

## Programme specification

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

### 1. Overview / factual information

<b>Programme/award title(s)</b>	CertHE Complementary Studies (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>	120
<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 and Traditional Medicine Practitioners Association/National Institute of Medical Herbalists
<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 – 1 year, PT – 2 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 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 and the NIMH.

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. 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).

### 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) Anatomy & Physiology for Clinical Herbalism (A&P) History, Philosophy & Evidence (HPE) Pharmacy & Community Practice (P&CP) Clinical Practice 1 (CP1)	30 30 15 30 15	None		None are compensatable	All modules run throughout the year
<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) Anatomy & Physiology for Clinical Herbalism (A&P)	30 30	None		None are compensatable	All modules run throughout the year

<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) Pharmacy & Community Practice (P&CP) Clinical Practice 1 (CP1)	15 30 15	None		None are compensatable	All modules run throughout the year

**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. 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/transferrable 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)

#### 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 90 hours of clinical practice training. Clinical Practice Training is primarily delivered in the Complementary Medicine Clinic at Lincoln College. Each student will liaise with their level coordinator 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 CertHE programme leads primarily to academic achievement whilst contributing also to a student's journey towards 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.

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**

*(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; \*a 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:
- Be able to carry out a physical examination of a patient;
  - Be able to prepare, dispense and verify a herbal or traditional medicine prescription;
  - Communicate effectively with patients and other health professionals;
  - 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 GCSE Science or equivalent at grade C/4 will be required. Additional Science Competency Assessments can be used to assess knowledge and understanding if GCSE has not been achieved.
- 8 The following additional criteria also apply:
- 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.
  - 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.
  - 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 90 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 coordinator 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 coordinators 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 biannual 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 4 Clinical Practice Introductory *becomes* Clinical Practice 1

#### 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

### 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	✓		✓		✓	✓	✓		✓	✓	✓	✓	✓