

## Programme specification

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

### 1. Overview / factual information

|   |   |
|---|---|
| <b>Programme/award title(s)</b>   | BSc (Hons) Clinical Herbalism   |
| <b>Teaching Institution</b>   | Lincoln College   |
| <b>Awarding Institution</b>   | The Open University (OU)  |
| <b>Date of first OU validation</b>  | Dec 2017  |
| <b>Date of latest OU (re)validation</b>   | April 2023  |
| <b>Next revalidation</b>  | April 2028  |
| <b>Credit points for the award</b>  | 360   |
| <b>UCAS Code</b>  | B342  |
| <b>HECoS Code</b>   |   |
| <b>LDCS Code (FE Colleges)</b>  |   |
| <b>Programme start date and cycle of starts if appropriate.</b>   | September 2023  |
| <b>Underpinning QAA subject benchmark(s)</b>  | Paramedics, Health Studies & Biomedical Science   |
| <b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b> | None  |
| <b>Professional/statutory recognition</b>   | European Herbal & Traditional Practitioners Association (EHTPA), National Institute of Medical Herbalists (NIMH) (in application) |
| <b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>   | FT & PT via Mix of DL and Face-to-Face  |
| <b>Duration of the programme for each mode of study</b>   | FT – 3 years, PT – 5 or 6 years   |
| <b>Dual accreditation (if applicable)</b>   |   |
| <b>Date of production/revision of this specification</b>  | 29/03/2023  |

## 2. Programme overview

**Please note: This specification provides a concise summary of the main features of the programme 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 BSc (Hons) Clinical Herbalism aims to provide students with the background knowledge, skills and competencies required of professional medical herbalists. Our graduates will be equipped for a number of roles in the field of herbal medicine:

- to establish their own practices as medical herbalists
- after some years in practice, to teach herbal medicine to future practitioners
- to teach elementary herbal medicine to the general public
- to enter employment in a related field
- to undertake research that develops the field of herbal medicine.

Accredited training of professional medical herbalists ensures that the public are adequately protected and that more people have access to approaches to health that complement conventional provision.

This course has been designed to meet the requirements of the European Herbal and Traditional Practitioners Association (EHTPA) core curriculum and the National Professional Standards for Herbal Medicine with the intention that graduates would be eligible for registration as professional medical herbalists with the main regulating professional associations including the National Institute of Medical Herbalists (NIMH), The College of Practitioners of Phytotherapy (CPP) and the Unified Register of Herbal Practitioners (URHP).

The main distinctive features of the course are the integration of theory and practice; the promotion of experiential learning; and the continual exploration and development of 'holism' within herbal medicine therapeutics.

### 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)

N/A.

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

**120 credit points:** Certificate in Higher Education in Complementary Studies (Herbalism).

**240 credit points** (at least 120 at level 5): Diploma in Higher Education in Complementary Studies (Herbalism).

**300 credit points** (at least 60 at level 6 and 120 at level 5): BSc Complementary Studies (Herbalism). The BSc in Complementary Studies (Herbalism) is not sufficient for entering professional practice as a medical herbalist.

These alternative exit awards are not professionally accredited and do not confer recognition of or qualification for the practice of herbal medicine.

### 3. Programme structure and learning outcomes

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

| <b><u>Programme Structure - LEVEL 4</u></b>                  |                      |                         |                      |                                 |                                     |
|--|----------------------|-------------------------|----------------------|---------------------------------|-------------------------------------|
| <b>Compulsory modules</b>                                    | <b>Credit points</b> | <b>Optional modules</b> | <b>Credit points</b> | <b>Is module compensatable?</b> | <b>Semester runs in</b>             |
| Herbal Therapeutics 1 (HT1)                                  | 30                   | None                    |                      | None are compensatable          | All modules run throughout the year |
| Anatomy & Physiology for Clinical Herbalism (A&P)            | 30                   |                         |                      |                                 |                                     |
| History, Philosophy & Evidence (HPE)                         | 15                   |                         |                      |                                 |                                     |
| Pharmacy & Community Practice (P&CP)                         | 30                   |                         |                      |                                 |                                     |
| Clinical Practice 1 (CP1)                                    | 15                   |                         |                      |                                 |                                     |
| <b><u>Programme Structure - LEVEL 4 Part-time Year 1</u></b> |                      |                         |                      |                                 |                                     |
| <b>Compulsory modules</b>                                    | <b>Credit points</b> | <b>Optional modules</b> | <b>Credit points</b> | <b>Is module compensatable?</b> | <b>Semester runs in</b>             |
| Herbal Therapeutics 1 (HT1)                                  | 30                   | None                    |                      | None are compensatable          | All modules run throughout the year |
| Anatomy & Physiology for Clinical Herbalism (A&P)            | 30                   |                         |                      |                                 |                                     |

| <b><u>Programme Structure - LEVEL 4 Part-time Year 2</u></b> |                      |                         |                      |                                 |                                     |
|--|----------------------|-------------------------|----------------------|---------------------------------|-------------------------------------|
| <b>Compulsory modules</b>                                    | <b>Credit points</b> | <b>Optional modules</b> | <b>Credit points</b> | <b>Is module compensatable?</b> | <b>Semester runs in</b>             |
| History, Philosophy & Evidence (HPE)                         | 15                   | None                    |                      | None are compensatable          | All modules run throughout the year |
| Pharmacy & Community Practice (P&CP)                         | 30                   |                         |                      |                                 |                                     |
| Clinical Practice 1 (CP1)                                    | 15                   |                         |                      |                                 |                                     |

**Intended learning outcomes at Level 4 are listed below:**

| <b><u>Learning Outcomes – LEVEL 4</u></b>   |  |
|---|--|
| <b>3A. Knowledge and understanding</b>  |  |
| <b>Learning outcomes:</b>   | <b>Learning and teaching strategy/ assessment methods</b>  |
| <p>You should demonstrate that you:</p> <p>A1: Are aware of key concepts of herbal medicine including the uses and qualities of selected key herbs, basic plant chemistry and botany, pharmacy, history and philosophy and basic therapeutic approaches.</p> <p>A2: Have a basic understanding of the anatomy and physiology of the human body and how psychological and social factors may affect these.</p> | <p>Both A1 and A2 are primarily conveyed via lecture/seminar materials, using a mix of face-to-face and DL.</p> <p>Assessed via a range of strategies including exams, coursework, essays and reports.</p> |

| <b><u>Learning Outcomes – LEVEL 4</u></b>   |  |
|---|--|
| <b>3A. Knowledge and understanding</b>  |  |
|   |  |
| <b>3B. Cognitive skills</b>   |  |
| <b>Learning outcomes:</b>   | <b>Learning and teaching strategy/ assessment methods</b>  |
| <p>You should demonstrate that you:</p> <p>B1: Apply your knowledge and understanding of herbal medicine and health and disease to contribute to and assess treatment plans for the patient case histories presented within the training clinic or elsewhere.</p> <p>B2: Evaluate knowledge and concepts from the antecedents of contemporary herbal medicine practice.</p> | <p>Training clinic experience with actual patients and use of case histories within seminars for academic modules.</p> <p>Assessed via clinical core competencies; clinical reports included in the clinical portfolio; and case histories in exams.</p> <p>HPE essay.</p> |

| <b>3C. Practical and professional skills</b>  |  |
|---|--|
| <b>Learning outcomes:</b>   | <b>Learning and teaching strategy/ assessment methods</b>  |
| <p>You should demonstrate that you:</p> <p>C1: Demonstrate the practical skills required to dispense safely and prepare some basic medicines.</p> <p>C2: Develop reflective practice skills in your personal and professional development as a trainee medical herbalist.</p> <p>C3: Apply ethical and legal concepts, confidentiality and professional standards applicable to the practice of herbal medicine within a training environment under supervision.</p> <p>C4: Devise workshops, presentations and seminars that effectively communicate selected concepts of herbal medicine.</p> | <p>C1: CP1 clinical competency assessment.<br/>P&amp;CP pharmacy product assignment.</p> <p>C2: CP1 reflective journals in portfolio.</p> <p>C3: CP1 core competency assessment.</p> <p>C4: P&amp;CP summative presentation.</p> |
| <b>3D. Key/transferable skills</b>  |  |
| <b>Learning outcomes:</b>   | <b>Learning and teaching strategy/ assessment methods</b>  |
| <p>You should demonstrate that you:</p> <p>D1: Know about and begin to address issues and problems central to your subject.</p>   | <p>These skills form part of all modules, they are assessed by a range of strategies including both written and practical work.</p>  |

### 3D. Key/transferable skills

D2: Develop your skills in communicating information accurately and appropriately to your subject, purpose and audience.

D3: Develop your skills in finding, selecting and using information or data in defined contexts.

D4: Develop your use of ICT tools and your numerical skills as appropriate to support your studies.

D5: Become aware of ways in which you learn, and begin to develop as an independent learner.

**Exit award at 120 credit points** Certificate in Higher Education in Complementary Studies (Herbalism)

| <b><u>Programme Structure - LEVEL 5</u></b>  |                            |                         |                      |                                 |                                     |
|--|----------------------------|-------------------------|----------------------|---------------------------------|-------------------------------------|
| <b>Compulsory modules</b>  | <b>Credit points</b>       | <b>Optional modules</b> | <b>Credit points</b> | <b>Is module compensatable?</b> | <b>Semester runs in</b>             |
| Herbal Therapeutics 2<br>Pathophysiology for Clinical Herbalists<br>Research Skills in Clinical Herbalism<br>Nutrition as Therapy<br>Clinical Practice 2 | 30<br>30<br>15<br>15<br>30 | None                    |                      | None are compensatable          | All modules run throughout the year |
| <b><u>Programme Structure - LEVEL 5 Part-time Year 1</u></b>   |                            |                         |                      |                                 |                                     |
| <b>Compulsory modules</b>  | <b>Credit points</b>       | <b>Optional modules</b> | <b>Credit points</b> | <b>Is module compensatable?</b> | <b>Semester runs in</b>             |
| Pathophysiology for Clinical Herbalists<br>Nutrition as Therapy<br>Clinical Practice 2 (studied across both years)                                       | 30<br>15<br>(30)           | None                    |                      | None are compensatable          | All modules run throughout the year |
| <b><u>Programme Structure - LEVEL 5 Part-time Year 2</u></b>   |                            |                         |                      |                                 |                                     |
| <b>Compulsory modules</b>  | <b>Credit points</b>       | <b>Optional modules</b> | <b>Credit points</b> | <b>Is module compensatable?</b> | <b>Semester runs in</b>             |
| Herbal Therapeutics 2<br>Research Skills in Clinical Herbalism<br>Clinical Practice 2 (studied across both years)  | 30<br>15<br>(30)           | None                    |                      | None are compensatable          | All modules run throughout the year |

**Intended learning outcomes at Level 5 are listed below:**

| <b><u>Learning Outcomes – LEVEL 5</u></b>   |  |
|---|--|
| <b>3A. Knowledge and understanding</b>  |  |
| <b>Learning outcomes:</b>   | <b>Learning and teaching strategy/ assessment methods</b>  |
| <p>You should demonstrate that you:</p> <p>A1: Have a sound knowledge and understanding of key concepts of herbal medicine such as the main therapeutic approaches; plant chemistry; and the uses and qualities of selected key herbs.</p> <p>A2: Have a sound knowledge and understanding of conventional concepts of pathophysiology and clinical sciences to the standard appropriate for a professional medical herbalist.</p> <p>A3: Are aware of the importance of nutrition and dietary needs in health and disease.</p> | <p>A1, A2 and A3 are primarily conveyed via lecture/seminar materials, using a mix of face-to-face and DL.</p> <p>Assessed via a range of strategies including exams, portfolios, essays and reports.</p>  |
| <b>3B. Cognitive skills</b>   |  |
| <b>Learning outcomes:</b>   | <b>Learning and teaching strategy/ assessment methods</b>  |
| <p>You should demonstrate that you:</p> <p>B1: Apply your knowledge and understanding of herbal medicine and health and disease to the construction of treatment plans for the patient case histories presented within the training clinic or</p>   | <p>Training clinic experience with actual patients and use of case histories within seminars for academic modules. Lectures and seminars on research skills.</p> <p>B1 is assessed via clinical core competencies; clinical reports included in the clinical portfolio; and case histories in exams.</p> |

| <b>3B. Cognitive skills</b>   |  |
|---|--|
| <p>elsewhere.</p> <p>B2: Apply theoretical arguments and paradigms as well as quantitative and qualitative methodologies in health research.</p>  | <p>B2 is assessed via a research report.</p>   |
| <b>3C. Practical and professional skills</b>  |  |
| <b>Learning outcomes:</b>   | <b>Learning and teaching strategy/ assessment methods</b>  |
| <p>You should demonstrate that you:</p> <p>C1: Engage with reflective practice skills in your personal and professional development as a medical herbalist.</p> <p>C2: Apply interpersonal and professional clinical skills in communication with patients, colleagues and other healthcare professionals.</p> <p>C3: Demonstrate an awareness of ethical issues appropriate to the practice of herbal medicine.</p> <p>C4: Use clinical examination skills to assess the patient's clinical signs.</p> <p>C5: Apply developing awareness of diet and nutrition in contributing</p> | <p>A1, C1, C2 and C3 are primarily delivered via training clinic experience with actual patients. C4 via practical seminars.</p> <p>C1 assessed via reflective journals within the clinical portfolio.</p> <p>C2, C3 and C4 via clinical core competency assessment.</p> <p>C5 assessed by Nutrition module but also clinic portfolio.</p> |

| <b>3C. Practical and professional skills</b>   |   |
|--|---|
| <p>to nutritional advice as an adjunct to herbal therapeutics in a clinical setting.</p>   |   |
| <b>3D. Key/transferrable skills</b>  |   |
| <b>Learning outcomes:</b>  | <b>Learning and teaching strategy/ assessment methods</b>   |
| <p>You should demonstrate that you:</p> <p>D1: Compare critically and use different approaches to issues and problems within your subject.</p> <p>D2: Communicate information, arguments and ideas effectively, using the styles and language appropriate to your subject, purpose and audience.</p> <p>D3: Find, critically evaluate and use information or data accurately in a range of contexts.</p> <p>D4: Use ICT tools and numerical skills, as appropriate, to help you learn effectively.</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   |  |
|---|--|
| D5: Plan, monitor and review your progress as an independent learner. |  |

**Exit Award at 240 credit points** (at least 120 at level 5): Diploma in Higher Education in Complementary Studies (Herbalism)

| <b><u>Programme Structure - LEVEL 6</u></b>  |                            |                         |                      |                                 |                                     |
|--|----------------------------|-------------------------|----------------------|---------------------------------|-------------------------------------|
| <b>Compulsory modules</b>  | <b>Credit points</b>       | <b>Optional modules</b> | <b>Credit points</b> | <b>Is module compensatable?</b> | <b>Semester runs in</b>             |
| Herbal Therapeutics 3<br>Clinical Skills for Herbalists<br>Research Project<br>Business Skills for Herbalists<br>Clinical Practice 3 | 30<br>15<br>30<br>15<br>30 | None                    |                      | None are compensatable          | All modules run throughout the year |
| <b><u>Programme Structure - LEVEL 6 Part-time Year 1</u></b>   |                            |                         |                      |                                 |                                     |
| <b>Compulsory modules</b>  | <b>Credit points</b>       | <b>Optional modules</b> | <b>Credit points</b> | <b>Is module compensatable?</b> | <b>Semester runs in</b>             |
| Herbal Therapeutics 3<br>Clinical Skills for Herbalists<br>Clinical Practice 3 (studied across both years)                           | 30<br>15<br>(30)           | None                    |                      | None are compensatable          | All modules run throughout the year |
| <b><u>Programme Structure - LEVEL 6 Part-time Year 2</u></b>   |                            |                         |                      |                                 |                                     |
| <b>Compulsory modules</b>  | <b>Credit points</b>       | <b>Optional modules</b> | <b>Credit points</b> | <b>Is module compensatable?</b> | <b>Semester runs in</b>             |
| Research Project<br>Business Skills for Herbalists<br>Clinical Practice 3 (studied across both years)                                | 30<br>15<br>(30)           | None                    |                      | None are compensatable          | All modules run throughout the year |

**Intended learning outcomes at Level 6 are listed below:**

| <b><u>Learning Outcomes – LEVEL 6</u></b>   |  |
|---|--|
| <b>3A. Knowledge and understanding</b>  |  |
| <b>Learning outcomes:</b>   | <b>Learning and teaching strategy/ assessment methods</b>  |
| <p>You should demonstrate that you:</p> <p>A1: Have a systematic and critical understanding of key ideas and debates around the therapeutic principles of western herbal medicine.</p> <p>A2: Have an understanding of ethical and legal concepts, confidentiality, professional standards, relevant legislation and codes of practice as they apply to the practice of herbal medicine.</p> <p>A3: Are critically aware of current research and scholarship in a specific area of study relevant to herbal medicine.</p> | <p>A1 and A2 are conveyed via lecture/seminar materials, using a mix of face-to-face and DL. Both are assessed via a range of strategies including exams, portfolios, essays and reports.</p> <p>A3 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 and Viva Voce.</p> |
| <b>3B. Cognitive skills</b>   |  |
| <b>Learning outcomes:</b>   | <b>Learning and teaching strategy/ assessment methods</b>  |
| <p>You should demonstrate that you:</p> <p>B1: Take responsibility for the construction of treatment plans for patients within the training clinic, applying current research and scholarship alongside long-established therapeutic interventions,</p>   | <p>B1 training clinic experience with actual patients and use of case histories within seminars for academic modules. Lectures and seminars on academic modules.</p>   |

| <b>3B. Cognitive skills</b>   |  |
|---|--|
| <p>with an awareness of their limitations.</p> <p>B2: Synthesise, critically evaluate, and challenge information, arguments and assumptions from different sources, including publications informed by current issues or research developments as appropriate.</p> <p>B3: Pursue a specific question or carry out a piece of personal research relevant to herbal medicine, utilising appropriate methods and showing awareness of their limitations.</p> <p>B4: Recognise the potential uncertainty, ambiguity and scope of practice of herbal medicine. Refer patients for further evaluations or to other health professionals as appropriate.</p> | <p>B1, B2 and B4 are assessed via clinical core competencies; a final clinical examination of practical skills; clinical reports included in the clinical portfolio; and case histories in exams.</p> <p>B3 is conveyed by seminars and tutorialson conducting an independent study and assessed by submission of an Independent Study Report.</p> |
| <b>3C. Practical and professional skills</b>  |  |
| <b>Learning outcomes:</b>   | <b>Learning and teaching strategy/ assessment methods</b>  |
| <p>You should demonstrate that you:</p> <p>C1: Apply the professional, clinical and practical skills necessary to the clinical practice of a medical herbalist and to be a safe and competent practitioner.</p> <p>C2: Engage with reflective practice skills and demonstrate ethical awareness in your personal and professional development as a</p>  | <p>C1 to C3 are primarily delivered via training clinic experience with actual patients.</p> <p>C4 via lectures and seminars, using a mix of DL and face-to-face delivery.</p> <p>C1, C2 and C3 assessed via clinical core competencies; a final clinical examination of practical skills; clinical reports and reflective journals</p>            |

| <b>3C. Practical and professional skills</b>   |   |
|--|---|
| <p>medical herbalist.</p> <p>C3: Apply interpersonal and professional communication skills in listening, explaining, liaising with, and teaching patients and the general public.</p> <p>C4: Plan, co-ordinate, evaluate and review professional activities, products and services as part of your own practice management.</p>  | <p>included in the clinical portfolio; and case histories in exams.</p> <p>C4 is assessed via a business plan and written examination.</p>                              |
| <b>3D. Key/transferable skills</b>   |   |
| <b>Learning outcomes:</b>  | <b>Learning and teaching strategy/ assessment methods</b>   |
| <p>You should demonstrate that you:</p> <p>D1: Identify and ask questions appropriately to explore relevant issues or problems within your subject.</p> <p>D2: Communicate complex information, arguments and ideas effectively and appropriately to your subject, purpose and audience.</p> <p>D3: Find, critically evaluate and use information or data accurately in complex contexts.</p> <p>D4: Select and use ICT tools to improve your learning and extend your numerical skills, as appropriate.</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/transerable skills   |  |
|--|--|
| D5: As an independent learner, plan, monitor and evaluate your own learning and seek ways to improve your performance. |  |

**Exit award at 360 credit points:** BSc (Hons) Clinical Herbalism

**Exit award at 300 credit points (at least 60 at level 6 and 120 at level 5):** BSc Complementary Studies (Herbalism).  
The BSc Complementary Studies (Herbalism) is not sufficient for entering professional practice as a medical herbalist.

#### 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

#### Attendance

It should be noted that this course has a minimum attendance requirement of 80% attendance for academic modules. Students falling below 80% attendance in any academic module without providing evidence of illness or extenuating circumstances, will be given an automatic fail for the module(s) affected.

Clinical modules require 100% attendance and there are strict guidelines concerning the catching up of clinical hours. Therefore, any sessions missed must be rebooked and taken before the student can move up to the next level.

#### Clinical Modules

In addition to clinic seminars during teaching blocks, students are required to complete 500 hours of clinical practice training across the programme. 90 hours of clinical practice training are required at Level 4. A proportion of the remainder are required at Level 5 (normally 190 hours) and at Level 6 (normally 220 hours). Clinical Practice Training is primarily delivered in the Complementary Medicine Clinic at Lincoln College. Each student will liaise with their level co-ordinator to produce an individual plan for completion of these hours at the start of each academic year. These hours may be completed in intensive blocks if preferred and if available; or students can opt to complete them via regular attendance during semesters. A proportion of clinical hours may be completed with external training clinics upon approval by the teaching team.

#### Fitness to Practice and Core Competence in Clinical Practice

The degree course programme leads to both an academic achievement and to professional qualification as a practitioner of herbal medicine. Although not all graduates will necessarily enter the profession it must be considered that every graduate might consider doing so. There is a commitment to ensuring that all graduates leave this programme with a minimum standard as competent, safe and effective practitioners.

Fitness to practice requires competence in the following key areas:

- Communication skills
- Professional conduct

- Values
- Clinical and therapeutic skills
- Professional development

Competence in these areas is assessed throughout the programme and in particular in the area of clinical practice (see 'The Student Clinic Handbook' for details). Students are required to demonstrate professionalism and conduct themselves at all times in an honest, disciplined, respectful manner. Their behaviour should engender trust, respect and confidence when dealing both with their colleagues and with patients, in the clinical setting. A strict code of behaviour is outlined in the student clinic handbook.

Core competence marks, for all students at each level of clinical training, are agreed in a whole team competence marks meeting at the end of the academic year.

## 5. Support for students and their learning

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

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 participants 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:

- share in the process of determining what they learn.
- 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:** Each student is allocated a personal tutor during the induction weekend and this tutor will stay with the student throughout their time at the College. The first tutorial is during the induction weekend and there are a number of further tutorials during the first year and at regular intervals during the second and third years. The purpose of the tutorial is to identify any strengths and weaknesses in the progress of the student and to help allow personal exploration of areas of individual interest or to seek clarification and guidance. Students will also have tutorials associated with their clinical practice and with the programme leader as required. Students may seek additional tutorials as they require, these may be face-to-face, at

the teaching weekends, via phone or via online video platforms such as Microsoft Teams.

## 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 as the attaining of the accredited degree almost automatically confers professional qualification.

The following criteria apply;

- 1 Applications are encouraged from all age groups and from a wide variety of backgrounds, experience and qualifications. Applications from school leavers must be supported by evidence of manifest interest e.g. part time work, charity work etc.
- 2 All applicants will be interviewed by the programme leader or other experienced specialist members of the teaching team.
- 3 Academic qualifications for school-leavers are set at a minimum number of 72 UCAS points.
- 4 Mature applicants over the age of 21 will be assessed individually for suitability, taking into account both prior certificated learning and prior experiential learning which would be suitable preparation.

For prior certificated learning, a minimum expectation is that students will have relevant qualifications at Level 3 equivalent to 24 UCAS tariff points, alongside relevant prior experiential learning. This expectation may be waived in circumstances where prior experiential learning includes substantial academic written work, e.g. in employer-led training schemes or uncertificated courses. Where there is doubt, students may be asked to provide a short piece of academic writing to evidence sufficient academic skills.

Relevant prior experiential learning may encompass a range of experiences from volunteer work with health projects to a horticultural career. The principle to be applied is whether the prior experiential work will have provided relevant background knowledge for one or more of the first-year modules equivalent to that which could be gained by certificated learning. So for example, substantial volunteer work as a counsellor could provide experiential learning equivalent to a certificated qualification in Counselling Skills, which would be relevant to the Clinical Practice 1 module.

- 5 Disability and ill-health are not a bar to entry; \*an Herbal or Traditional Medicine practitioner is fit to practice when he or she has the health and character, as well as the necessary skills and knowledge to do their job safely and effectively. He or she

must also act legally. The Key Skills and Knowledge required for Practice are:

- a) Be able to carry out a physical examination of a patient;
- b) Be able to prepare, dispense and verify a herbal or traditional medicine prescription;
- c) Communicate effectively with Patients and other health professionals;
- d) Demonstrate a thorough understanding of the EHTPA Core Curriculum including the relevant tradition specific 8th module.

[\\*http://ehpta.org/standards/fitness-to-practise/](http://ehpta.org/standards/fitness-to-practise/)

- 6 Applicants must have evidence of IT skills, this might be through employment, previous educational experience or a formal qualification such as the European Computer Driving Licence.
- 7 Science qualifications are not necessarily a requirement for entry but applicants with very limited science background may be required to complete an access course.
- 8 The following additional criteria also apply:
  - a) Communication - Applicants must be articulate, able to express their ideas clearly and logically and be able to relate and communicate in a relaxed and effective manner with a wide variety of people.
  - b) Emotional values - Applicants must demonstrate a facility for care and concern for others in their work, interests and references. A caring and thoughtful approach might also be demonstrated through personal ethical beliefs and concerns.
  - c) Conduct - Applicants must be able to demonstrate that they have a mature and sensible manner and are reliable, honest and respectful. Applicants will be informed at interview that they must obtain enhanced DBS clearance before they can begin to take responsibility for patients within training clinics.

## 7. Language of study

English language and writing skills at IELTS 6.5 or GCSE English levels.

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

There are extra requirements imposed by the accrediting body, the EHTPA:

- All assessments of modules and parts of modules to be passed at a minimum of 40%.
- Attendance for academic modules of 80%.
- The completion of 500 hours of clinical practice over the course of the programme.

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

- 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.
- 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.
- Any significant changes to the programme are discussed at the biannual subject committees.
- An Annual Programme Monitoring Report (APMR) is completed to review overall strengths and weaknesses and to develop an action plan for any improvements needed.
- The accreditation body, the EHTPA also require annual reports or site visits 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

#### Modules

#### Renaming of modules:

Level 4 Introduction to Herbal Medicine *becomes* Herbal Therapeutics 1  
 Level 5 Herbal Therapeutics *becomes* Herbal Therapeutics 2  
 Level 6 Advanced Herbal Therapeutics *becomes* Herbal Therapeutics 3  
 Level 4 Clinical Practice Introductory *becomes* Clinical Practice 1  
 Level 5 Clinical Practice Intermediate *becomes* Clinical Practice 2  
 Level 6 Clinical Practice Advanced *becomes* Clinical Practice 3  
 Level 6 Preparation for Practice *becomes* Clinical Skills for Herbalists

#### Change in module credits:

Level 4 Clinical Practice changes from 30 to 15 credits  
 Level 4 Pharmacy and Community Practice changes from 15 to 30 credits  
 Level 6 Herbal Therapeutics changes from 45 to 30 credits

New module:  
Business Skills for Herbalists

## Annexe 1 - Curriculum map

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

| Level | Study module/unit                           | Programme outcomes |    |    |    |    |    |    |    |    |    |    |    |    |
|-------|---|--------------------|----|----|----|----|----|----|----|----|----|----|----|----|
|       |   | A1                 | A2 | B1 | B2 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 | D5 |
| 4     | Herbal Therapeutics 1                       | ✓                  |    | ✓  |    |    |    |    |    | ✓  | ✓  | ✓  | ✓  | ✓  |
|       | Anatomy & Physiology for Clinical Herbalism |                    | ✓  |    |    |    |    |    |    | ✓  | ✓  | ✓  | ✓  | ✓  |
|       | History, Philosophy & Evidence              | ✓                  |    |    | ✓  |    |    |    |    | ✓  | ✓  | ✓  | ✓  | ✓  |
|       | Pharmacy & Community Practice               | ✓                  |    |    |    | ✓  |    |    | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
|       | Clinical Practice 1                         | ✓                  |    | ✓  |    | ✓  | ✓  | ✓  |    | ✓  | ✓  | ✓  | ✓  | ✓  |

| Level | Study module/unit                       | Programme outcomes |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|-------|---|--------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
|       |   | A1                 | A2 | A3 | B1 | B2 | C1 | C2 | C3 | C4 | C5 | D1 | D2 | D3 | D4 | D5 |
| 5     | Herbal Therapeutics 2                   | ✓                  |    |    | ✓  |    |    |    |    |    |    | ✓  | ✓  | ✓  | ✓  | ✓  |
|       | Pathophysiology for Clinical Herbalists |                    | ✓  |    |    |    |    |    |    |    |    | ✓  | ✓  | ✓  | ✓  | ✓  |
|       | Research Skills in Clinical Herbalism   |                    |    |    |    | ✓  |    |    |    |    |    | ✓  | ✓  | ✓  | ✓  | ✓  |
|       | Nutrition as Therapy                    |                    |    | ✓  |    |    |    |    |    |    | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
|       | Clinical Practice 2                     |                    |    |    | ✓  |    | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |

| Level | Study module/unit              | Programme outcomes |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|-------|--------------------------------|--------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
|       |                                | A1                 | A2 | A3 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| 6     | Herbal Therapeutics 3          | ✓                  |    |    | ✓  | ✓  |    |    | ✓  |    |    |    | ✓  | ✓  | ✓  | ✓  |
|       | Clinical Skills for Herbalists |                    | ✓  | ✓  |    | ✓  |    | ✓  |    | ✓  |    |    |    |    |    |    |
|       | Independent Study              |                    |    | ✓  |    | ✓  | ✓  |    |    |    |    |    | ✓  |    | ✓  | ✓  |
|       | Business Skills for Herbalists |                    | ✓  |    |    | ✓  |    |    |    |    |    | ✓  | ✓  | ✓  | ✓  | ✓  |
|       | Clinical Practice 3            | ✓                  | ✓  |    | ✓  | ✓  |    | ✓  | ✓  |    | ✓  |    | ✓  | ✓  | ✓  | ✓  |