

The Prince of Wales's
Foundation for
Integrated Health



Choosing a course in complementary healthcare • a student guide





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Lorraine Williams

Choosing a course in complementary healthcare • a student guide by
Lorraine Williams

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CONTENTS

1. Introduction	6
2. Courses in complementary therapies	8
3. Questions to ask before choosing a course	12
4. Regulation of complementary healthcare	16
5. Therapies with developed systems of regulation	19
Statutorily regulated	19
Chiropractic	19
Osteopathy	19
Working towards statutory regulation	
Acupuncture	20
Herbal medicine	21
Homeopathy	22
6. Other widely practised therapies	23
Alexander technique	23
Aromatherapy	24
Bowen therapy	25
Craniosacral therapy	25
Healing	26
Hypnotherapy	27
Massage therapy	27
Naturopathy	28
Nutritional therapy	28
Reflexology	29
Reiki	29
Shiatsu	30
Yoga therapy	30
7. Further sources of information	31
8. References	35
9. Appendices	36
Appendix A National qualifications framework excluding degrees	36
Appendix B Quick guide to choosing a course	39

1 INTRODUCTION

Aims of this guide

This guide aims to help prospective students of complementary healthcare to select a suitable training course for their needs. It does not contain a directory of courses but does give details of organisations you can contact for such information. Primarily intended for people who have little or no experience in the healthcare field, it will also be useful for other healthcare practitioners, such as nurses or midwives, who want to undertake some training in this increasingly popular area of healthcare. Most of the information contained in this guide is intended for those wanting to practise a particular therapy. The book outlines the current education and training situation in complementary healthcare and indicates how future developments in the regulation of this sector may affect training, qualifications and licence to practise. The guide will also be useful to teachers, careers advisors and colleges providing and developing courses in the complementary therapy field.

Background

Complementary healthcare is sometimes described as complementary and alternative medicine, or CAM, and includes a variety of therapies and treatments. There are numerous courses and qualifications available, even within specific individual therapies, and it is often difficult to choose the most suitable course for those intending to practise. Courses range from short courses lasting a few hours, to full length university degrees; not all provide training to practitioner level. Indeed, for some therapies there is a lack of agreement over which courses provide an acceptable level of training for practitioner status. The recent House of Lords Select Committee report on *Complementary and Alternative Medicine*¹ highlighted this by concluding that training courses in complementary healthcare varied unacceptably in content, depth and duration. Over the next ten years this situation is likely to change, as courses and qualifications become more standardised, accredited and validated².

The teaching of complementary healthcare has largely developed in the private sector, although there are a number of established courses in specific therapies available in many colleges of further education. More recently

1 For a full discussion of the definition of CAM see the report of the House of Lords Select Committee on Science and Technology, *Complementary and Alternative Medicine*, Session 1999 – 2000, HL Paper 123. The Stationary Office, London., 21 November 2000

2 The terms standardised, accredited and validated refer to courses and qualifications being of equal value (depending on title), recognised by the particular professional body as meeting standards set and defined as fair and authentic for the level of the award



courses have been introduced in UK universities. At present, accreditation or recognition of training establishments by the professional organisations representing many of the therapies, entry requirements and independent assessment of standards achieved are highly variable.

The practice of complementary healthcare

Unlike many conventional healthcare practitioners such as nurses, doctors, midwives and radiographers, complementary therapists frequently work alone and unsupervised, with sole responsibility for the patients and clients in their care. Most of the work in this area is in private or self-employed practice and practitioners, who are registered with well organised professional associations, are required to understand and demonstrate ethical practice, to work within an agreed code of conduct and to an agreed professional standard. The practitioner may also need to understand practice management, marketing and accounts, much like any other business. Some therapies, such as massage, can be physically demanding, requiring detailed knowledge of self-care to prevent the possibility of injury.

It is therefore essential, to ensure safe and ethical practice, that the practitioner has undergone suitable training in all these areas and has registered with a professional organisation which will ensure continued standards of practice, through programmes of continuing professional development, as a requirement of registration. This guide gives information on how to seek out a suitable professional organisation that registers practitioners and on how to choose a suitable course to train in specific therapies.

Complementary therapies currently practised

There are a large number of complementary therapies practised in the UK today. Much of this practice is either unregulated or voluntarily organised by a number of associations representing the interests of their member practitioners. Recently, with the support of The Prince of Wales's Foundation for Integrated Health, many of these professional membership groups have joined together to work towards forming a single regulatory body for their profession. See chapters 5 and 6 for further details of these organisations.

This guide includes only those therapies that have, or are in the process of developing, single regulatory bodies for their profession. These include the eight therapies most commonly used in the UK.³ A brief description of the therapy, professional membership and contact details for the single bodies are given where applicable. The information is current at time of going to press but may change in the future. For up to date information contact The Prince of Wales's Foundation for Integrated Health.

2 COURSES IN COMPLEMENTARY THERAPIES

There are a number of different types and levels of courses in complementary healthcare. Before commencing training it is important to think about the level of skill or expertise you want to acquire from a course, and how you wish to apply this knowledge and skill in practice.

Why are there different types of courses?

Courses in complementary healthcare may have different aims. Five different levels have been identified.

i) Practitioner level courses

These equip the student to practise complementary healthcare in order to treat the general public and are commonly referred to as professional qualifications. They are often called diploma courses but could be degrees or higher national certificates instead. Some may be part of wider qualifications, for instance aromatherapy as part of a degree in health sciences. Others may be a degree or diploma in themselves, such as a BSc in herbal medicine. Some are defined by their vocational or occupational level, such as 'level 3' or 'level 4' (see information in Appendix A).

ii) Academic theory level, such as a higher education diploma or degree

These courses give the student an academic level of knowledge and understanding of complementary healthcare. They are often aimed at qualified health practitioners (conventional and complementary) who wish to further their general knowledge and understanding of complementary healthcare and do not always include professional training.

Often forming part of a degree in health studies, these courses are usually offered through a university. They may be available as a distance learning package, such as those offered by the Open University, which is currently developing a course module in complementary and alternative approaches to health issues. Qualified practitioners can use these courses as part of their continuing professional development programme. The courses would also be of interest to anyone wanting to gain a general critical awareness of complementary healthcare but who does not aim to practise the therapy, for instance healthcare managers, health promoters and environmental health officers.

iii) Professional practice and development level

These courses provide practitioners with specialised knowledge about their discipline, as part of professional development. They are aimed at qualified healthcare practitioners and are often offered as certificates in specialised practice, such as complementary therapies within palliative care, or as theory



based modules, such as critical use of complementary therapies within specific healthcare settings.

iv) Self development or self help level

These provide an introduction sufficient for the student to be able to apply the therapy in a limited way to themselves, though they are sometimes advertised as enabling the student to apply the therapy to family and friends. They are not practitioner level courses and not all disciplines are suitable for such courses. For instance, Bach flower remedies can be successfully self applied but chiropractic would not be appropriate. Some courses may be self study or distance learning.

v) Introductory level

These give an introduction to the therapy but do not enable the student to apply or practise the therapy in any way. They are often called introductory or taster courses.

Courses at the last two levels could be suitable entry routes to practitioner level courses, though not to degree level courses in some therapies. It would be wise to seek advice from the professional body for the therapy, who might require specific entry criteria. (See details in Chapters 5 and 6 and Appendix B)

What type of training school can I go to?

Course providers may be:

- private colleges or training institutes
- colleges of further education
- universities

Private colleges

The teaching of many complementary therapies has existed largely in the private sector. Many private colleges offer their own qualification at the end of the course. Some courses are validated (recognised and given higher education degree or diploma status) by universities. Some institutes and courses are accredited (given professional recognition) by professional associations representing therapists. Advice on professional recognition should be obtained from the professional body for the individual therapy. Contact details are given in Chapters 5 and 6.

Colleges of further education

Many colleges of further education offer courses in complementary healthcare, predominantly in therapies such as aromatherapy, reflexology and massage therapy. Many of these courses at diploma level are accredited by the Qualifications and Curriculum Authority (QCA), and are included in the national framework of qualifications (see Appendix A). Some colleges have started

developing partnerships with local universities and are offering foundation degrees in complementary therapies, with therapy pathways or routes, leading to practitioner qualifications. Course providers are now seeking accreditation for many of these courses.

Other courses offered in this sector include diplomas in holistic practice, offering more than one therapy (usually a combination of massage, aromatherapy, reflexology, nutrition and counselling skills), with training to practitioner diploma level in each therapy. Again, it is advisable to check for professional recognition of the course especially when considering practising the therapy.

Universities

Some universities offer higher education diplomas, degrees or masters programmes in individual complementary therapies, which would include training to practitioner level as part of the degree or diploma. Many universities are offering degrees in health studies with complementary medicine as an option, though these are not always to practitioner level. Other degrees called complementary medicine, complementary therapies or complementary healthcare offer pathways to professional practice, often in aromatherapy or reflexology, though not all have accreditation (professional recognition) from the therapy's professional body.

Many universities offer postgraduate qualifications such as masters programmes aimed at complementary and conventional healthcare practitioners. All these courses have a high academic content but do not necessarily offer any more clinical experience than some non-degree professional courses. It is important to check for professional recognition to ensure that the course meets the therapy's professional standards.

What type of qualifications can I get?

A qualification may be:

- a diploma or other qualification awarded by a private college or training institute
- a nationally recognised qualification, such as a diploma, from an awarding body that is regulated by one of the four UK statutory regulating authorities. These are:
 - for England, the Qualifications and Curriculum Authority (QCA)
 - for Wales, the Qualifications, Curriculum and Assessment Authority (ACCAC), except for national vocational qualifications, which are regulated by the QCA
 - for Scotland, the Scottish Qualifications Authority (SQA)



- for Northern Ireland, the Council for the Curriculum, Examinations and Assessments (CCEA), except for post-19 external qualifications which are regulated by the QCA.
- a degree, or sometimes a higher certificate or diploma, from a university

Some courses, particularly distance learning courses or those run by adult education services, may not lead to an approved practitioner award. It is important to check this beforehand. For further information, including information about UK regulatory authorities, see Appendix A.

3 QUESTIONS TO ASK BEFORE CHOOSING A COURSE

If a decision has been made about which therapy to practise, it is important that the prospective student thinks carefully about what professional body he or she wants to join following qualification in that therapy. The following questions should be addressed.

What should I look for in a professional registering body?

Prospective students should investigate organisations that register practitioners before they decide on a particular course of study,⁴ and decide which one they would like to register with. They can then find out if their proposed course of study would enable them to register with this organisation or whether further study or experience would be required.

The prospective student should look for the following in making a decision:

- a) Is there a single regulatory body, or emerging single regulatory body,⁵ for the therapy? If so, does the professional organisation they want to register with belong to it? In future, membership of a professional organisation represented on the single or emerging single regulated body is likely to assume increasing importance.
- b) Does the organisation produce high quality, clear information for the public on its registrants and what they offer?
- c) Do registration requirements include providing evidence of competence to practise?
- d) Does the organisation require registrants to be insured to practise the therapy?
- e) Does the organisation require or provide opportunities for continuing professional development?
- f) Does the organisation have a code of conduct and practice?
- g) Does the organisation have disciplinary and complaints procedures?
- h) How does the organisation involve its members in decision-making? For instance, through members' forums, including members on the board of trustees or through members' newsletters.
- i) Does the organisation publish its annual accounts?

⁴ These are only for professions with more than one professional association or registering body – it does not apply to the professions of Osteopathy or Chiropractic, which specify which courses and training colleges are acceptable for entry to their registers.

⁵ A regulatory body is one which represents the profession (including all professional associations) and agrees standards of education and training, professional conduct and practice.



A professional organisation should have most, if not all, of the above.

The costs of registration, which might be payable as an annual fee, and insurance also need to be considered. In addition, prospective students such as nurses, midwives, physiotherapists and doctors, who are also registered with and/or regulated by another professional body, should find out if the professional organisation they wish to join represents their particular interests.

When prospective students are satisfied that the professional organisation they have selected is the one that would most benefit them as a practitioner, they should select an appropriate course of study that is approved by that organisation. (See Chapters 5 and 6)

What do I need to know about the course?

When selecting a course prospective students may like to consider the following:

a) Information on the connections the course has to professional practice in the therapy

- *Is there a single regulatory body⁶ (or an emerging single body) for the profession?*

If so, is the course you want to do accredited or recognised by that body? You should be able to find out by contacting the professional body direct; see Chapters 5 and 6 for contact details.

- *Does the course lead to a practitioner level qualification that is accepted by the professional body you would like to be a member of when you have qualified?*
- *Are there nationally recognised occupational standards for the profession and does this course have any connection with them?*

An occupational standard is a statement of what someone is expected to achieve at work. The standards are developed by representatives of the profession and form the basis of national vocational qualifications (NVQs).

At the time of publication national standards have been published for homeopathy, aromatherapy, hypnotherapy and reflexology. Standards will shortly be published for massage therapy, nutritional therapy and kinesiology. Other therapies are currently developing standards. For up to date information on national standards currently accredited contact Skills for Health, the sector skills and standard setting body for health (www.skillsforhealth.org.uk). The standards can be downloaded from their website at no cost.

⁶ For details of single regulatory bodies (including bodies which are working towards becoming single regulatory bodies) see the information in Chapters 5 & 6 or contact The Prince of Wales's Foundation for Integrated Health www.fihealth.org.uk Tel: 020 7619 6140

b) Information on the content of the course

- *What pre-requirements are there as a condition of acceptance?*

Some courses, especially those with well developed systems of voluntary regulation, have defined entry criteria, similar to degree level courses and may require evidence of successful study in a science based subject at an advanced level or equivalent. An understanding of and an ability to write English is also important. Some require qualifications in medicine or nursing, such as courses approved by the Faculty of Homeopathy. Many will interview and take age, experience and motivation into account. Some courses in aromatherapy and reflexology, particularly in the further education college sector, require a recognised qualification in anatomy and physiology and massage before acceptance onto the practitioner level course.

- *How many hours of clinical practice are expected on the course?*

A course in a complementary therapy should have a substantial amount of clinical practice as well as theory.

- *Are the teachers experienced practitioners of the therapy and qualified to teach and assess?*

You should be able to ask which qualifications the teachers and assessors have and what professional organisations they are registered with. As much of your work is likely to be assessed by the teacher during the course, the teacher should have obtained a nationally recognised assessor award and/or teaching qualification.

- *How many students will be on the course and what is the teacher/student ratio in practical classes?*

You should aim to choose a course that will give you the opportunity to have as much personal supervision as possible. For example, more than 15 students to one teacher in practical classes might be a problem.

- *What is the method of assessment?*

A good course will offer a range of assessment opportunities and would probably include case studies, practical sessions, written examinations, realistic working environment assessments and reflective diaries.

- *Is there an external examiner or assessor?*

This is an assessor who is not directly connected to the training institute but usually appointed by the professional or awarding body. You should look for courses that ensure they are fair and appropriate in their assessments; these are usually carried out by an appointed external verifier or equivalent.

- *Will the course enable me to practise on my own when I have passed or will there be a period of supervised practice?*

Some professional organisations, such as those registering homeopaths, will only fully register practitioners once they have successfully completed a



period of supervised practice. There may be a cost for this and it is important to find out how much support the course provider offers for this.

- *What opportunities are there for student input to the course?*

For instance, feedback procedures, grievance procedures, student representation on study boards. A well run organisation should ensure these systems are in place to ensure good quality.

- *How much personal tuition is provided?*

It is important that some personal tuition is included.

- *Is there an indication of guided learning hours?*

Some courses might be of 120 hours duration but this could include a number of hours as self study. This is study on your own at home or within the college or supported self study within a resource centre. You need to be sure that you have chosen the most appropriate option for your needs.

c) Information about the costs of the course

- *How long and how expensive is the course?*

Some courses are run over a number of years and may be full or part time, for instance homeopathy, chiropractic, osteopathy, herbal medicine and acupuncture. Many students opt to take a part time course while they are working. The costs for these courses can be quite high as many are privately funded with the student bearing most, if not all, of the costs. They are often degree level courses or equivalent and may cost many thousands of pounds. It is not unusual for costs to total £12,000 – £15,000 for a full course of study.

Others are shorter and, consequently, less expensive. They vary between publicly funded courses, such as those offered at colleges of further education where some of the costs are provided by the government, and courses at private institutions, which have little or no government support. For example, a diploma in aromatherapy can cost anywhere between £120 to over £2,000.

- *What other costs are there?*

You should look for hidden costs. Some courses require students to pay for set books, equipment, examination fees, compulsory insurance, supervision fees and student membership of professional organisations. You may need to attend clinical training or out of hours tutorials outside the training college and pay for time with practitioners not employed by the training institute. It would be useful to shop around to compare costs and length of courses.

Other costs to consider are registration with professional bodies and insurance to practise once qualified and registered. These can vary considerably and are highest among the statutorily regulated professions of osteopathy and chiropractic. Information on help and advice, including financial, is available in Chapter 7.

4 REGULATION OF COMPLEMENTARY HEALTHCARE

Why practitioners need to be regulated

Joining a healthcare profession means more than just gaining a suitable qualification. It also means demonstrating that you are personally committed to practising to the standards set by the profession as a whole and working with your peers to uphold and develop the profession. You can demonstrate this by joining one of the regulatory organisations listed in Chapters 5 and 6 of this guide once you have gained your qualification.

In complementary healthcare, most regulatory organisations are voluntary. This means they are run by experienced practitioners for the benefit of all and are supported solely by members' subscriptions. They have a dual responsibility to protect patients and promote their profession.

Who regulates the complementary professions at the moment?

With the exception of osteopaths and chiropractors, who are regulated by law⁷, most complementary practice is either voluntarily self-regulated or unregulated. The House of Lords Select Committee Report on complementary and alternative medicine recommended that, in order to protect the needs of patients and the public, better regulation was essential. It recommended that the professions of herbal medicine and acupuncture move towards a system of statutory self-regulation and, with support from the Government and The Prince of Wales's Foundation for Integrated Health, working groups for these professions have been formed to make proposals for regulation by law. Other professions, such as aromatherapy, are considering whether to pursue this option. Some professions have well developed voluntary self-regulatory structures; others have fragmented systems or none at all. The therapies included in this guide have, or are working to achieve, self-regulation and have organised single regulatory bodies (which are currently working towards regulation or will do so in the future). These single regulatory bodies are likely to play an increasingly important role in self-regulation, including overseeing standards of education and training. Information about single regulatory bodies, with lists of member organisations, is included in Chapters 5 and 6.

All practitioners of complementary healthcare are advised to register with an organisation that ensures its members are properly qualified and insured to practice.

⁷ Where the profession is regulated by an Act of Parliament e.g. The Osteopaths Act 1993. Most conventional health professions, including doctors, nurses, midwives, dentists and pharmacists, are regulated by law.



Conventional health professionals regulated by law

Statutorily regulated health professionals, such as doctors, nurses, midwives and physiotherapists, who wish to practise complementary medicine are bound by the code of conduct of their profession. However, they are advised to consult their regulatory body, their professional association and employer (such as hospital or primary care trust) before incorporating complementary healthcare into their clinical practice. Many trusts have developed local protocols and guidelines for the use of complementary healthcare within a specific clinical area. If there is a single regulating body for the complementary therapy they are practising, they should also ensure that their training is acceptable to that body.

Nurses

The Royal College of Nursing and the Nursing and Midwifery Council have issued guidelines on practice⁸ for nurses thinking about the issues involved in practising complementary therapies. Advice is given about:

- indemnity insurance for practitioners using complementary therapies
- product liability cover
- self-employed practitioners using complementary therapies
- nurses who work as homeopaths
- choosing a complementary therapy course
- advertising
- homeopathic substances and herbal preparations

Useful advice for nurses on choosing therapies and appropriate courses is given in *The Nurse's Handbook of Complementary Therapies* by Denise Rankin-Box, 2001 (see page 35).

Midwives

The Royal College of Midwives have issued a position paper⁹ on complementary therapies and midwifery. Information on the therapies commonly used in practice, advice on training, regulation, administration of homeopathic and herbal substances, insurance and issues around consent is given. Further advice on incorporating complementary therapies into maternity care can be found in Tiran and Mack, 2000.

Physiotherapists

The Chartered Society of Physiotherapy (CSP) have published an information paper¹⁰ on the use of complementary therapies within physiotherapy practice. Many complementary therapy approaches, such as massage, are integrated

⁸ See www.rcn.org.uk/rcn_extranet/rcn_direct/Display.php3?BSID=43

⁹ The Royal College of Midwives, position paper 10a, *Complementary Therapies and Midwifery*, December 1999 www.rcm.org.uk

¹⁰ The Chartered Society of Physiotherapy, *Physiotherapy and Complementary Medicine*, Information Paper, number PA48, October 2002, CSP. www.csp.org.uk

within the physiotherapist's evolving scope of practice and physiotherapists are advised to ensure their adopted modality has an evidence base to support it.

Single Regulatory Bodies for Complementary and Alternative Medicine

There are currently two kinds of regulating bodies.

a) Statutory self-regulating bodies

These organisations are responsible for the statutory regulation of the therapy. They hold a list of accredited training institutes and courses and a full list of registered practitioners. Currently, only osteopathy and chiropractic are statutorily regulated. In order to become an osteopath or chiropractor you have to have obtained a recognised qualification from an accredited school or training institute. It is unlawful to practise as an osteopath or chiropractor unless you have current registration with the regulatory bodies listed in Chapter 5. Up to date lists of accredited training institutes are available on their websites.

b) Voluntary self-regulating bodies

(i) Organisations working towards statutory self- regulation

The professions of acupuncture and herbal medicine are currently seeking statutory self regulation. Working groups have been formed to enable each of the professions to report on the framework suitable for regulation. These reports are expected to be completed by summer 2003. Contact details for member organisations of the working groups are given in Chapter 5.

(ii) Organisations working towards voluntary self- regulation

These organisations are the representative bodies for their therapies and are at different stages of development. They have formed single regulatory working groups that are working to develop regulatory bodies for their profession. The member organisations of these working groups include those that register practitioners of the therapy and it would be advisable for practitioners to aim to become registered members of an organisation associated with the single regulatory working group.

Eventually each profession would aim to have a single register, like the osteopaths and chiropractors, whether they are regulated by law or not. The single regulatory working groups, whose contact details are given in Chapters 5 and 6, should give details of the professional associations that currently register practitioners, including contact details. All current member organisations of the single regulatory working groups are listed but it would be advisable for the prospective student to check with the single regulatory working group or with The Prince of Wales's Foundation for Integrated Health for any changes.



5 THERAPIES WITH DEVELOPED SYSTEMS OF REGULATION

Included here are osteopathy and chiropractic, which are statutorily regulated; acupuncture and herbal medicine (including western/medical, traditional Chinese and ayurveda), which have regulatory bodies working towards statutory self-regulation; and homeopathy, which has developed regulatory structures in place.

Practice of these therapies involves the application of diagnostic skills and usually requires a long period of study and clinical practice (often 2 to 5 years) at a university or similar private college of higher education. The training involves a substantial amount of reading and analytical study and some professions, such as osteopathy and chiropractic, require a degree of physical strength. Most require study to degree level or equivalent or above.

Brief descriptions of these therapies¹¹ are given below, with contact details for the regulating bodies.

Statutorily regulated therapies

Chiropractic

Used almost entirely to treat musculoskeletal complaints through adjusting muscles, tendons and joints and using manipulation and massage techniques. Diagnostic procedures include case histories, conventional clinical examination and x-rays. Chiropractic was originally based on the idea that 'reduced nerve flow' led to disease.

The General Chiropractic Council (GCC)

344-354 Gray's Inn Road
 London WC1X 8BP
 Tel: 020 7713 5155
 website: www.gcc-uk.org

Osteopathy¹²

Osteopathy is a system of manual medicine which is concerned with the inter-relationship between the structure of the body and the way in which the body functions. Osteopaths treat conditions such as acute low back pain and neck pain.

¹¹ Definitions of all therapies (except where indicated) taken or adapted, in whole or part, from the report of the House of Lords Select Committee on Science and Technology on complementary and alternative medicine (2000). For a full and detailed description of the therapies see Zollman C and Vickers AJ, (1999). Other sources are: Rowlands, B (1997), the Dr Foster *Good Complementary Therapist Guide*, (2002) and Russo, H (2000).

¹² This descriptor taken from Bonnet, J. *Complementary medicine: information pack for primary care groups*, Department of Health, the Foundation for Integrated Medicine, NHS Alliance and National Association of Primary Care, June 2000.

Osteopaths are trained in orthodox (or conventional) medical assessment and diagnostic procedures. They treat by manipulating the musculoskeletal system, believing that when the mechanics of the body are not sound, illness occurs. Emphasis is placed on identifying factors that may be maintaining the problem. A variety of techniques are used to correct the underlying cause of pain. These include massage to relax stiff muscles, stretching to help joint mobility and high velocity thrust techniques.

The General Osteopathic Council (GOsC)

Osteopathy House
176 Tower Bridge Road
London SE1 3LU
Tel: 020 7357 6655
website: www.osteopathy.org.uk

Regulating bodies working towards statutory regulation

Acupuncture

Originating in China, acupuncture involves inserting small needles into various points on the body to stimulate nerve impulses. Traditional Chinese acupuncture is based on the idea of 'qi' (vital energy) which is said to travel around the body along 'meridians' which the acupuncture points affect. Western acupuncture uses the same needling technique but is based on affecting nerve impulses and the central nervous system; acupuncture may be used in the West as an anaesthetic agent and also as analgesia.

The Acupuncture Regulation Working Group (ARWG) is working towards statutory self-regulation and represents the British Acupuncture Council, The British Medical Acupuncture Society, the British Academy of Western Acupuncture and the Acupuncture Association of Chartered Physiotherapists. A report from the Acupuncture Regulation Working Group is expected by July 2003. Acupuncture organisations not represented on the working group will be included in the consultation process. The ARWG is supported by the Department of Health and The Prince of Wales's Foundation for Integrated Health.

The British Acupuncture Council

63 Jeddou Road
London W12 9HQ
Tel: 020 8735 0399
Website: www.acupuncture.org.uk

The British Medical Acupuncture Society (for conventional medical practitioners)

Newton House
Whitley
Warrington WA4 4JA
Tel: 01925 730323
Website: www.medical-acupuncture.co.uk



The British Academy of Western Acupuncture

Website: www.bawa-hq.freemove.co.uk

The Acupuncture Association of Chartered Physiotherapists

Website: www.aacp.uk.com

Herbal Medicine

Herbal medicine is the use of plants or plant remedies in the treatment of disease. Assessment of underlying tissue function is central to herbal practice. Herbs are chosen to support the functioning of body systems, the constitution and vital energy. A combination of herbs is prescribed for the individual. There are various traditions of herbal medicine: western herbal medicine; Chinese herbalism, one element of traditional Chinese medicine (TCM) which covers a wide range of therapies including acupuncture; and ayurveda, an Asian form of holistic health practice which includes herbal treatments.

The Herbal Medicine Regulatory Working Group (HMRWG) was formed to report on the regulation of herbal medicine. Its report is due in June 2003. Membership of the working group includes the European Herbal Practitioners Association (EHPA), The Royal Pharmaceutical Society, the Association of Traditional Chinese Medicine, the British Association of Accredited Ayurvedic Practitioners (BAAAP), the Department of Health, lay representatives and The Prince of Wales's Foundation for Integrated Health.

European Herbal Practitioners Association

45a Corsica Street

London N5 1JT

Tel: 020 7354 5067

Email: info@euroherb.com

Website: www.euroherb.com

This website gives contact details of professional associations which register practitioners.

Member organisations:

- Association of Master Herbalists
- Ayurvedic Medicine Association
- British Society of Chinese Medicine
- College of Practitioners of Phytotherapy
- International Register of Consultant Herbalists
- National Institute of Medical Herbalists
- Register of Chinese Herbal Medicine
- United Register of Herbal Practitioners

Homeopathy

A therapy based on the theory of treating like with like. Homeopathic remedies use highly diluted substances that, if given in higher doses to a healthy person, would produce the symptoms that the solutions are being given to treat.

In other words, a substance that produces symptoms similar to the disease may also cure it. For example the homeopathic remedy *allium cepa* is derived from the common onion. Contact with raw onions can cause stinging and irritation around the eyes and *allium cepa* may therefore be prescribed for people with hay fever, especially if both nose and eyes are affected. In assessing the patient homeopaths often take into account a range of physical, emotional and lifestyle factors which contribute to the diagnosis.

Single regulatory working group:

Council of Organisations Registering Homeopaths (CORH)

Email: corh@dial.pipex.com

Member Organisations:

Alliance of Registered Homeopaths

Association of Natural Medicine

British Register of Complementary Practitioners

Complementary Medical Association

Council of Homeopathic Colleges (Associate Member)

Fellowship of Homeopaths

Homeopathic Medical Association

Institute of Complementary Medicine

International Guild of Professional Practitioners

International Register of Consultant Herbalists

National Association of Homeopathic Groups (Associate Member)

Scottish Association of Professional Homeopaths (application in hand)

Society of Homeopaths

Faculty of Homeopathy (for registered doctors, nurses, midwives, vets etc.)

Hahnemann House

29 Park Street West

Luton

Bedfordshire

LU1 3BE

Tel: 0870 444 3950

Email: info@trusthomeopathy.org

Website: www.trusthomeopathy.org



6 OTHER WIDELY PRACTISED THERAPIES

These are therapies that give help, comfort and care to many people but are often not as well regulated and researched as those in Chapter 5. Training courses in most of these are normally shorter than courses for the therapies included in Chapter 5, though some can now be studied to degree level.

- Alexander technique*
- Aromatherapy
- Bowen therapy
- Cranio-sacral therapy
- Healing
- Hypnotherapy
- Massage therapy
- Naturopathy*
- Nutritional therapy*
- Reflexology
- Reiki
- Shiatsu
- Yoga Therapy

* Not all courses in these therapies are shorter in duration, some require a substantial amount of training and a high academic level. Some are aimed at medical practitioners.

Alexander Technique

This is based on a theory that the way a person uses their body affects their general health. This technique encourages people to optimise their health by teaching them to stand, sit and move according to the body's 'natural design and function'. This is, in essence, a taught technique, rather than a therapy.

Single regulatory working group: **The Alexander Technique Voluntary Self Regulation Group**

Member organisations and contact details:

Society of Teachers of the Alexander Technique

Website: www.stat.org.uk

Email: info@stat.org.uk

Professional Association of Alexander Teachers

Website: www.paat.org.uk

Email: info@paat.org.uk

Interactive Teaching Method Association
Website: www.itm.org.ch

Alexander Technique International
Website: www.ati-net.com

Aromatherapy

Aromatherapy is based on the healing properties of essential plant oils. These natural oils are diluted in a carrier oil and usually massaged into the body, but they can also be inhaled, used in a bath or in a cold compress next to the skin. An aromatherapy treatment is mainly used to promote relaxation, treat painful muscular conditions and reduce anxiety.

Single regulatory working group: **The Aromatherapy Regulation Working Group (ARWG)** www.aromatherapy-regulation.org.uk

Member organisations and contact details:

The Aromatherapy Organisations Council (AOC)
PO Box 19834
London SE25 6WF

Organisations that are members of the AOC:

AAPA - Aromatherapy and Allied Practitioners Association

AHPI - Association of Holistic Practitioners (International) Ltd.

AMA - Association of Medical Aromatherapists

ANM - Association of Natural Medicine

APNT - Association of Physical and Natural Therapists

ESIPF - English Society de l'Institute Pierre Franchomme, France

IFA - International Federation of Aromatherapists

IGPP - International Guild of Professional Practitioners

IHAF - International Holistic Aromatherapy Foundation

RI - Renbardou Institute

The British Complementary Medicine Association (BCMA)

The Institute of Complementary Medicine (ICM)

The International Federation of Professional Aromatherapists

Professional Association of Clinical Therapists (PACT – part of the Federation of Holistic Therapists FHT)



Bowen therapy ¹⁴

The Bowen technique is a non-manipulative, hands-on therapy that encourages the body to heal, realign and relax itself. The gentle moves of a Bowen treatment stimulate energy flow, promoting the body's own self-healing resources to restore balance; facilitate lymphatic drainage of toxins and waste products; promote good circulation; release tension and increase mobility. By relaxing the patient physically, it also allows any emotional blocks to be released. During the session the patient is left to absorb the benefits of the therapy, making the subtle adjustments that will help healing and rebalance.

Single regulatory working group: **The Bowen Forum**

Website: www.bowen4health.co.uk

Member organisations:

Bowen Practitioners Association

The Bowen Therapists' European Register

The Bowen Association UK

Craniosacral therapy ¹⁵

This is a healing approach based on the application of corrective pressure to the cranium and spine. It is believed that disturbances in the flow of cerebrospinal fluid reflect injuries and tension in the body that can be eased by gentle manipulation of the cranial and spinal bones.

Single regulatory working group: **The Cranial Forum**

Website: www.cranio.org.uk

Member Organisations

The Cranio Sacral Society

The Craniosacral Therapy Association of Chartered Physiotherapists

The Craniosacral Therapy Association of the UK

The International Association of CranioSacral Therapists

The International Cranial Association

International Guild of Professional Practitioners

¹⁴ This descriptor was taken from the British Complementary Medicine Association website www.bcma.co.uk

¹⁵ This descriptor taken from Bonnet, J (2000)

Healing

Healing is sometimes known as the 'laying on of hands'. Healers describe their work as bringing healing energy to the patient by activating natural self-healing mechanisms, either through the laying on of hands or at a distance by thought or prayer.

Single regulatory working group: **UK Healers**

P.O. Box 4137

London W1A 6FE

Tel: 01732 862 478

Website: www.ukhealers.info

Member organisations

Association for Therapeutic Healers

Association of Spiritual Healers

British Alliance of Healing Associations

College of Healing

Confederation of Healing Organisations

Foundation of Spiritual Healing and Guidance

Greater World

Harry Edwards Sanctuary

Holistic Healers Association

Insight and Intuition

International Self-Realisation Healing Association

National Federation of Spiritual Healers

Northern Healers Forum

Peacehaven Natural Healing Centre

Spiritualists National Union

United Spiritualists

White Eagle Lodge

White Rose Organisation

World Federation of Healing



Hypnotherapy ¹⁶

Hypnotherapy starts with hypnosis, the induction of a deep relaxed state, with increasing suggestibility and suspension of critical faculties. Once in this state, sometimes called a hypnotic trance, patients are given therapeutic suggestions to encourage changes in behaviour or relief of symptoms. Hypnotherapy is used mainly for anxiety, the treatment of asthma or irritable bowel syndrome, changes in health behaviour (such as for smoking or weight loss) and for pain relief.

Medical practitioners who wish to train in hypnotherapy should contact:

The British Society of Medical and Dental Hypnosis (BSMDH)

Tel: 07000 560 309

Website: www.bsmdh.org

Email: nat.office@bsmah.org

Trained psychotherapists who wish to train in hypnotherapy should contact:

The United Kingdom Council for Psychotherapists (UKCP)

Email: UKCHP@psychotherapy.org.uk

Massage therapy

Massage therapy is a system of treatment of the soft tissue of the body using rubbing, kneading and the application of pressure to address aches, pains and musculoskeletal problems. It is often used as a relaxant.

Single regulatory working group: **The General Council for Massage Therapy (GCMT)**

Website: www.gcmt-uk.org

Email: admin@gcmt-uk.org

Member Organisations ¹⁷

International Guild of Professional Practitioners

London and Counties Society of Physiologists Register of Remedial Masseurs

Massage Therapy Institute of Great Britain

¹⁶ Descriptor taken from Bonnet, J (2000). At the time of writing this document hypnotherapy does not have a single representative body. Hypnotherapists train at a large number of establishments and organisations, and standards and costs can vary considerably. This may make it difficult for students to identify appropriate courses. In 2002, a number of hypnotherapy organisations took part in Sector Skills Council and Standard Setting Body (SSB) for Health to develop national occupational standards (NOS) for Hypnotherapy. A copy of the NOS document is available from the Sector Skills Council and Standard Setting Body (SSB) for Health website (see Chapter 7) or by contacting them directly. The NOS provide a benchmark to assess whether the course meets the agreed standards. Some hypnotherapy associations are working together to develop common regulatory standards. Many professional associations have their own standards in place, but these vary across the profession. When approaching professional organisations it is important to note the points made in Chapter 3 about what to look for in a professional regulatory body and to find out if the organisation is a private business as this may affect members' involvement in the decision-making processes.

¹⁷ At the time of writing, the Professional Association of Clinical Therapists (PACT) had applied to become a member organisation of the GCMT.

Massage Training Institute
Scottish Massage Therapists Organisation

Sports Massage

Contact the **Sports Massage Association**

Tel: 020 7908 3639

Fax: 020 7908 3757

Email: info@sportsmassageassociation.org

Website: www.sportsmassageassociation.org

Naturopathy

Naturopathy is a method of treatment based on the principle that the natural laws of life apply inside the body as well as outside. A range of therapies are used including diet, herbal remedies, homeopathy, massage and yoga. In the UK naturopathy has historically been linked with osteopathy.

Single regulatory working group: **Naturopathic Forum**

Email: admin@naturopathy.org.uk

Website: www.naturopathy.org.uk

Representative organisations

British College of Osteopathic Medicine

British Naturopathy Association

College of Natural Therapy

College of Osteopaths

Complementary Medical Association

General Council and Register of Naturopaths

Guild of Naturopathic Iridologists

Incorporated Society of Registered Naturopaths

KEH

London College of Naturopathic Medicine

The Plaskett Nutritional Medicine College

Nutritional therapy¹⁸

Practitioners believe that good health is directly related to the quality of food eaten by the individual. Practitioners look for nutritional deficiencies, allergies or intolerances to food, or for factors that can cause poor digestion or absorption in the stomach or intestine. Treatment involves dietary change and may include the use of herbal remedies, vitamins or minerals.

Single regulatory working group: **Nutritional Therapy Council**

Details of the NTC can be found on the website: www.nutritionalmed.co.uk

¹⁸ This descriptor taken from Bonnet, J (2000).



Member organisations:

British Association of Nutritional Therapists

Website: www.bant.org.uk

International Guild of Professional Practitioners

Register of Nutritional Therapists

Website: www.nutritionalmed.co.uk

Reflexology *

Reflexology is based on the principle that there are reflex areas in the feet and hands which correspond to all of the glands, organs and parts of the body. By stimulating these reflexes, many health problems are aided in a natural way. It is frequently used to relieve stress and tension.

Single regulatory working group: **The Reflexology Forum**

PO Box 2367 South Croydon

Surrey CR2 7ZE

0800 037 0130

email: reflexologyforum@aol.com

Member organisations

Association of Reflexologists

British Reflexology Association

Centre for Clinical Reflexology

International Federation of Reflexologists

International Guild of Professional Practitioners

International Institute of Reflexology

Professional Association of Clinical Therapists

Reflexologists Society

Reflexology Practitioners Association

Scottish Institute of Reflexology

Reiki ¹⁹

Reiki means universal energy and the practice of reiki involves tapping into this energy and transferring it for the benefit of the receiver, to stimulate the body's own natural healing potential. During a treatment the practitioner places their hands in a series of positions on or over the patient's body.

Single regulatory working group: **Reiki Regulatory Working Group**

Sequoia Elton Road

Hertford, Hertfordshire

SG14 3DW

Tel: 01992 587169

Fax: 01992 582509

email: marirav@aol.com

* Adapted from definition provided by the International Institute of Reflexology

¹⁹ Taken from the Reiki Federation website, www.reikifed.co.uk on 9 May 2003

Shiatsu ²⁰

Shiatsu is a traditional hands-on Japanese healing therapy. It is used to help in a wide range of conditions, from specific injuries to more general symptoms of poor health. The philosophy underlying Shiatsu is that vital energy (known as Ki in Japanese) flows throughout the body in a series of channels called meridians. For many different reasons Ki can stop flowing freely and this then produces a symptom. A variety of techniques are used to aid energy flow. These may include gentle holding, pressing with palms, thumbs, fingers, elbows, knees and feet on the meridians and, when appropriate, more dynamic rotations and stretches.

Single regulatory working group: **The General Shiatsu Council**
Email: Rosewell@cix.co.uk

Contributing organisations

- College of Oriental Medicine
- Federation of Clinical Shiatsu Practice
- Independent Professional Therapists International
- International Guild of Professional Practitioners
- International Shiatsu Commission
- Shiatsu International
- Shiatsu International Association
- Shiatsu Society
- South West College of Oriental Medicine
- Zen School of Shiatsu

Yoga Therapy ²¹

Yoga is an intrinsic part of the ancient Indian system of ayurveda. Yoga therapy, as practised in the UK, occurs when a trained yoga therapist sees a student or group with the primary aim of addressing a health issue, be that physical, mental or emotional, specific to that student or group, based on the principles of yoga practice.

For information on the **Yoga Therapy Forum** contact:

Dr Tim Naylor

Email: timnaylor@btinternet.com

Other therapies

Details of professional organisations that register practitioners of other complementary therapies as well as those therapies listed above can be found in Mills and Budd 2000.

Single regulatory working groups are continually emerging. For an up to date list contact: The Prince of Wales's Foundation for Integrated Health. If you would like to receive a free regulation news update by email, contact Anna Thomson (anna@fihealth.org.uk) at The Prince of Wales's Foundation for Integrated Health.

²⁰ Descriptor adapted from the Shiatsu Society website www.shiatsu.org

²¹ Descriptor adapted from the definition provided by T Naylor, Yoga Therapy Forum 2003.



7 FURTHER SOURCES OF INFORMATION

7.1 Qualifications and standards

Council for the Curriculum, Examinations and Assessment (Northern Ireland)

29 Clarendon Road
Clarendon Dock
Belfast, BT1 3BG
Tel: +44 (0)28 9026 1200
Fax: +44 (0)28 9026 1234
Website: www.ccea.org.uk
Email: info@ccea.org.uk

Qualifications and Curriculum Authority (For England)

QCA Customer Services
83 Piccadilly
London W1J 8QA
Enquiry Line: (020) 7509 5556
Fax: (020) 7509 6666
Minicom: (020) 7509 6546
Website: www.qca.org.uk

Qualifications Curriculum and Assessment Authority for Wales

Castle Buildings
Womanby Street
Cardiff
CF10 1SX
Tel: 029 2037 5400
Fax: 029 2034 3612
Email: info@accac.org.uk
Website: www.accac.org.uk

Scottish Qualifications Authority

Hanover House
24 Douglas Street
Glasgow
G2 7NQ

Ironmills Road
Dalkeith
Midlothian
EH22 1LE

SQA Helpdesk: 0141-242 2214
Fax: 0141-242 2244
Email: helpdesk@sqa.org.uk
Website: www.sqa.org.uk

Skills for Health

Goldsmiths House
Broad Plain
Bristol BS2 0JP
Tel: 0117 9221155
Email: office@skillsforhealth.org.uk
Website: www.skillsforhealth.org.uk

7.2 Information about research into complementary medicine

Research Council for Complementary Medicine

27a Devonshire Street, London W1G 6PN
Tel: 020-7935-7499
Website: www.rccm.org.uk

7.3 Course and career information

Complete Guide to Further Education Courses in the UK

By Beryl Dixon; published by Hobsons plc in September 2002
ISBN: 1860179258

Floodlight

Website: www.floodlight.co.uk.
General information about courses in London

NHS Careers

Website: www.nhscareers.nhs.uk
A useful site to search for post registration courses in complementary therapies for conventional health practitioners

Occupations 2003

By Peter Turvey; published by Careers and Occupational Information Centre in October 2002
ISBN 0861108345
Gives general careers advice and includes section on complementary therapies

University and Colleges Admissions Service

Tel: +44 (0)870 1122211
email: enquiries@ucas.ac.uk for an automated response
General enquiries:
Tel: +44 (0) 1242 222444
Website: www.ucas.ac.uk



7.4 Information about sources of funding

Government education departments

For students living in England and Wales:

Department for Education and Skills higher education student support

This website is for students living in England and Wales who want to know what financial help is available to them as higher education students

Website: www.dfes.gov.uk/studentsupport

Students in Northern Ireland have to make their applications for support through their local Education & Library Board:

Belfast Education and Library Board

40 Academy Street

Belfast

BT1 2NQ

Belfast ELB

Website: www.belb.co.uk

Western Education and Library Board

Campsie Road

1 Hospital Road

Omagh

BT79 OAW

Website: www.welbni.demon.co.uk/

North Eastern Education and Library Board

County Hall

182 Galgorm Road

Ballymena

BT42 1HN

Website: www.neelb.org.uk/

South Eastern Education and Library Board

Grahamsbridge Road

Dundonald

Belfast

BT16 OHS

Website: www.seelb.org.uk

Southern Education and Library Board

3 Charlemont Place

Armagh

BT61 9AX

Website: www.selb.org

The Student Awards Agency for Scotland

For students living in Scotland who want to know what financial help is available to them as higher education students and to make applications for support.

3 Redheughs Rigg

South Gyle

Edinburgh

EH12 9YT

Website: www.student-support-saas.gov.uk/

Other organisations

Career Development Loans

These loans are made to cover the cost of fees, books, materials and living costs for 24 months. Applicants need to be 18 years or older and intending to participate in a job related course.

Tel: 0800 585 505

Website: www.lifelonglearning.co.uk/cdl/index

Citizens Advice Bureau

They have a database of local charities and trusts, who may be able to provide grants for students. Look in your local telephone directory for your nearest office.

Educational Grants Advisory Service (EGAS)

Provides information on charitable institutions who may be able to assist students.

Tel: 0207 249 6636

Further education student support

This website, which also comes in the form of a booklet *Money to Learn*, aims to tell you everything you need to know about how to get financial support while you're studying.

Website: www.lifelonglearning.co.uk/moneytolearn

Scholarship Search UK

A freely searchable web-based database of undergraduate scholarships offered by academic institutions, commercial organisations and charitable trusts.

Website: www.scholarship-search.org.uk

Student Loans Company Ltd.

Information on loans for higher education students.

Website: www.slc.co.uk in the UK.

In addition, some complementary therapy professional bodies, such as the Society of Homeopaths and the General Osteopathic Council, may be able to provide some support (usually in the form of small loans) to applicants who are facing financial difficulties. Contact the professional body direct for advice.



8 REFERENCES

Bonnet, J. *Complementary medicine: information pack for primary care groups*. Department of Health, Foundation for Integrated Medicine, NHS Alliance and National Association of Primary Care, 2000.

Chartered Society of Physiotherapy. *Physiotherapy and Complementary Medicine*, Information Paper number PA48, CSP, October 2002. Website: www.csp.org.uk

Dr Foster. *Good Complementary Therapist Guide*, Vermillion, London 2002

House of Lords Select Committee on Science and Technology. *Complementary and Alternative Medicine*. Paper 123 of Session 1999-2000, London, The Stationery Office. ISBN 010 483100 6

Mills S and Budd S. *Professional Organisation of Complementary and Alternative Medicine in the United Kingdom 2000*, Centre for Complementary Health Studies, University of Exeter 2000. ISBN 0 9531757 15

Ong C K and Banks B. *Complementary and alternative Medicine: the consumer perspective*. Occasional paper no 2. The Prince of Wales's Foundation for Integrated Health, 2003. ISBN 0 9539453 2 4

Rankin-Box D, ed. *The Nurse's Handbook of Complementary Therapies*, Balliere Tindall. Royal College of Nursing, 2001

Rowlands B. *The Which Guide to Complementary Medicine*. Which? Ltd, 1997. ISBN 085202634X

Royal College of Midwives. *Complementary Therapies and Midwifery*, position paper 10a, December 1999 Website: www.rcm.org.uk

Russo, H. *Integrated Healthcare: a guide to good practice*. Foundation for Integrated Medicine, 2000

Tiran D and Mack S. eds. *Complementary Therapies for Pregnancy and Childbirth*. 2nd edition, Balliere Tindall, 2000

Zollman C and Vickers AJ, ed. *ABC of Complementary Medicine*. BMJ Books, 1999

9 APPENDICES

Appendix A

National qualifications framework excluding degrees

External qualifications

External qualifications are:

- (i) academic or vocational in nature, but do not include academic qualifications at first degree level or any comparable or higher level
- (ii) authenticated or awarded by an outside body

For a list of the qualifications in complementary therapies currently accredited on the national framework contact the Qualifications and Curriculum Authority www.qca.org.uk

External qualifications are regulated by the following authorities:

England Qualifications and Curriculum Authority (QCA) regulates all external qualifications.

Northern Ireland the Council for the Curriculum, Examinations and Assessments (CCEA) regulates external qualifications offered to full time students up to age 19, all other external qualifications are regulated by QCA.

Scotland The Scottish Qualifications Authority (SQA) regulates all external qualifications.

Wales The Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) regulates all external qualifications except National Vocational Qualifications (NVQs), which are regulated by QCA.

The regulatory authorities are in the process of revising the national qualifications framework for England, Wales and Northern Ireland. There are three categories of qualifications: general, vocationally-related and occupational. The relationship between these categories is laid out in the table on the next page. Currently, qualifications accredited in complementary therapies are vocationally related and are mainly at level 3 (equivalent to advanced level), though this may well change in the future. There are currently no national vocational qualifications in complementary therapies.



The National Qualifications Framework

Level of Qualification	General		Vocationally-related	Occupational
5	Higher-level qualifications			Level 5 NVQ
4				Level 4 NVQ
3 advanced level	A Level	Free-standing mathematics units level 3	Vocational A Level (Advanced GNVQ)	Level 3 NVQ
2 intermediate level	GCSE grade A*-C	Free-standing mathematics units level 2	Intermediate GNVQ	Level 2 NVQ
1 foundation level	GCSE Grade D-G	Free-standing mathematics units level 1	Foundation GNVQ	Level 1 NVQ
Entry level	Certificate of (educational) achievement			

Details of the national qualifications framework can be found on the QCA website www.qca.org.uk.

Definition of NVQ Levels

Level 1

Competence which involves the application of knowledge and skills in the performance of a range of varied work activities, most of which may be routine or predictable.

Level 2

Competence which involves the application of knowledge and skills in a significant range of varied work activities, performed in a variety of contexts. Some of the activities are complex or non-routine, and there is some individual responsibility and autonomy. Collaboration with others, perhaps through membership of a work group or team, may often be a requirement.

Level 3

Competence which involves the application of knowledge and skills in a broad range of varied work activities performed in a wide variety of contexts, most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is often required.

Level 4

Competence which involves the application of knowledge and skills in a broad range of complex, technical or professional work activities performed in a wide variety of contexts and with a substantial degree of personal responsibility and

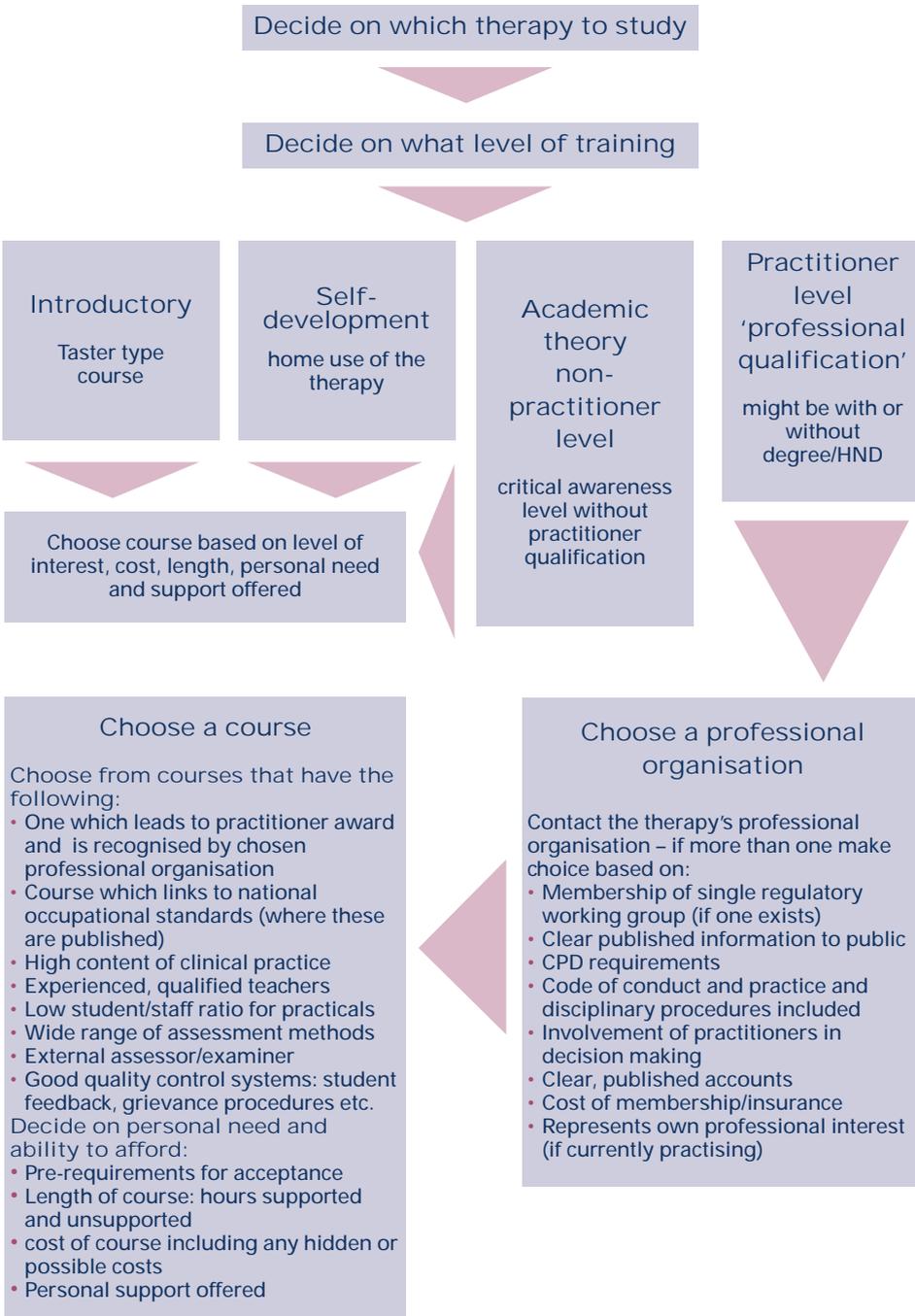
autonomy. Responsibility for the work of others and the allocation of resources is often present.

Level 5

Competence which involves the application of skills and a significant range of fundamental principles across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources feature strongly, as do personal accountabilities for analysis and diagnosis, design, planning, execution and evaluation.

Practitioners in complementary healthcare will often be working at level 4 as the work will include professional work activities and a substantial degree of personal responsibility and autonomy.





22 Excluding courses for those seeking specific professional practice and development courses and qualifications.

Choosing a course in complementary healthcare • a student guide

This guide aims to help prospective students of complementary healthcare to select a suitable training course for their needs. It does not contain a directory of courses but does give details of organisations you can contact for such information. The guide outlines the current education and training situation in complementary healthcare and indicates how future developments in the regulation of this sector may affect training, qualifications and licence to practise. Primarily intended for people with little or no experience in the healthcare field this book will also be useful for other healthcare practitioners, such as nurses or midwives, who wish to undertake training in this increasingly popular area of healthcare. It will also be of interest to teachers, careers advisors and colleges providing and developing courses in the complementary therapy field.

The Prince of Wales's Foundation for Integrated Health, originally named the Foundation for Integrated Medicine, was formed at the personal initiative of His Royal Highness The Prince of Wales, who is now its president. The Foundation's aim is to promote the development and integrated delivery of safe, effective and efficient forms of healthcare to patients and their families through encouraging greater collaboration between all forms of healthcare.

Lorraine Williams is Development Manager, Education and Training for The Prince of Wales's Foundation for Integrated Health.

The Prince of Wales's
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www.fihealth.org.uk

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