achievement for learners. Centres will be allocated an External Quality Assurer (EQA) by the Crossfields Institute Quality Team. The Lead EQA for this curriculum area will also be involved in reviewing assessment plans.

Centres delivering this qualification are required to follow this Crossfields Institute Quality Assurance process:



### 3.4 Assessment Planning Guidance

This qualification uses a centre devised approach to assessment. In planning their assessments, centres should ensure that assessment activities:

- are fit for purpose
- can be delivered efficiently
- meet the assessment criteria
- permit Reasonable Adjustments to be made, while minimising the need for them
- allow each learner to generate evidence which can be authenticated
- allow the specified level of attainment detailed in this specification to be reached by a learner who has attained the required level of knowledge, skills and understanding
- allow assessors to be able to differentiate accurately and consistently between a range of attainments by learners

They should also ensure that:

- sufficient time is allowed for assessment planning
- assessment tasks do not produce unreasonably adverse outcomes for learners who share a common attribute
- methods of assessment are in line with the assessment requirements in this specification
- reasonable timescales for assessment and feedback are given to learners
- a timely quality assurance process is conducted

### 3.5 Training and Support

To support centres in carrying out high quality assessment and quality assurance practice, the following training and support measures have been put in place for this qualification:

- All centre assessors and quality assurance staff for this qualification are required to meet National Occupational Standards for assessors and IQAs. National qualifications (NVQs) are available for these roles. Crossfields Institute can also provide customised assessor and IQA education as well as review of assessor and IQA practice.
- Assessors and IQAs must keep an up to date CPD log and be able to demonstrate the relevance of their CPD to this qualification and their role.
- Handbooks, exemplars and templates are available from the Crossfields Institute Quality Team.
- Where required, a customised Quality Assurance Action and Development Plan will be provided by Crossfields Institute for centres.

Please note: there may be a charge for training and resources provided by Crossfields Institute.

### 3.6 Policies and Procedures

Each centre is required to work in partnership with Crossfields Institute to ensure that all learners have the best possible experience whilst taking this qualification and are treated

fairly. Our commitment to this is supported by our Centre Handbook, which all centres should become familiar with

Crossfields Institute has policies and procedures in place to support centres and learners. All centres must also implement their own policies, which comply with Crossfields Institute's requirements – these will be checked during centre approval and in subsequent centre monitoring activities. It is the centre's responsibility to make relevant policies available to learners.

Relevant policies include:

- Learner Complaints and Appeals Policy: which allows learners to take action if they feel they have been treated unfairly.
- Reasonable Adjustments and Special Considerations Policy: which allows centres to make any necessary adjustments to assessments in the light of learners' individual circumstances.
- Malpractice and Maladministration Policy: which gives a framework through which concerns about the delivery and assessment of the qualification can be addressed.
- Equality and Diversity Policies: which ensures centres treat learners fairly and without any bias.

Crossfields Institute Policies, and other key documents, are available on our website at <https://crossfieldsawarding.org/resources/>

## Appendix A: Exemplar Assessment Plan

<i>Method</i>	<i>Details</i>	<i>Deadline (to be completed by centre)</i>	<i>% Weight</i>	<i>L.O. Nos.</i>
<b>Module 1 The Modern Context of Integrative Healthcare Philosophy, History and Changing Times in Medicine</b>				
Discussion Forum	Students select 4 of their posts for submission for summative assessment. (forum posts during selected weeks - 2000 words)		60	1,3
Reflective Account	Students research evidence of integrative medical, traditional or complementary medicine online and in their local area and reflect on their findings (2000 words)		40	2
<b>Module 2 Integrative Healthcare Management of Approaches and Conditions 1.</b>				
Short Answer exam	Short Answer exam on discrete items of knowledge from the course		20%	1
TM Assignment	Treatment Modality Assignment (TMA) - critically evaluating 2 treatment modalities of their choice (1,500 words)		20%	2, 3
Case Report	Case Report of the safe and effective IM management of a patient, backed up by literature/evidence and including a patient perspective. Must include demonstration of understanding of referral pathways and legal and ethical implications (3000 words)		40%	1, 2, 3,
Reflective Account	'Reflect and Project' Assignment (RPA) reflecting on the course and outlining implications for their own practice including a SMART Continuing Professional Development Plan (1,000 words)		20%	4
<b>Module 3 Holistic Assessment: The Therapeutic Relationship, Motivational Interviewing &amp; Clinical Decision Making in Integrative Healthcare</b>				
Critical evaluation	Using video consultations as exemplars students will evaluate the strengths and weaknesses of the methods used in case taking and interviewing		50%	3-4

<i>Method</i>	<i>Details</i>	<i>Deadline (to be completed by centre)</i>	<i>% Weight</i>	<i>L.O. Nos.</i>
Portfolio	The portfolio must include reflective accounts of a minimum of five holistic assessment consultations and can include audio or Video material from their clinical practice (where ethical clearance has been obtained).		50%	1-4
<b>Module 4 Critical Appraisal of Medicine, Healthcare and Integrative Medicine Research</b>				
Student presentation.	Using an established critiquing tool, students will be required to present to the group a paper within which a piece of research relevant to their practice is critiqued. (1,500 words)		25%	1,2
Written Assignment	The student will be required to submit an assignment which consists of an essay within which they will present a potential area of research relating to their practice and outline potential methodologies to carry this out. (A desk-based exploration of a particular area. Students will identify an area of interest and current research in that area and how these findings could be useful in their own practice) (3,000 words)		75%	1,2,3
<b>Module 5 Holistic Management: Social Prescribing, a Community Approach in Integrative Healthcare</b>				
Presentation	Students will give a 10-minute presentation on their findings from data collection from field trips exploring social prescribing in community-visit healthy living centres		50%	1,2
Written Assignment	Students will be asked to review the evidence for social prescribing and write a short essay describing the weight of evidence and where future developments lie in terms of the research agenda (1,500 words)		50%	3
<b>Module 6 Managing a Dynamic Integrative Healthcare Practice</b>				
Written Assignment	Students produce a personal and professional SWOT		40%	1,2

<b>Method</b>	<b>Details</b>	<b>Deadline (to be completed by centre)</b>	<b>% Weight</b>	<b>L.O. Nos.</b>
Work Product	Design and implement a comprehensive business plan for Integrative Medicine Practice within a chosen discipline (3000 words).		60%	3,4
<b>Module 7 Integrative Healthcare Management of Approaches and Conditions 2</b>				
Short Answer Exam	Short Answer exam on discrete factual data of the course		15%	1
Written Assignment	Treatment Modalities (TM) assignment critically evaluating 1 treatment modality of their choice. NB This must be a different modality to the one they covered in Module 2 (1000 words)		15%	1, 2,
Management Plans	Develop safe, appropriate, effective and evidence-informed management plans for 5 patients with different presenting complaints (from the Health Topics covered). These must be backed up by literature/evidence following a prescribed format (3000 words)		50%	1, 2, 3,
Professional reflection	1x Reflect and Project (R&P) assignment reflecting on the course and outlining implications for their own practice including a SMART Continuing Professional Development Plan (1000 words)		20%	4
<b>Module 8 Independent Study on Innovation in Integrative Healthcare</b>				
report, personal reflection, presentation, essay or portfolio	Owing to the independent study element, the student will identify how they wish to present their assignment, but this will always include an element of reflection on personal learning. (5,000 words or 30 minute presentation)		100%	1,2,3