

Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	DipHE Complementary Healthcare and Wellbeing
Teaching Institution	Lincoln College
Awarding Institution	The Open University (OU)
Date of first OU validation	22 nd April 2021
Date of latest OU (re)validation	
Next revalidation	
Credit points for the award	240
UCAS Code	
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2021
Underpinning QAA subject benchmark(s)	Health Studies
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	Professional accreditation NOS, Skills for Health Core Skills and Individual Professional Body core curriculum criteria for voluntary regulation.
Professional/statutory recognition	The Federation of Holistic Therapists (FHT) Currently working towards
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Full Time, Blended Learning, Weekend study plus clinical hours.
Duration of the programme for each mode of study	2 years Full Time 4 years Part Time (Level 4 completed over 2 years and level 5 over 2 years)
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	

Please note: This specification provides a concise summary of the main features of the program and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The course provides comprehensive education and training into the concept of Holistic Complementary and Integrated Healthcare; whilst developing hands-on practitioner skills and extensive practical techniques in various therapeutic therapies to include advanced massage, clinical aromatherapy, and reflexology; meeting the core curriculum laid out by the professional associations within the sector. It will provide a deeper level of knowledge within Anatomy, Physiology, and Pathology, Nutrition, Business Development, Interpersonal skills, and therapeutic relationships.

DipHE Complementary Healthcare and Wellbeing will provide prospective students the opportunity to enrol onto a meaningful, current, and up to date course that incorporates and links to the current healthcare and wellbeing initiatives, along with the growing developments and changes within the healthcare sector, NHS needs and patient choice.

It aims to address the growing public interest in Complementary Healthcare with accredited training of high level professional Complementary Therapists; that have a stronger skills and knowledge base; allowing them to work within this every growing area of healthcare; whilst ensuring their skillset allows both private and public sector career opportunities from working in corporate settings, alongside the NHS, within specialist areas such as palliative care, integrated healthcare practices and of cause private clinics.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The HE provisions at Lincoln College incorporates a range of BSc Degree's that the candidates may wish to entre, supporting their career development within the world of health and wellbeing with such relevant degrees as Clinical Herbalism, Acupuncture, Social Science, Business and Management, Sports Therapy and Sports Coaching

For candidates wishing to enter the public healthcare sector / NHS; bridging modules are available via Skills for Health, and Skills for Health Care. Completion of the integrated practice module at level 4 will identify such needs for future development.

Enrichment will be employed within the course to incorporate specialist training that will enhance the professional CV to include such things as first aid, sports massage techniques, myofascial release techniques, Indian head massage and so on. Selection of such enrichment will incorporate the wishes of candidates and support the trends and needs of the industry.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

Level 4 CertHE in Complementary Therapies on completion of year 1

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

Programme Structure - LEVEL 4					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Level 4 – Year 1					
Principles and Practices of Complementary Therapies	15	None		No	First
Anatomy, Physiology and Pathology	30			No	Both
Clinical practice 1	30			No	Both
Interpersonal Skills and Professional Ethics	15			No	Second
Integrated Healthcare and Wellbeing Development	15			No	Second
Fundamental Research and Study Skills	15			No	First

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1. Investigate and Illustrate the rich history, philosophy, principles and modern day practice requirements for Complementary Therapies and Healthcare</p> <p>A2. Recognise the importance of meeting the professional body core curriculum criteria, along with professional standards, codes of conduct and ethical requirements</p>	<p>A1 – A4: Conveyed via lecture/seminar materials, using a mix of face-to-face and remote learning and practical demonstrations.</p>

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
<p>A3. Outline the role of regulatory bodies with modern practice along with scientific evidence, and up to date legislation to allow for integrated practice within private, public and NHS sectors</p> <p>A4. Define relevant anatomical systems, their functioning, structure, physiology and related pathologies, whilst understanding the physiological and psychological effects complementary therapies have on the body.</p>	<p>Assessed via a range of strategies including exams, portfolios, essays and case study reports.</p> <p>Practical formative assessment and reflective clinical practice provides development and growth in preparation for summative practical assessments</p>
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1. Analyse complementary therapy application, anatomy, physiology and pathology, reflective practice, and general wellbeing in constructing treatment plans and client case study reports.</p> <p>B2. Apply theoretical arguments and paradigms as well as effective study and research skills within complementary healthcare research, integrated practice understanding and associated ethics, legislation and professional practice conduct.</p>	<p>B1, B2: Primarily conveyed via lecture/seminar materials, using a mix of face-to-face and remote learning.</p> <p>Case Study Reports and Reflective practice</p> <p>Independent Study and Research assignments used to assess learning.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1. Implement interpersonal skills to build the therapeutic relationship; allowing effective treatment planning, whilst understanding the limitations, boundaries, ethics, need for referral and working with other professionals where appropriate.</p> <p>C2. Illustrate essential knowledge of, plan for and apply effective, safe complementary therapy treatments to a range of different clients, with a range of health and wellbeing needs; which meet the core curriculum criteria from the sector professional body's and professional accreditation</p> <p>C3. Produce innovative ideas to support wellbeing development, events and client support in a range of settings and integrated practices</p> <p>C4. Develop reflective practice skills to support personal and professional development, along with developing case study reports</p>	<p>C1 – C4: Primarily conveyed via lecture/seminar materials, using a mix of face-to-face and remote learning, followed by supported learning within the training clinic</p> <p>Training clinic experience with actual clients and development of case study reports and reflective practice used for formative assessment</p> <p>Summative assessment via clinical core competencies; clinical reports included in the clinical portfolio</p> <p>C3 assessed via assignment and student presentation</p>
3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1. Infer essential treatment knowledge and safe application of therapies that meet safe, ethical practice requirements (mapped to core curriculum) preparing candidates for advanced therapy, exploration of integrated practice and working within various healthcare settings.</p>	<p>These skills form part of all modules, but particularly clinical practice. They are assessed by a range of strategies including both written and practical work.</p>

3D. Key/transferable skills	
<p>D2. Distinguish fundamental research and study skills to prepare for the student led research project in level 5, along with academic writing and presentation skills required within HE progression.</p> <p>D3. Plan, monitor and review your progress as an independent learner, whilst developing reflective skills for personal and professional development.</p> <p>D4. Recognize of the role, history, modern practice, and the physiological and psychological benefits of Complementary Healthcare in preparation for deeper exploration at level 5.</p>	

<u>Programme Structure - LEVEL 5</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Level 5 – Year 2					
Business and Marketing	30	None		No	Second
Nutrition for Therapy	15			No	First
Complementary therapies in specialist settings	15			No	First
Advanced Clinical Practice	30			No	Both
Research Project	30			No	Both

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1. Interpret the professional body core curriculum criteria, alongwith professional standards, codes of conduct and ethical requirements when carrying out complementary healthcare services</p> <p>A2. Summerise how to safely prepare, assess for and provide a range of Complementary Healthcare Treatments that incorporate advanced techniques to support the health and wellbeing of a variety of clients, in a variety of healthcare settings</p> <p>A3. Evaluate the requirements for safe, effective and professional therapy work, whilst working within specialit healthcare settings in private, public and NHS sectors</p> <p>A4. Appraise the role of nutrition in supporting general health, wellbeing and when working with various pathologies</p> <p>A5. Construct fundemental research to support professional development, along with effective research and study skills that support personal, sector specifc, and evidence based research, whilst providing the skills to conduct independent research projects</p>	<p>A1 – A5: Primarily conveyed via lecture/seminar materials,using a mix of face-to-face and remote learning.</p> <p>Assessed via a range of strategies including exams, portfolios, essays and case study reports</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1. Produce evidenced based research on the advanced therapy techniques, working within specialist settings and meeting the needs of various conditions and client needs, with an awareness of the limitations, boundaries and professional conduct within the specialist healthcare settings.</p> <p>B2. Compare and contrast a range of business ideas, related legislative and legal requirements, marketing strategies and networking.</p> <p>B3. Formulate a range of methods to develop a meaningful personal research project, critically evaluate results and produce relevant material to present findings.</p>	<p>B1– B2: Primarily conveyed via lecture/seminar materials,using a mix of face-to-face and remote learning.</p> <p>Assessed via a range of strategies including exams, portfolios, essays and case study reports</p> <p>B3. Requires the student to undertake an independent research project with the support of an assigned tutor. Seminars and tutorials are provided to support the student through the process. It is assessed via submission of an Independent Study Report</p>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1. Interpret essential knowledge of, prepare for, and execute effective, safe complementary therapy treatments, implementing the use of advanced techniques where appropriate to a range of different clients, with a range of health and wellbeing needs.</p> <p>C2. Infer knowledge of and provide therapies within various healthcare settings, which meet the core curriculum criteria from the sector professional body's and professional accreditation.</p>	<p>C1 – C4: Primarily conveyed via lecture/seminar materials,using a mix of face-to-face and remote learning, followed by supported learning within the training clinic</p> <p>Training clinic experience with actual clients and development of case study reports and reflective practice used for formative assessemnt</p>

3C. Practical and professional skills	
<p>C3. Formulate wellbeing and nutritional support into client support, advice and aftercare</p> <p>C4. Compose reflective practice to support personal and professional development, along with developing case study reports</p> <p>C5. Generate a well thought out and researched business concept with supporting marketing strategies, which displays essential business and sector specific knowledge and understanding</p>	<p>C1-4: Summative assessment via clinical core competencies; clinical reports included in the clinical portfolio</p> <p>C5: Assessed via assignment, business plan and student presentation</p>
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1. Compose appropriate questions to explore relevant issues or problems within your subject.</p> <p>D2. Formulate Complex information, arguments, and ideas effectively and appropriately for your subject, purpose, and audience.</p> <p>D3. Appraise, critically evaluate, and use information or data accurately in complex contexts to suit professional development and business development.</p> <p>D4. Select and use ICT tools to improve your learning and extend your numerical skills, and business development skills as appropriate.</p> <p>D5. As an independent learner, plan, monitor and evaluate your own learning and seek ways to improve your performance; to include future CPD needs.</p>	<p>These skills form part of all modules, but particularly clinical practice.</p> <p>They are assessed by a range of strategies including both written and practical work.</p>

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

Complementary healthcare is a growing sector with the need for higher level qualifications to ensure increased knowledge, professional standards, techniques, and skills are addressed to meet the increase in use of complementary healthcare and integrated healthcare practice. The current FE based vocational qualifications do not incorporate the ideal criteria or standards to allow successful learners to enter this ever-growing industry, that are fit for practice and ensure that the growing standards of the professional bodies, healthcare industry, the general public and insurance providers require.

The need for complementary and integrated healthcare is on the rise due to increasing funding restrictions within the NHS; reducing the treatments available for low level and chronic health conditions. This alongside the growing use of funding strategies for palliative care, mental health and life limiting conditions, as well as the increasing use of personal healthcare budgets, patient choice, and education; has seen a large increase in integrated healthcare practices. This also coincides with the growing wellbeing and selfcare industry which has seen an increase in private practices, corporate settings and allows for entrepreneurial business development.

It is likely to attract students on the basis that it will provide a broader set of career opportunities than standalone qualifications at level 3 are able to, meaning also that qualified therapists will be able to offer a wide range of services with clients and patients in a variety of settings.

The method of delivery incorporates 8 study weekends of blended learning, over each academic year, with clinical practice time allocated on a weekly basis. This will increase access for many and improve inclusivity for those that may be working, wanting to expand their skills or have other restrictions to traditional educational delivery. Methods used will include face to face lectures, hands on practical development, remote seminars and all will be further supported by the VLE, Canvas and Microsoft Teams. The experiential learning capacity will also be an attractive feature that also support the needs and resources of potential learners.

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

The climate for learning between the course participants and the lecturers will foster such characteristics as openness and authenticity, mutual respect and trust, collaboration, support, and satisfaction. The emphasis throughout will be on creating an intrinsically motivated learning experience for the course participant. This will be achieved by accepting the individual differences amongst course members and utilising approaches that ensure individual learning needs are recognised and met, enabling the course participant to gain a sense of accomplishment and mastery.

Throughout the course the participants will be given opportunities within the programme to:

- Be actively involved in their learning.
- Negotiate/choose methods that suit their particular styles.
- Tackle practice-based problems and make use of actual clinical situations.
- Use appropriate technology and other learning resources.
- Work to deadlines and balance conflicting pressures
- Review and evaluate their own and others work.
- Be actively involved in research to underpin their learning Individual.

Student support

HE student support is available for financial, travel, childcare, learning support and pastoral care and can be accessed by appointment; coordinated centrally by a HE Assessment and Support Coordinator who manages the process of assessing and supporting students with declared support needs. This includes help and advice with DSA applications.

Details of contacts, plus external contacts are also located within the student handbook, via the college website, the college VLE and other teaching platforms such as Microsoft Teams. Induction to the course will further highlight this to ensure students are able to gain relevant support both on and offsite They will be fully informed about the range of services available to them such as mental health support, counselling, finance and hardship funding, welfare and guidance advice.

Pastoral support is provided by the academic staff and one-to-one tutorials must be carried out at least twice per academic semester. These tutorials are recorded on the college system which also records student attendance, assessment marks, contact details and is used as a central point for recording all aspects of student support as information can be accessed and added by both academic tutors and student services staff to ensure that key information is communicated between the two teams. 1:1 tutorial's aim to guide students with pastoral, academic / course related concerns, target setting and with placement support.

Academic staff support students individually to secure external work placements within clinics / specialist settings across the country in line with the College safeguarding responsibilities and the professional accreditation guidelines.

The use of IT support apps to include Microsoft teams and Canvas will be incorporated to support both group activity, and personal support, remote learning, independent study, and communication.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

Fitness to practice issues are central to the process of selection for admission.

Entrance to the programme must be regarded as entrance to the profession. The following criteria apply;

- 1) Applications are encouraged from all age groups and from a wide variety of backgrounds, experience, and qualifications. A skill-scan will be used at interview to gather information and potential evidence where applicants are unable to demonstrate credited learning.
- 2) All applicants will be interviewed by the programme leader or other experienced specialist member of the teaching team.
- 3) Student wishing to enter at level 5 may be considered, but must demonstrate suitable knowledge and evidence of level 4 modules or L4 qualification within a suitable subject which would allow for APL of existing learning. The 120 credits required at Level 4 will need to be evidenced.
- 4) All applicants must attend an interview prior to their application being considered in full. At present, the course entry requirements are:
 - A minimum of 48 UCAS points
 - BTEC National (Diploma or Extended Diploma) in a relevant subject.
 - Minimum - Level 3 Diploma in a relevant subject. (for example Beauty Therapy, Health and social care)
 - GCE A and AS Levels with at least one subject at A level.
 - Scottish Higher/Advanced Higher with at least one subject at Advanced Higher.
 - For mature applicants some experience may be taken in lieu of the qualifications that carry UCAS points. (Skill Scan)
 - Basic Body Massage – as the clinical practice module within this qualification is developing advanced massage techniques, a basic understanding of each massage classification and application is required.
 - This can be completed alongside the course. (ie completion of the level 3 body massage available within lincoln college)

Plus:

- GCSE English Language- Grade 4/c or above
- GCSE Maths- Grade 4/C or above
- Functional skills or equivalent will also be considered.

7. Language of study

English language and writing skills at IELTS 6.5 or GCSE English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

- PSRB accreditation will be sought after OU validation for this course. Professional accreditation will then be applied for with the Federation of Holistic Therapists (FHT)
- Any changes to the OU standard assessment regulations will be considered as part of the PSRB accreditation event and subsequent updates to this program specification will be made.

9. For apprenticeships in England End Point Assessment (EPA).

(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.

- Student feedback is gathered by module co-ordinators each year, summarised, and considered as part of the module reports.
- Student feedback relating to individual modules and to the programme as a whole is also gathered via student reps as part of bi-annual subject committee meetings and via the HE Student Rep meetings.
- Module reports are compiled by each module co-ordinator at the end of each academic year and submitted to external examiners and to the accrediting body on request. They are also considered as part of the College Exam Board meeting each year. Each includes consideration of strengths, weaknesses and action points for the next year.
- The college quality improvement plan (QIP) and LAT strategy also implements the use of 'learning walks', 'HE practitioner support sessions and a 'Golden Hours' slot that is timetabled to provide innovation, planning and support in

course, resources, planning and development needs; with structured CPD, training and relevant seminars implemented as appropriate.

- An Annual Programme Monitoring Report (APMR) is completed to review overall strengths and weaknesses and to develop an action plan for any improvements needed.
- Any significant changes to the programme are discussed at the biannual subject committees.
- Once professional accreditation with the FHT has been finalised they will also require annual reports or site visits from an external examiner which require self-evaluation, and which provide external evaluation of our delivery. They may make recommendations or requirements for evaluation which we are required to implement or address and keep them updated on progress via annual reviews.

10. Changes made to the programme since last (re)validation

NA

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering and assessing (✓) particular programme learning outcomes.

Level	Module	A1	A2	A3	A4	B1	B2	C1	C2	C3	C4	D1	D2	D3	D4
4	Principles and Practices of Complementary Therapies	✓	✓	✓		✓	✓	✓	✓	✓		✓			
4	Anatomy, Physiology and Pathology	✓			✓	✓	✓		✓						
4	Clinical practice	✓	✓	✓	✓			✓	✓		✓	✓	✓	✓	✓
4	Interpersonal Skills and Professional Ethics	✓	✓	✓	✓	✓	✓	✓	✓			✓			
4	Integrated Healthcare and Wellbeing Development	✓	✓	✓			✓	✓	✓	✓		✓	✓	✓	
4	Fundamental Research and Study Skills					✓	✓				✓		✓	✓	✓

Level	Module	A1	A2	A3	A4	A5	B1	B2	B3	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
5	Business and Marketing Nutrition	✓		✓		✓	✓	✓						✓			✓	✓	✓
5	Nutrition as Therapy				✓				✓	✓		✓	✓		✓				
5	Complementary Therapies in Specialist Settings	✓	✓	✓			✓				✓		✓		✓	✓			
5	Advanced Clinical Practice	✓	✓		✓		✓			✓	✓	✓	✓	✓	✓	✓		✓	✓
5	Research Project					✓			✓							✓	✓		

Annexe 3: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.