

Programme specification

1. Overview/ factual information

Programme/award title(s)	CertHE Complementary Studies (Herbalism)
Teaching Institution	Lincoln College
Awarding Institution	The Open University (OU)
Date of first OU validation	Dec 2017
Date of latest OU (re)validation	NA
Next revalidation	
Credit points for the award	120
UCAS Code	B342
Programme start date	September 2018
Underpinning QAA subject benchmark(s)	NA
Other external and internal reference points used to inform programme outcomes	None
Professional/statutory recognition	None
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	FT & PT via Mix of DL & face to face
Duration of the programme for each mode of study	FT – 1 year. PT – 2 years
Dual accreditation (if applicable)	NA
Date of production/revision of this specification	27/06/18

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 CertHE Complementary Studies (Herbalism) aims to provide students with an introduction to the background knowledge, skills and competencies required of professional medical herbalists. Those successfully completing this programme will be able to progress on to further study by completing the full BSc(Hons) Clinical Herbalism. On successful completion of the BSc (Hons) Clinical Herbalism; and, the additional requirements imposed by the accrediting body, graduates of the BSc Clinical Herbalism will be accredited by the EHTPA.

The Cert(HE) award has been designed to offer an initial one-year stand-alone programme for students who enter into this route of study with limited previous academic experience. The programme is also ideally suited to Herbalists wishing to engage in professional development activity.

Students should leave with a basic understanding of both the herbal and conventional approaches to diagnosis and treatment of health and disease. Successful students will have a continuing passion for the study and practice of herbal medicine and will be life-long learners with the skills to continue to broaden their understanding of this and of other subjects.

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)

Students who choose to finish after completion of the Cert (HE) would not be eligible for professional recognition or accreditation but they may be able to use their accumulated credits to transfer to a professional programme elsewhere. Students who successfully complete the Cert (HE) will be eligible to join the BSc (Hons) Clinical Herbalism at level 5 via direct entry and without the need for bridging modules.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place

N/A

2.4 List of all exit awards

120 credit points: Certificate in Higher Education in Complementary Studies

(Herbalism)

3. Programme structure and learning outcomes

<u>Programme Structure - LEVEL 4</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Introduction to Herbal Medicine	30	None		None are compensatable	All modules run throughout the year
Anatomy & Physiology for Herbal Medicine	30				
History, Philosophy & Evidence	15				
Pharmacy & Community Practice	15				
Clinical Practice - Introductory	30				

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>You should demonstrate that you</p> <p>A1: Are aware of key concepts of herbal medicine such as basic therapeutic approaches; basic plant chemistry and botany; pharmacy; history and philosophy; and the uses and qualities of selected key herbs.</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, portfolios, essays and reports.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>You should demonstrate that you are able to</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>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>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<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>Primarily delivered via training clinic experience with actual patients.</p> <p>Clinical practice</p> <p>C1 assessed via clinical competency assessment. C2 via reflective journals within the clinical portfolio. C3 via clinical core competency assessment. C4 via summative presentations within academic modules.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Know about and begin to address issues and problems central to your subject.</p> <p>D2: Develop your skills in communicating information accurately and appropriately to your subject, purpose and audience.</p> <p>D3: Develop your skills in finding, selecting and using information or data in defined contexts.</p> <p>D4: Develop your use of ICT tools and your numerical skills as appropriate to support your studies.</p> <p>D5: Become aware of ways in which you learn, and begin to develop as an independent learner.</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>

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**

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 the clinic seminars, students are required to complete 90 hours of clinical training. 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, 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 Practise

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 practise 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. (Please 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.

5. Support for students and their learning

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:

- 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 further 10 during the first year and at regular intervals during the second year (if studying part time). The purpose of the tutorial is to identify any strengths and weaknesses in the progress of the student and to help to 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 level co-ordinators as required. Students may seek additional tutorials as they require, these may be face to face, at the teaching weekends, via phone or via electronic methods such as Skype.

Whilst students initially enrolled on the Cert (HE) award will be taught within the same cohort group as the year 1 BSc (Hons) Clinical Herbalism students, these individuals will be offered additional pastoral and academic support in order to ensure sufficient development of the academic and study skills required for progression to levels 5 & 6 of the BSc Clinical Herbalism. This will be facilitated through additional individual tutorial sessions arranged between scheduled teaching weekends alongside more targeted support arranged by the designated Learning Advisors within the College Library.

6. Criteria for admission

The following standard entry criteria apply;
A minimum of 64 UCAS Tariff points from the following:
1. GCE A levels and AS Levels

2. BTEC National (Diploma or Extended Diploma) in a relevant subject
3. Access to HE
4. Scottish Higher/Advanced Higher with at least one subject at Advanced Higher

For mature applicants some experience may be taken in lieu of A Levels / BTECs

All applicants are assessed on an individual case-by-case basis and full consideration is given to all aspects of the application criteria.

The following additional criteria also apply:

Fitness to practise issues are central to the process of selection for admission. Entrance to the programme must be regarded as entrance to the profession, therefore the following criteria also 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 member of the teaching team.
- 3 Mature applicants over the age of 21 will be assessed individually for suitability, taking into account both prior certificated learning and prior experiential learning. 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 - Introductory module.
- 4 Disability and ill-health are not a bar to entry; **a Herbal or Traditional Medicine practitioner is fit to practise 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.eu/standards/fitness_to_practise/index.html)

- 5 Applicants must have evidence of IT skills, this might be through employment, previous educational experience or a formal qualification such as the European

<p>Computer Driving Licence</p> <p>6 Science qualifications are not necessarily a requirement for entry but applicants with very limited science background may be required to complete an access course.</p> <p>7 The following additional criteria also apply:</p> <ol style="list-style-type: none"> 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

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

Not Applicable

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.

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

NA

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Appendix I - Curriculum Map

This table indicates which modules assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes. All modules are core.

Level	Module	A1	A2	B1	C1	C2	C3	C4	D1	D2	D3	D4	D5
4	Anatomy & Physiology for Herbal Medicine		✓						✓	✓	✓	✓	✓
	Introduction to Herbal Medicine	✓		✓				✓	✓	✓	✓	✓	✓
	History, Philosophy and Evidence	✓							✓	✓	✓	✓	✓
	Pharmacy and Community Practice	✓			✓			✓	✓	✓	✓	✓	
	Clinical Practice - Introductory			✓	✓	✓	✓		✓	✓	✓		✓

Annexe 2: 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.