



# **The Affiliation of Crystal Healing Organisations (ACHO)**

*Training Standards*

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## The Affiliation of Crystal Healing Organisations Updated July 2007

All schools have agreed to teach the Core curriculum as included here. All students are internally assessed by the school and can have an external validation by the independent Open College Network (OCN if the school is registered with OCN) or by one of ACHO's Verifiers.

The core curriculum is accredited and validated at 24 OCN/NVQ credits at level 3.

The Core Curriculum must be **NO MORE** than half (90hours) the tutored content of a full course.

The remaining part of the course is taken with crystal topics (at least 90% of the course) chosen by the school to reflect their areas of expertise. These topics and a short explanation must be registered with ACHO to ensure the 90% content.

The full course must take a minimum of two years to complete.

This can be evenly spread through the two years or in blocks of days.

Anatomy & Physiology (equivalent of 35 hours study, plus written assessment) may be incorporated into the general syllabus, or as self-directed study, but is not part of the Core Curriculum.

All new schools to have this in place before being accepted as part of ACHO

Workbook(s) can be created for students or the questions given out as a basis for a portfolio.

These questions are designed for short, sharp answers, not essays!

Regardless of the order in which these are taught, please ensure that students keep their evidence in this order.

Students have the option to have their work externally verified by ACHO (see website)

Students are encouraged to have their own opinions and explain them. If they think a technique is no good – fine, but they need to explain why they think that and vice versa if they really like a technique.

### **If you have problems with any topics:**

Please contact ACHO Email: [info@acho.co.uk](mailto:info@acho.co.uk)

### **Decoding the educational jargon**

<b>Word</b>	<b>What it means in plain English</b>
Evaluate	Try the technique out and work out what you think about it
Compare	Work out the pro's and con's and describe them
Critically compare	Work out the pro's and con's and say what you think of each
Justify	Make a choice and then say why you made it and be prepared to stand up for your decision
Analyse	Work out what is going on
Critically discuss	Explain what is going on and give your opinions
Compare and contrast	Work out the pro's and con's and then say what each thing has to offer that is better than another

<p style="text-align: center;"><b>Education-speak</b></p> <p><b>Unit 1 Title: Crystal Formation</b></p>	<p style="text-align: center;"><b>Everyday English</b></p> <p><b>Question(s) that a student answers to show evidence of their knowledge</b> You can of course, add to or augment this, since this is the <u>minimum</u> required!</p>
<p>1. 1 Evaluate, critically compare and describe each system of crystal formation, giving at least four examples of each one</p>	<p>For each crystal system:</p> <ol style="list-style-type: none"> <li>1. Draw a diagram here of the basic shape of each crystal system</li> <li>2. Name four common crystals that display the named system, give their chemical formulae, hardness on the Mohs' scale, lustre, main sources</li> <li>3. Give some examples of possible healing uses of each system as a whole, and some of the crystals you have mentioned above</li> </ol>
<p>1. 2. Research and evaluate the structure of the Earth and its implications on the distribution of minerals.</p>	<ol style="list-style-type: none"> <li>1. Draw a diagram of the layers of the Earth, labelling and describing the layers</li> <li>2. Draw and label a diagram of the Rock Cycle and how it works</li> </ol>
<p><b>Unit 2 Title: Crystal Properties and Acquisition</b></p>	
<p>2.1 Compare and discuss the implications for crystals categorised according to Mohs' Scale</p>	<ol style="list-style-type: none"> <li>1. Explain what the Mohs' Scale is in your own words and give a visual representation of it</li> <li>2. Comment on how this information could be of value to you :</li> </ol>
<p>2.2. Compare and contrast crystals falling under technical descriptions, such as amorphous, anhydro, elestial etc</p>	<ol style="list-style-type: none"> <li>1. Describe 5 of the technical terms related to the 'habit' of crystals</li> </ol>
<p>2.3. Justify reasons for the careful handling of certain crystals</p>	<ol style="list-style-type: none"> <li>1. List two or three crystals that are/could be potential poisonous and say why.</li> <li>2. List three crystals that are not poisonous, but where their qualities may indicate certain handling</li> </ol>
<p>2.4. Critically discuss the techniques used to mine crystals 2.5. Analyse and compare the effects that mining has on the environment</p>	<ol style="list-style-type: none"> <li>1. Describe three mining techniques, what they are used for and the pros and cons of each procedure and its environmental impact.</li> </ol>
<p><b>Unit 3 Title: Curriculum Crystals</b></p>	
<p>3.1. Describe and evaluate the full crystallography of stones covered by the programme. e.g. hardness, composition, habit etc.</p>	<ol style="list-style-type: none"> <li>1. Devise a directory of crystals for personal use covering the curriculum stones</li> </ol>
<p>3.2. Compare and critically discuss commercial methods for enhancing and treating crystals</p>	<ol style="list-style-type: none"> <li>1. List at least three crystals that have been enhanced in some way, with your own comments and opinions:</li> </ol>
<p>3.3 Understand, operate and apply relevant Health and Safety guidelines on all occasions</p>	<ol style="list-style-type: none"> <li>1. Comment on and explain any issues from health &amp; safety that you feel are particularly relevant to Crystal work</li> </ol>

<b>Unit 4 Title: Choosing Crystals</b>	
4.1. Compare and contrast various considerations when choosing crystals 4.2. Evaluate and critically discuss the choices of crystals for healing	1. Look at three ways of choosing crystals for healing. Give the advantages and disadvantages of each method you nominate.
4.3. Analyse and justify reasons for choosing crystals for meditation and self-healing	1. How would you choose crystals for meditation? Explain your answer.

<b>Unit 5 Title: Cleansing Crystals</b>	
5.1. Appreciate and justify reasons for cleansing crystals	1. Give two theories as to why crystals need cleansing and point out where you agree or disagree with those theories
5.2 Evaluate and justify choices of four methods of crystal cleansing	1. Explain four methods of cleansing crystals, giving the advantages and disadvantages of each. 2. What is your favourite method of cleansing crystals and why is it your favourite?
5.3 Appreciate and critically discuss the difficulties of using uncleansed crystals	1. Itemise difficulties that might occur is using uncleansed crystals in healing, in meditation, wearing as jewellery. Comment on each difficulty mentioned

<b>Unit 6 Title: Linking with Crystals</b>	
6.1. Evaluate and critically discuss three methods of attuning to a crystal	1. List three ways that you might attune to a crystal, giving the advantages/ disadvantages of each one
6.2 Analyse and justify motives and methods of modifying the activities of crystals e.g programming, charging etc.	1. Describe methods of charging crystals. What are their advantages and disadvantages? 2. What is meant by programming crystals? What do you think about the process? Have you any experience of programmed crystals? 3. Describe two sorts of programming, commenting on each from your personal thoughts and opinions
6.3 Compare and discuss reasons for dedicating crystals for general and specific use.	1. Describe ways that you might dedicate a crystal and what benefits and disadvantages that might have.

<b>Unit 7 Title: Chakra Theory</b>	
7.1. Evaluate the correspondences and positions for each of the main chakras 7.2. Critically discuss the functions and dysfunctions of the chakras	1. Create and complete an easy-to-use reference guide to the chakras, their positions, correspondences and functions/dysfunctions including implications for health

<b>Unit 8 Title: Crystals and Chakras</b>	
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8.1 Justify choices of three crystal healing techniques to work with the chakras	1. Record three methods of using crystal with chakras, describe the advantages of each
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<b>Unit 9 Title: Crystals and Subtle Bodies</b>	
9.1 Analyse one method of describing the subtle bodies and justify its choice as a model for working with crystals	1. Explain a subtle body system and its importance to our wellbeing and why this particular model is useful to you
9.2. Justify the choice of at least one crystal healing technique for working with the subtle bodies	2. Describe a technique for balancing the subtle bodies with crystals and give its pros and cons
<b>Unit10 Title: Meridians</b>	
10.1. Critically discuss the function and correspondences of the meridians 10.2 Know the positions of the main meridians	1. Create and complete an easy-to-use reference guide to the meridians, their positions, correspondences and functions/dysfunctions including implications for health

<b>Unit 11 Title: Crystal and Meridians</b>	
11.1. Justify the choice of one crystal healing technique that utilises knowledge of the meridians	1. Explain at least one technique of working with meridians and crystals and why it is so useful

<b>Unit 12 Title: Crystal and The Aura</b>	
12.1. Use, evaluate effectiveness and justify three ways to protect the human aura	1. Explain three methods of protecting the aura – at least one with crystals and explain their advantages and disadvantages
12.2 Use, evaluate and justify choice of techniques to cleanse the aura, including one using crystals	1. Record here ways to cleanse the aura (at least one using crystals) and note which one you prefer and why

<b>Unit 13 Title: The Crystal Healing Session</b>	
13.1 Create and use a case history format and justify its design	1. Create a format for records keeping explaining your choices 2. Keeping records (information, financial etc)
13.2. Analyse and justify techniques to prepare themselves prior to a session as a crystal healer 13.3 Evaluate and justify the choice of techniques for preparing a person to receive crystal healing	1. Describe the procedures you intend to follow when working with crystals and why you do them: a) preparing yourself b) preparing your client c) preparing your crystals
13.4. Evaluate methods for concluding a healing session	1. Describe the procedures you intend to follow when closing a session and explain why you do them

<b>Unit 14 Title : Crystals for Healing</b>	
14.1. Critically discuss and evaluate the handling of crystals during the healing session	1. Explore, evaluate and analyse methods and implications of handling crystals in a healing session
14.2. Critically discuss and analyse at least two theories of how crystals are thought to work	1. Give two examples of how you might explain how crystals are thought to work and your opinions on them
14.3 Use and evaluate the effectiveness of techniques that can be used for self-healing	1. Describe at least three techniques you use for self-healing and why you like them

<b>Unit 15 Title: Further Work with Crystals</b>	
15.1. Evaluate and use two healing techniques other than those using chakras, subtle bodies and meridians	1. Explain and analyse two crystal healing techniques other than those used for chakras, subtle bodies and meridian work .
15.2. Evaluate and justify the use of crystals for absent or distant healing	1. Explain how you would set up absent healing for someone and why you do what you do

<b>Unit 16 Title: Energy Management</b>	
16.1. Evaluate, analyse and justify the choice of three methods of earthing an individual	1. Describe and contrast three methods of earthing or grounding someone
16. 2. Analyse and critically discuss aspects of body language that show whether an individual is earthed or not	1. What are the indications that someone is earthed and what in your opinion, does each show?
16. 3. Analyse and justify a choice of techniques to centre an individual’s energy	1. Describe and contrast three methods of centring or returning someone to everyday awareness

<b>Unit 17 Title: Healing Management</b>	
17.1. Use and critically discuss strategies to deal with healing crises during a healing session	1. Describe and evaluate strategies of dealing with healing crises within a healing session
17.2. Use and critically discuss strategies to deal with healing crises after a healing session	2. Describe and evaluate strategies of dealing with healing crises after a healing session

<b>Unit 18 Title: Relaxation and Visualisation</b>	
18.1. Use and analyse the effectiveness of at least three relaxation techniques 18.2. Use and evaluate their delivery of a visualisation technique	1. Record experiences of giving and receiving three relaxation and one visualisation techniques including your opinions on each

<b>Units 19-21 Title: Client Management</b>	<b>These can be self-directed study</b>
1. Understand the responsibilities of working with clients	1.1 Describe activities undertaken to put a client at ease 1.2 Outline observations indicating that a client may be uncomfortable 1.3 Outline the responsibilities of working as a therapist with children

<b>Units 19-21 Title: Client Management</b>	<b>These can be self-directed study</b>
2. Be able to maintain full records	1.1. Outline how full and accurate records are kept 1.2. Discuss the reasons for confidentiality 1.3. Outline the implications of the Data Protection Act for a therapist
3. Be able to work safely in a variety of settings	1.4. Draw up a list of activities and safety checks before a client arrives for an appointment 1.5. Explain how these activities are modified for someone working from home
5. Understand the implications of pre and post therapeutic care	1.6. Draw up a list of contra-indications and describe how this would be communicated to the client 1.7. Explain the procedure if the client is contra-indicated 1.8. Describe how healing crises are dealt with 1.9. Design a strategy for aftercare of the client 1.10. Describe the consideration required for you to safely work within the Sale of Goods Act 1979
6. Be aware of the issues concerning equality in the workplace	1.11. Explain your understanding of how a client's religious or cultural beliefs may impinge on your therapy 1.12. Draw up a strategy to ensure your service is available to all and is respectfully delivered 1.13. Working with the ACHO/BCH Code of Conduct for your therapy, itemise areas of special importance to yourself and say why
7. Be aware of the requirements of professional practice	1.14. Draft an appropriate report to another professional 1.15. Draft out examples of an advertisement and business card for your therapy that fall within the Trades Description Act 1968
<b>Units 22-24 Title: Health and Safety</b>	<b>These can be self-directed study</b>
1. Understand the implications of the Health and Safety at Work Act 1974, Reporting Injuries and the Electricity at Work Regulations 1989	1.1. Compare the relevant regulations applicable to their therapy

Units 22-24 Title: Health and Safety	These can be self-directed study
2. Be able to implement Health and Safety Procedures.	1.2. Critically compare the hygiene practices applicable to their therapy and why they are required 1.3. Evaluate issues of dealing with hazardous materials applicable to their therapy 1.4. Justify the items required for a First Aid box 1.5. Analyse an example of a page from an accident book and explain the reasons for each item/entry
3. Be able to implement Fire and Evacuation Procedures	1.6. Draw up and then evaluate a fire and evacuation procedure for your work premises 1.7. Critically discuss the responsibilities of each person involved 1.8. Evaluate the different types of Fire Extinguisher and their uses
4. Be able to implement security procedures	1.9. Justify a risk assessment you have created for your therapy 1.10. Compare strategies for ensuring the workplace is safe for clients and staff.

<b>Other Professional Requirements</b>	
ACHO/BCH Code of Conduct	Student has signed to say that they have been taken through and understand the implications of the ACHO/BCH Code of Conduct
Anatomy & Physiology (not to be included in the 90 hours core curriculum)	That the Core Curriculum or Year 1/Certificate course has included as extra to the above, or the student has evidence of at least 35 hours of Anatomy & Physiology learning There are home study courses that meet this requirement.
First Aid	Not mandatory but might be worth considering for the student to do for themselves

## **ACHO/BCH Syllabus Stones:**

Clear quartz  
Rose Quartz  
Celestite  
Tourmaline  
Amethyst  
Malachite  
Citrine  
Lapis lazuli  
Smoky quartz  
Amber  
Obsidian  
Labradorite  
Moonstone  
Haematite  
Pyrite  
Fluorite  
The quartz family (carnelian, etc)  
Calcite  
Garnet  
Turquoise  
Beryl family (emerald, aquamarine etc)  
Herkimer diamond

## The Syllabus for The ACHO Intermediate Crystal Course

The units are taken from the Core Curriculum.

Schools can add more units to this, but this is put forward as a ‘core of the core’ so that ACHO can offer something for therapists already trained in other skills – as Continuing Professional Development (CPD) or as a lead into a certificate or full diploma.

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