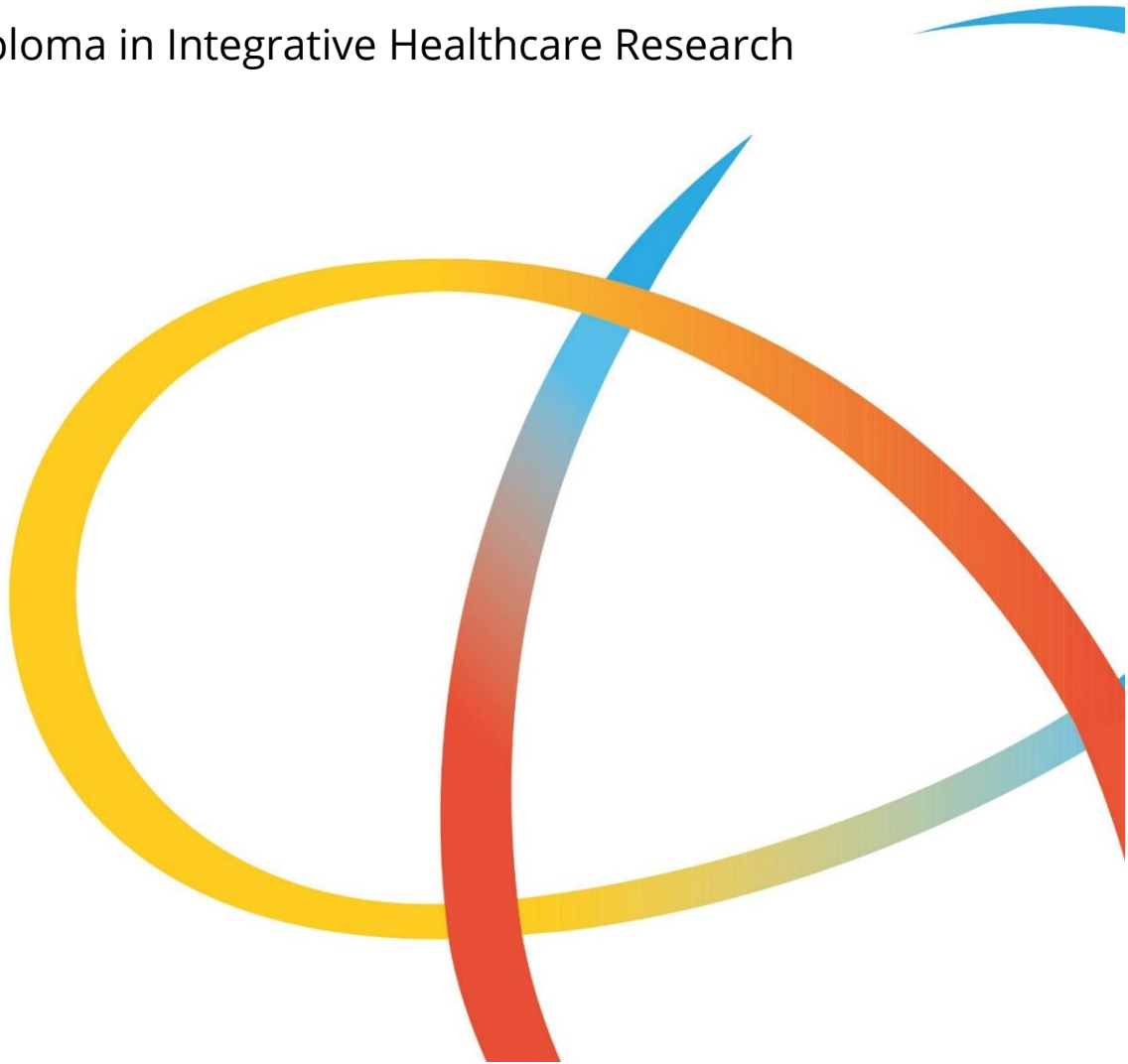
Crossfields Institute

Qualification Specification

Level 7 Award/Certificate/Diploma/Extended Diploma in Integrative Healthcare

L7 Diploma in Integrative Healthcare Research



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Summary of changes

This section summarises the changes to this Qualification Specification

Version	Publication Date	Summary of amendments
2.0	January 2024	Extended Diploma added to specification & rules of combination amended accordingly
3.0	January 2025	Award and Certificate added to specification & rules of combination amended accordingly
3.1	August 2025	Rules of combination adjusted to allow for further routes to achieving the Award Research Diploma added to specification

Contents

Key Facts **5**

Section 1: About these Qualifications **7**

1.1 Why take these qualifications? 7

1.2 Who is it for? 8

1.3 What do the qualifications cover? 9

1.4 Rules of Combination 12

1.5 What are the entry requirements? 13

1.6 What are the assessment methods? 14

1.7 What are the progression opportunities? 15

Section 2: Modules **16**

2.1 Module List 16

Module 1: The Modern Context of Integrative Healthcare: Philosophy, History and Changing Times in Medicine 18

Module 2: Integrative Healthcare Approaches and Management of Conditions 1 20

Module 3: Holistic Assessment: The Therapeutic Relationship, Motivational Interviewing & Clinical Decision Making in Integrative Healthcare 21

Module 4: Critical Appraisal of Medicine, Healthcare and Integrative Medicine Research 23

Module 5: Holistic Management: Social Prescribing, a Community Approach in Integrative Healthcare 25

Module 6: Managing a Dynamic Integrative Healthcare Practice 27

Module 7: Integrative Healthcare Approaches and Management of Conditions 2 29

Module 8: Independent Study on Innovation in Integrative Healthcare 31

Module 9: Advanced Research Skills 33

Module 10: Transforming Business Practice 35

Module 11: Transforming Healthcare 37

Section 3: Delivering these qualifications 40

3.1 Requirements for Centres 40

3.2 Assessment Requirements 40

3.3 Quality Assurance 41

3.4 Assessment Planning Guidance 43

3.5 Assessment and Grading 43

3.6 Training and Support 44

3.7 Policies and Procedures 44

Appendix A: Exemplar Assessment Plan 46

Appendix B: Grading Descriptors 51

Key Facts

Qualification Title	CFI Level 7 Award in Integrative Healthcare	CFI Level 7 Certificate in Integrative Healthcare
Qualification Number (QAN)	610/5227/9	610/5228/0
Qualification Type	Vocationally Related Qualification	Vocationally Related Qualification
Sector	Health and Social Care	Health and Social Care
Level	7	7
Rules of Combination	Either Module 1, 4, 5 or 6	Both Modules 1 and 4, or Modules 5 and 6
Total Qualification Time	100 hours	200 hours
Guided Learning Hours	30	60
Minimum age of learners	21	21
Assessment Methods	Portfolio of evidence	Portfolio of evidence
Grading system	Pass/Fail	Pass/Fail
How long will it take to complete?	4-6 months part time	4-6 months part time
Developed by	These qualifications have been developed by Crossfields Institute with subject specific expertise provided by the National Centre for Integrative Medicine (NCIM)	

Qualification Title	CFI Level 7 Diploma in Integrative Healthcare	CFI Level 7 Extended Diploma in Integrative Healthcare	CFI Level 7 Diploma in Integrative Healthcare Research
Qualification Number (QAN)	603/5834/8	610/3629/8	610/6334/4
Qualification Type	Vocationally Related Qualification	Vocationally Related Qualification	Vocationally Related Qualification
Sector	Health and Social Care	Health and Social Care	Health and Social Care
Level	7	7	7
Rules of Combination	All modules are compulsory	Modules 1-9 are compulsory, then either Module 10 or 11 is chosen	Module 9, plus either Module 10 or 11
Total Qualification Time	1200 hours	1800 hours	600 hours
Guided Learning Hours	354	414	28
Minimum age of learners	21	21	21
Assessment Methods	Portfolio of evidence	Portfolio of evidence	Portfolio of Evidence
Grading system	Pass/Fail	Pass/Merit/Distinction	Pass/Merit/Distinction
How long will it take to complete?	2 years part time	3 years part time	1 year part-time
Developed by	These qualifications have been developed by Crossfields Institute with subject specific expertise provided by the National Centre for Integrative Medicine (NCIM)		

Section 1: About these Qualifications

1.1 Why take these qualifications?

Objective
The aims of the CFI Level 7 Integrative Healthcare qualifications (Award, Certificate, Diploma and Extended Diploma, plus the CFI Level 7 Diploma in Integrative Healthcare Research) are to develop the theoretical and practical knowledge, critical and analytic abilities and the professional and reflective practice of healthcare professionals to help them transform healthcare into a more effective and compassionate practice that respects the individual as a whole person.

The qualifications 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.
9. To develop research skills that can be applied in a range of academic and business contexts, including the fundamentals of qualitative and quantitative research.
10. To identify and critique information sources from the academic literature or business websites and reports to develop a proposal and literature review for your chosen project area.
11. To identify a relevant methodology and design a research project to collect data for analysis.
12. To make recommendations for your own practice or business endeavours that respond to the needs of patients or can inspire others to adopt new approaches.

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.

The Diploma 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. Learners may also take an Award or Certificate if they want to break up the content covered in the Diploma into smaller chunks (see Rules of Combination, below, for details of this).

The Extended Diploma offers learners the opportunity to further develop their research skills. Research into IM is growing, and there is a demand for more evidence-based approaches to IM, so professionals need a deeper understanding of research and how to think and write critically. These modules can also be taken independently from units 1-8 as the CFI Level 7 Diploma in Integrative Healthcare Research.

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 are they for?

These qualifications are 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. The Extended Diploma modules are intended for those who would like to develop their research or business skills to produce a tangible outcome (research project) to support their integrative practice.

1.3 What do the qualifications 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
7. The Integrative Medicine (IM) evidence base
8. Different applications for research – academic/discovery, market research, audit, evaluation
9. Qualitative and quantitative research techniques
10. Ethical considerations for conducting research
11. How to devise a research strategy using inductive or deductive approaches
12. Carrying out an original piece of research

Intellectual skills – able to:

1. Use critical judgment to enhance practice
2. Define and analyse problems
3. Apply critical reasoning to issues through independent thought and informed judgment drawing on a range of sources
4. Develop the ability to evaluate opinions, make decisions and reflect critically on the justifications for decisions
5. Employ the ability to balance emotional intelligence and critical reasoning to define and analyse problems
6. Develop the ability to carry out critical self-reflection to enhance practice and increase professional awareness
7. Define a research question for investigation by weighing up the available evidence
8. Critically evaluate research evidence or relevant business reports and documents
9. Analyse the arguments of others and present clear arguments yourself to form well-considered decisions and recommendations
10. Be reflexive and understand your own values and assumptions hidden in the research

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
8. Produce a research protocol including the aims, methodologies, ethical and technical considerations, data analysis, reporting and recommendations
9. Analyse and present research data
10. Write clearly (in an academic or business style) including acknowledging the work of others through citation and referencing
11. Complete a research project outlined in the proposal that includes planning, time management and execution of the work
12. Work effectively as part of a research team with the module lead and allocated supervisors

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
9. Complete an original piece of research
10. Apply research outputs to either business or integrative health practice
11. Work effectively in a research team and engage with the broader business or research community

Diploma units:

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.

Extended Diploma/Research Diploma units:

9. **Advanced Research Skills**
   Different types of research (academic versus market research versus audit) and methods (qualitative or quantitative) relevant to integrative healthcare. Completion of a research proposal including ethical considerations for working with the public or patient groups.

10. **Transforming Business Practice**

    Development of business skills and critical thinking through completing a business plan (or enhancing an existing plan), but to include the application of a number of business tools and a complete piece of market research through independent study using relevant qualitative or quantitative methods. Working to the Market Research Society standards including listing the ethical considerations (although will not require academic ethical approval). Project-managing the work effectively.

    OR

11. **Transforming Healthcare**

    Development of research skills through independent study. This can be in the form of an audit, literature review (with significant methodological component) or original piece of research, to enhance an area of integrative healthcare knowledge or practice. Working within the ethical process and project-managing the work effectively.

The qualifications are 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 Rules of Combination

To achieve the CFI Level 7 Award in Integrative Healthcare, **either** Module 1, Module 4, Module 5 or Module 6 may be taken.

The CFI Level 7 Certificate in Integrative Healthcare can be achieved by completing **both** Module 1 and Module 4 (first-year modules) or **both** Module 5 and Module 6 (second-year modules).

The CFI Level 7 Diploma in Integrative Healthcare can be achieved by completing **all** Modules 1-8.

The CFI Level 7 Extended Diploma in Integrative Healthcare is achieved by completing **all** Modules 1-8 as above, Module 9, and ***either*** Module 10 *or* Module 11.

The CFI Level 7 Diploma in Integrative Healthcare Research can be achieved by completing Module 9, and **either** Module 10 *or* Module 11.

1.5 What are the entry requirements?

For learners who wish to take the **Award** or **Certificate**, and are looking to complete either one or two modules, the following entry requirements apply:

1. Background interests: Candidates can have any background interest in medicine and healthcare – for example, an interest in historical or ethnographic contexts, or a focus on research methodology.
2. Prior level of study: Candidates for the Award and Certificate do not need a background in biomedical science. However, it is recommended that they have a Bachelor's Degree (RQF Level 6) in order to apply. As these modules are at Level 7 on the Regulated Qualifications Framework, a grounding in good academic practices and the use of citation and referencing is recommended.
3. Language: Candidates for whom English is not a first language will require evidence of a level of written and spoken English at IELTS 6.0 or equivalent. Candidates should note that all learning resources, discussions and assessment are in English.

Those learners wishing to progress onto the Diploma need to comply fully with the general entry requirements below.

To study on the **Diploma**, candidates need to demonstrate to the centre that they fulfil the following entry requirements:

1. Professional background: 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 joining the Diploma.

    or

    b. The candidate is a Complementary Medicine (CM) practitioner, Social Prescriber, Health Coach or Nutritionist, who is a member of a professional association in their field of provision, has a commitment to working within an IM model and has two years of clinical practice in their chosen CM field.

    or

    c. The candidate is enrolled as a learner onto a course to qualify as a healthcare professional (doctor, nurse, surgeon etc.) or is training in one of the professions listed in (b). Ideally the learner would be near the end of their study and demonstrate commitment to practicing in their chosen field and working within an IM model.

    or

d. The candidate has a background in integrative healthcare or health and wellbeing business, and wishes to gain an insight into IM and Healthcare Systems or develop future healing and healthcare innovations.

or

e. The candidate is a researcher within an IM clinical team or professional IM organisation and wishes to gain an insight into IM and Healthcare contexts and evidence-base.

2. Prior level of study: Any candidates for these qualifications must be confident they have a grounding in biomedical science or understanding of the human body, through either a Bachelor's Degree or equivalent qualification (RQF Level 6).

   Candidates should have a grounding in good academic practices and the use of citation and referencing.

3. Candidates for whom English is not a first language will require evidence of a level of written and spoken English at IELTS 6.0 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 qualifications. 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.

The **Extended Diploma** is available to Diploma graduates (Extended Diploma in Integrative Healthcare) or through direct entry (Diploma in Integrative Healthcare Research). Prospective learners entering from the Diploma are invited to have an exploratory conversation to explore their motivations and ensure they fit the remit of the programme and the type of research project that can be offered. This will be held by the Extended Diploma Lead. Other candidates will need to fulfil the following entry requirements, submit an application form and be invited to interview:

1. Candidates should have a background in medicine and healthcare and wish to focus in on an area of integrative healthcare research to support their practice or business.

2. Candidates should wish to develop their qualitative and quantitative research skills as part of their career development, and do not require any prior research experience (aside from academic assignments).

3. Candidates must have a project in mind and be willing to work within the research project criteria outlined by NCIM (e.g. we cannot support clinical trials or research based on NHS premises. Learners may require additional governance and ethical checks from their employer or jurisdiction and be prepared to gain these).

4. Prior level of study: As these modules are at Level 7 on the Regulated Qualifications Framework, a grounding in good academic practices and the use of citation and referencing is recommended. Ideally candidates should have a Bachelor's Degree (RQF Level 6) in order to apply.

5. Language: Candidates for whom English is not a first language will require evidence of a level of written and spoken English at IELTS 6.0 or equivalent. Candidates should note that all learning resources, discussions and assessment are in English.

1.6 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.

The Award, Certificate and Diploma are graded Pass/Fail.

The Advanced Research Skills module will include a forum discussion, production of a short, annotated bibliography as an initial discussion point with supervisors, and the completion of a protocol for their desired research topic.

For Transforming Business Practice, learners will complete a piece of market research and apply a number of business tools that will be the main marked component. They can integrate these within an existing business plan or a new plan, for which the template will be provided.

For Transforming Healthcare, learners will complete an original piece of research of their choice – perceptions study, literature review, audit – and produce a draft for a journal paper.

The aim for these three modules is for learners to complete an original piece of research by the end. Working as a research community is part of this, and there will be group feedback opportunities using forums and formative discussions with supervisors.

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.

The Extended Diploma modules (and thus, the Research Diploma also) are graded Pass/Merit/Distinction. A document outlining descriptors for each grade can be found in Appendix B.

Plagiarism

This 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. This includes the use of AI (please see our AI policy for further 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.

1.7 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
- Embark on a research career through gaining research skills with the potential of publishing their work or presenting at a conference. This could include research roles within universities or hospitals
- OR develop their own business offering or becoming a partner with others through learning the basics of starting a company
- 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
(1) The Modern Context of IH: Philosophy, History and Changing Times in Medicine	J/618/1096	30	100	10
(2) IH Approaches and Management of Conditions 1	R/618/1098	100	300	30
(3) Holistic Assessment: The Therapeutic Relationship, Motivational Interviewing & Clinical Decision Making in IH	Y/618/1099	30	100	10
(4) Critical Appraisal of Medicine, Healthcare and IM Research	F/618/1100	30	100	10
(5) Holistic Management: Social Prescribing, a Community Approach in IH	J/618/1101	30	100	10
(6) Managing a Dynamic IH Practice	L/618/1102	30	100	10
(7) IH Approaches and Management of Conditions 2	R/618/1103	100	300	30
(8) Independent Study on Innovation in IH	D/618/1105	4	100	10
Diploma totals:		**354**	**1,200**	**120**
(9) Advanced Research Skills	L/650/9625	16	200	20
(10) Transforming Business Practice*	M/650/9626	12	400	40
(11) Transforming Healthcare*	R/650/9627	12	400	40
Extended Diploma totals:		**382**	**1,800**	**180**
Research Diploma totals:		**28**	**600**	**60**

* Optional modules – only one of these will be taken

Module 1: The Modern Context of Integrative Healthcare: Philosophy, History and Changing Times in Medicine

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

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 (See Appendix A)

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

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

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

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 focuses 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

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

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

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

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

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

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

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 being 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

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

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

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

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 Doctor's 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

Module 9: Advanced Research Skills

Aims and Rationale

This module will equip learners with the knowledge and skills to complete a piece of research. It will discuss the different types of research that are used in Integrative Medicine (academic versus market research versus audit) and introduce the most widely-used qualitative and quantitative methods. The ethical considerations behind the research will be discussed and each project scrutinized using a NCIM checklist, and those students requiring academic ethical approval will progress to a panel process.

The students will complete a research proposal outlining the work they wish to do and provide a timeline of activity.

Details

Guided Learning Hours (GLH)	16	Total Qualification Time (TQT)	200	Level	7

Learning Outcomes - on successful module completion you will be able to:

1	Summarise the main characteristics of the existing IM evidence base.
2	Critically evaluate research evidence or relevant business documents to underpin their proposal writing.
3	Explore and apply the use of different research methods and designs relevant to their desired project area, including ethical considerations.
4	Produce a full research protocol outlining their proposed work, written in the appropriate academic or business style.*

Required content

A brief introduction to Integrative Health research. An introduction to research methods and proposal writing.

The module will consist of presentations on IH research, research methods, ethics and data protection considerations and how to devise a good research question and write a proposal.

* See modules 10 and 11 for definitions of, and resources relating to, academic and business styles.

Indicative Content

In summarising the existing IH research landscape, the learners will understand the context behind research – who is doing it, where are they globally, what modalities are of interest, and for the care or treatment of what diseases? Students will learn about the bias entrenched within research and be able to critically evaluate papers and reports by considering not just the technical detail but the potential inequality.

Students will learn about good ethics practices and the need to comply with data protection laws. They will utilise an in-house checklist regardless of what their project type is e.g. literature review, market research, audit or academic research. Those doing academic research – defined as a project that will generate original knowledge, and using data from patients or members of the public – will gain ethical approval through a panel process.

The remainder of the focus of presentations will be devising research questions, creating succinct aims and hypotheses, capturing their desired research methods and approaches and creating a timeline to assist with their planning.

Assessment Approach

See Exemplar Assessment Plan

Learning Resources

An exemplar proposal template will be provided (relevant to each module).

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

A Research Methods eBook will be made available containing details.

Module 10: Transforming Business Practice

Aims and Rationale

The aim of this module is to build on the previous diploma business module and allow the student to conduct some in-depth market research to support their plans. The main focus is on the market research which could include surveying and interviewing stakeholders and clients, as well as reviewing competitor activity and any other relevant business reports and data.

This will provide valuable and transferable market research skills which will include the consideration of ethics and data protection that the student can apply to their future business and work settings.

The project is an independent component, and the student will manage their own time with the support from a supervisor and the module lead.

Details

Guided Learning Hours (GLH)	12	Total Qualification Time (TQT)	400	Level	7

Learning Outcomes - on successful module completion you will be able to:

1	Carry out an original piece of research as outlined in the proposal.
2	Analyse and present research data in an appropriate manner, and present clear arguments and decisions based on the findings.
3	Reflect on and understand their own values and biases that may influence their results.*
4	Complete a business plan written clearly in an appropriate business style**, and acknowledging the work of others through citation and referencing.

Amplification

* To meet LO3, learners must complete a diary or set of notes detailing the research process, including thoughts and reflections which will form the basis of a weekly discussion with their supervisor.

** A business style can be more colloquial English and use structures such as executive summaries and recommendations. The use of referencing and citation is still required (see resources below).

Required content

Due to the independent nature of this module, the content will be determined by the learner in collaboration with their supervisor and module lead.

Assessment Approach

See Exemplar Assessment Plan.

Learning Resources

To be determined by the student in collaboration with their supervisors.

Previous resources from the diploma teaching will be relevant:

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 Doctor's 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.

Reference materials for Academic and Business writing:

Academic writing

https://help.open.ac.uk/developing-academic-english

Writing inclusively

https://www.bristol.ac.uk/style-guides/writing/inclusive/

Writing an executive summary for business

https://www.forbes.com/advisor/business/business-plan-executive-summary/

Advice on strong business writing

https://hbr.org/2021/07/the-science-of-strong-business-writing

Module 11: Transforming Healthcare

Aims and Rationale

The aim of this module is to build on the previous diploma modules relating to using and critiquing evidence, and completing an evaluation. This module will give them the opportunity to complete an original research project that could be an evaluation of practice, a literature review with a defined methodology or intervention study. It will require them to review the existing literature in their chosen topic and devise an appropriate research question.

This will provide valuable and transferable research skills which will include the consideration of ethics and data protection that the student can apply to their future research ambitions.

The project is an independent component, and the student will manage their own time with the support from a supervisor and the module lead.

Details

Guided Learning Hours (GLH)	12	Total Qualification Time (TQT)	400	Level	7

Learning Outcomes - on successful module completion you will be able to:

1	To carry out an original piece of research as outlined in the proposal.
2	To analyse and present research data in an appropriate manner, and present clear arguments and decisions based on the findings.
3	Reflect on and understand their own values and biases that may influence their results.*
4	To complete a draft research paper written clearly in an academic style**, and acknowledging the work of others through citation and referencing.

Amplification

* To meet LO3, learners must complete a diary or set of notes detailing the research process, including thoughts and reflections which will form the basis of a weekly discussion with their supervisor.

** An academic style of writing is formal and targeted for professional audiences. The use of referencing and citation is required (see resources below).

Required content

Due to the independent nature of this module, the content will be determined by the learner in collaboration with their supervisor and module lead.

Assessment Approach

See Exemplar Assessment Plan.

Learning Resources

To be determined by the student in collaboration with their supervisors.

Previous resources from the diploma teaching will be relevant:

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 Doctor's 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.

Reference materials for Academic writing:

Academic writing

https://help.open.ac.uk/developing-academic-english

Writing inclusively

https://www.bristol.ac.uk/style-guides/writing/inclusive/

Section 3: Delivering these qualifications

3.1 Requirements for Centres

Centres must be approved by Crossfields Institute. In order to be approved to offer these qualifications, 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 these qualifications is part-time, blended learning. The course would normally be completed over 2 academic years (Diploma) or 3 academic years (Extended Diploma), but to accommodate busy professionals, students may extend their learning across a maximum of 3 years for the Diploma or 4 years for the Extended 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

These qualifications are 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 these qualifications will include:

- Written Work Products
    - Written assignments

    - Reports
    - Reflective journal
- Tutor Observation
    - Practical demonstrations
    - Presentations – individual and group
    - Group discussions and activities
- Professional discussion

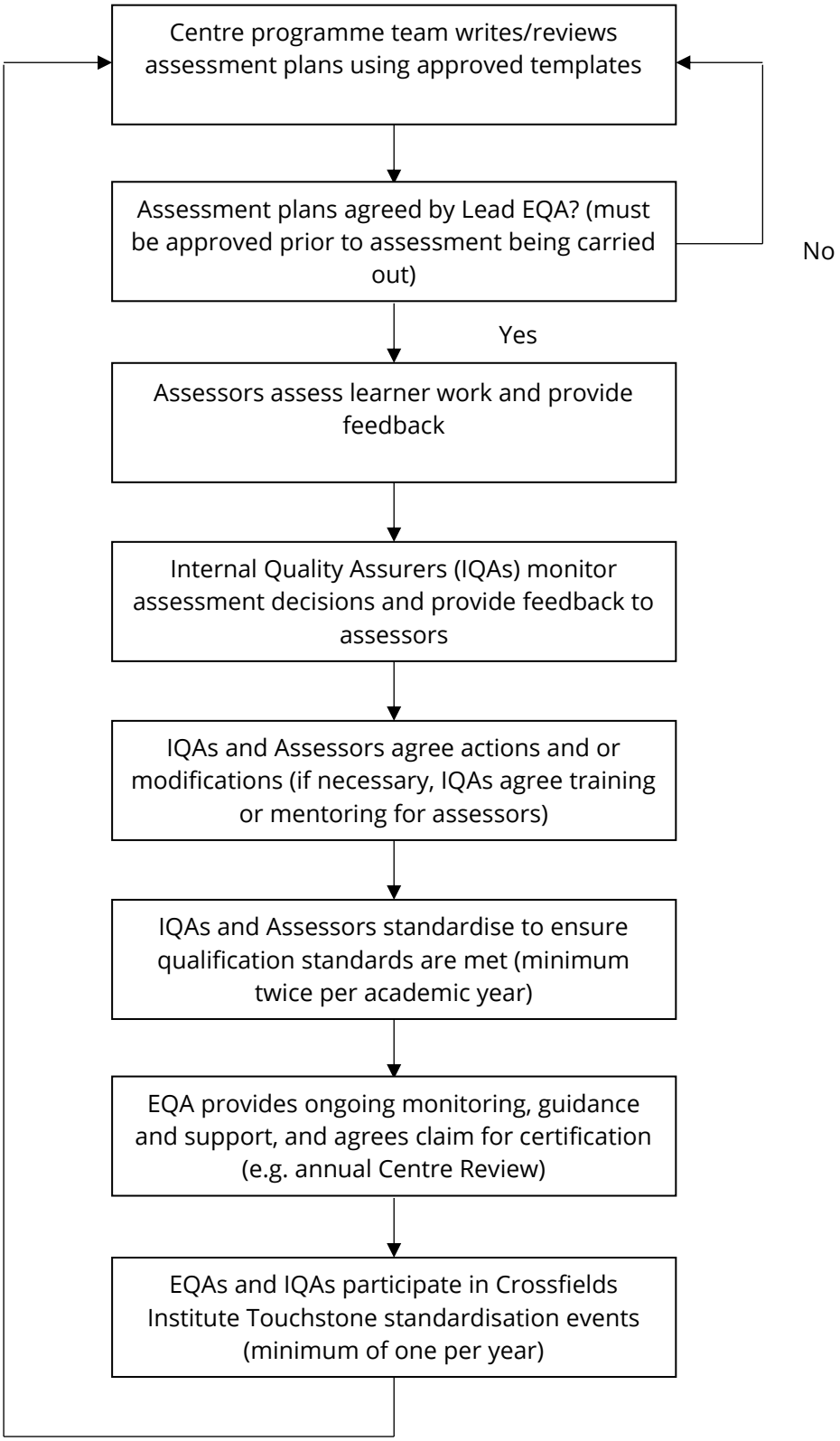
Exemplars of assessment tasks are available on request from the Crossfields Institute Team.

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 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 Team. The Lead EQA for this curriculum area will also be involved in reviewing assessment plans.

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



3.4 Assessment Planning Guidance

These qualifications use 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 Assessment and Grading

The Award, Certificate and Diploma are graded Pass/Fail, while the Extended Diploma is graded Distinction/Merit/Pass/Fail. Learners must attain at least a Pass in all learning outcomes in order to pass the module and the qualification overall.

Each learning outcome is graded separately, according to the evaluation grid shown in Appendix B. This describes the expectations for each grade and how work should be evaluated.

Grades are calculated for each module and for the qualification as a whole using an average of the Learning Outcome grades. A separate grade will be shown for each module on the transcript that accompanies the qualification certificate. An overall qualification grade will also be calculated and shown.

3.6 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 these qualifications:

- All centre assessors and quality assurance staff for these qualifications 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 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.

3.7 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 leaners 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

Method	***Details***	***Deadline (to be completed by centre)***	***% Weight***	***L.O. Nos.***
Module 1 The Modern Context of Integrative Healthcare Philosophy, History and Changing Times in Medicine				
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
Module 2 Integrative Healthcare Management of Approaches and Conditions 1.				
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

Method	***Details***	***Deadline (to be completed by centre)***	***% Weight***	***L.O. Nos.***
Module 3 Holistic Assessment: The Therapeutic Relationship, Motivational Interviewing & Clinical Decision Making in Integrative Healthcare				
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
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
Module 4 Critical Appraisal of Medicine, Healthcare and Integrative Medicine Research				
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
Module 5 Holistic Management: Social Prescribing, a Community Approach in Integrative Healthcare				

Method	***Details***	***Deadline (to be completed by centre)***	***% Weight***	***L.O. Nos.***
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
Module 6 Managing a Dynamic Integrative Healthcare Practice				
Written Assignment	Students produce a personal and professional SWOT analysis		40	1,2
Work Product	Design and implement a comprehensive business plan for Integrative Medicine Practice within a chosen discipline (3000 words).		60	3,4
Module 7 Integrative Healthcare Management of Approaches and Conditions 2				
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,

Method	***Details***	***Deadline (to be completed by centre)***	***% Weight***	***L.O. Nos.***
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
Module 8 Independent Study on Innovation in Integrative Healthcare				
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
Module 9 Advanced Research Methods				
Summative: Annotated bibliography	One page bibliography of five key papers including methods ones (supervisor feedback).		10	2, 4
Summative: Proposal	Research proposal (using the template provided).		90	1, 3, 4
Module 10 Transforming Business Practice				

Method	***Details***	***Deadline (to be completed by centre)***	***% Weight***	***L.O. Nos.***
Summative: Diary	A diary or set of notes recording the research progress, with thoughts and reflection (will be visited as part of a weekly discussion with supervisor).		10	3
Summative: Market research report	A full market report detailing the research brief, results and recommendations for their business planning.		90	1, 2, 3, 4
Module 11 Transforming Healthcare				
Summative: Diary	A diary or set of notes recording the research progress, with thoughts and reflection (will be visited as part of a weekly discussion with supervisor).		10	3
Summative: Journal paper	A full journal paper detailing the aims, literature review, methods, results and conclusions.		90	1, 2, 3, 4

Appendix B: Grading Descriptors

The below table outlines the descriptors used in the grading of the Extended Diploma. For the purposes of certification, the grading boundaries are as follows:

- Distinction**: 80-100%**
- Merit**: 60-79%**
- Pass**: 50-59%**

NB: Independent working relates to tasks relevant to the assignment. For the protocol it may be in the planning of the project. In the dissertation it will include the execution and analysis of data.

Level M/FHEQ Level 7		***Indicative Qualities***
100 - 90%	**Distinction**	Outstanding systematic knowledge of chosen area; evidence of very extensive reading. A critical awareness of current issues in integrative healthcare and willingness to challenge received wisdom. Exceptional ability to evaluate problems and generate research questions. Outstanding appraisal of research techniques forming a robust rationale behind chosen research design, including appreciation of ethical issues. Independent planning, execution and analysis of data. High quality report, clearly written with correct referencing and citation.
89 - 80%		Excellent systematic knowledge of chosen area; evidence of extensive reading. A critical awareness of current issues in integrative healthcare. Excellent ability to evaluate problems and generate research questions. Excellent appraisal of research techniques forming a clear rationale behind chosen research design, including appreciation of ethical issues. Largely independent planning, execution and analysis of data. High quality report, clearly written with correct referencing and citation.
79 - 70%	**Merit**	Very good systematic knowledge of chosen area and evidence of background reading. Very good awareness of current issues in integrative healthcare, able to evaluate problems and generate research questions. Very good appraisal of research techniques forming a clear rationale behind chosen research design, including appreciation of ethical issues. Mostly independent planning, execution and data analysis. Good quality report, clearly written with correct referencing and citation.
69 - 60%		Good knowledge of chosen area and evidence of background reading. Good awareness of current issues in integrative healthcare, able to evaluate problems and generate research questions. Reasonable appraisal of research techniques forming a clear rationale behind chosen research design, including appreciation of ethical issues. Some independent planning, execution and data analysis. Good quality report, mostly clearly written with correct referencing and citation.
59 - 50%	**Pass**	Basic knowledge of chosen area and evidence of background reading. Some awareness of current issues in integrative healthcare and a basic ability to evaluate problems and generate questions. Some appraisal of research methods but research rationale lacked clarity. Some independent planning, execution and data analysis. A good/basic report, may lack clarity in places and with some referencing errors.

49 - 40%		Basic knowledge of chosen area with some background reading. Some awareness of current issues in integrative healthcare and limited ability to generate questions. Limited appraisal of research methods. Limited independence. A basic report with occasional lack of clarity and referencing errors.
39 - 30%		Limited knowledge of chosen area with little reading. Limited awareness of current issues in integrative healthcare and limited ability to generate questions. Limited appraisal of research methods. Limited independence. A basic report with occasional lack of clarity with referencing errors.
29 - 20%		Limited knowledge of chosen area and insufficient awareness of current issues in integrative healthcare. Insufficient evaluation of the problem to generate questions. Limited independence. A basic report insufficiently presented.
19 - 10%		Insufficient knowledge of chosen area and no awareness of current issues in integrative healthcare. Limited independence. A basic report insufficiently presented.
9 - 0%		Insufficient knowledge of chosen area. Limited independence. A basic report insufficiently presented.
		Zero is reserved for failure to attempt the assessment but where a submission has been made.