

The Professional Standards for Herbal Medicine

The National Professional Standards for Herbal Medicine describe the standards of practice of a herbalist. They are thus not a qualification, but a description of what it is that a herbal practitioner does.

The next page gives an overview of the practice of herbal medicine. All practitioners will meet some standards (for example, to promote optimum health and prevent and treat disease) but may not meet others (for example, to provide the dispensing service or to cultivate herbs).

The rest of the document provides more information in relation to the practice of herbal medicine. The document is divided into three main sections:

- § Units HM1-6 are particularly concerned with the unique practice of herbal medicine
- § Units HM7-15 are concerned with the context of the practice of herbal medicine, and share features with other healthcare professionals
- § Knowledge and Understanding is concerned with the underpinning knowledge that informs and directs herbal practice

Functional Map goes here!

The Units and Elements of the National Professional Standards for Herbal Medicine

The functional map on the preceding page gave an overview of the Professional Standards.

The next two pages list all of the UNITS (i.e. units of professional activity) and ELEMENTS (i.e. the detailed professional processes that make up a discrete unit of activity).

All practitioners will carry out some units of activity if they are to be described as a practitioner of Herbal Medicine. These are therefore called MANDATORY units. In addition, some practitioners may choose to take on an enhanced professional role. They are thus adding some OPTIONAL units to their personal repertoire. The mandatory and optional units are listed after the UNITS and ELEMENTS. The mandatory units are linked to the common curriculum in terms of the minimum competences for entry into practice. All practitioners who have gained an entry-level qualification will have demonstrated the attainment of the standards described in the mandatory units.

All practitioners should find the mandatory units relevant to their own practice. Those practitioners who entered the profession prior to the development of the Common Core Curriculum may find the standards helpful as a guide to a self-reflective process of continuous development.

Units and Elements

Unit Title	Element Title
HM1 Assess the needs of the client	HM1.1 Evaluate and process requests for herbal medicine HM1.2 Prepare to assess the client HM1.3 Assess the client
HM2 Provide a treatment and management plan to meet the needs of the client	HM2.1 Negotiate and formulate the treatment and management plan with the client HM2.2 Evaluate the effectiveness of the herbal medicine treatment HM2.3 Complete post consultation activities
HM3 Dispense herbal medicines and products	HM3.1 Receive and validate herbal prescription HM3.2 Assemble and label required herbal medicine(s) or products(s) HM3.3 Issue prescribed herbal medicine(s) or product(s)
HM4 Plan and maintain the growing of herbs	HM4.1 Plan and prepare the growing area HM4.2 Establish herbs in the growing area HM4.3 Maintain the development of herbs
HM5 Plan and maintain the harvesting of herbs	HM5.1 Plan the harvesting of herbs HM5.2 Maintain the harvesting of herbs HM5.3 Prepare harvested herbs
HM6 Prepare herbal medicines in batches	HM6.1 Prepare environment, equipment and ingredients for the assembly or manufacturing process HM6.2 Prepare, process, assemble and pack the manufactured product HM6.3 Complete the assembly or manufacturing process
HM7 Promote people's equality, diversity and rights (PA02)	HM7.1 Promote people's rights and responsibilities HM7.2 Promote equality and diversity of people HM7.3 Promote people's right to the confidentiality of information
HM8 Develop your own professional knowledge and practice (PA1.1)	HM8.1 Evaluate your own values, priorities, interests and effectiveness HM8.2 Use new knowledge to develop your practice
HM9 Promote effective communication and relationships (PA2.1)	HM9.1 Develop relationships which value the individual HM9.2 Establish and maintain effective communication with people
HM10 Plan, co-ordinate, evaluate and review professional activities (PA7.2)	HM10.1 Plan and allocate resources to achieve work objectives HM10.2 Monitor, maintain and improve activities to meet requirements HM10.3 Evaluate and review the quality of products and services

HM11 Promote, monitor and maintain health, safety and security in the workplace (PA7.11)	HM11.1 Monitor and maintain the safety and security of the work environment HM11.2 Promote standards of health and safety in working practice HM11.3 Minimise the risks arising from health emergencies
HM12 Contribute to the development of the knowledge and practice of others (PA1.2)	HM12.1 Enable others to solve problems and tackle issues arising in practice HM12.2 Enable others to learn and benefit from one's experience
HM13 Develop, sustain and evaluate collaborative approaches to achieving objectives (PA3.2)	HM13.1 Explore and assess the potential for collaborative working HM13.2 Initiate and develop collaborative working relationships HM13.3 Sustain collaborative working relationships and arrangements HM13.4 Review and evaluate collaborative working
HM14 Develop and maintain a strategic overview of developments in knowledge and practice (PA5.1)	HM14.1 Collate and appraise research and developments in knowledge and practice HM14.2 Identify areas of knowledge and practice which need further research and development HM14.3 Co-ordinate the dissemination of information about research and developments in knowledge and practice
HM15 Contribute to raising awareness of herbal medicine (PA9.10)	HM15.1 Assist in assessing the need for raising awareness of herbal medicine HM15.2 Assist in planning activities to raise awareness of herbal medicine HM15.3 Raise people's awareness about herbal medicine HM15.4 Contribute to the evaluation and improvement of awareness raising

Herbal Medicine - qualification structure

Mandatory Units

- HM1 Assess the needs of the client
- HM2 Provide a treatment and management plan to meet the needs of the client
- HM7 Promote people's equality, diversity and rights (PA02)
- HM8 Develop your own professional knowledge and practice (PA1.1)
- HM9 Promote effective communication and relationships (PA2.1)
- HM10 Plan, co-ordinate, evaluate and review professional activities (PA7.2)
- HM11 Promote, monitor and maintain health, safety and security in the workplace (PA7.11)

Optional Units

- HM3 Dispense herbal medicines and products*
- HM4 Plan and maintain the growing of herbs
- HM5 Plan and maintain the harvesting of herbs
- HM6 Prepare herbal medicines in batches
- HM12 Contribute to the development of the knowledge and practice of others (PA1.2)
- HM13 Develop, sustain and evaluate collaborative approaches to achieving objectives (PA3.2)
- HM14 Develop and maintain a strategic overview of developments in knowledge and practice (PA5.1)
- HM15 Contribute to raising awareness of herbal medicine (PA9.10)

- * It is recognised that not all practitioners will dispense for themselves, this unit is therefore classed as optional for those practitioners who delegate dispensing duties to other appropriately trained and qualified individuals but it is a mandatory unit for those practitioners who carry out dispensing units themselves.

National Professional Standards for Herbal Medicine

The following pages present the UNITS and ELEMENTS (both mandatory and optional) that make up the repertoire of most practitioners. Some practitioners will possess further skills and competences not described here. These may be described elsewhere. Alternatively, they may describe skills not yet developed in the National Occupational Standards framework, but where it is hoped further work will be done in future. Thus, the National Professional Standards for Herbal Medicine should be viewed as flexible and developmental, not as prescriptive or constraining.

Each UNIT consists of one or more ELEMENT which describes what it is that a practitioner does, and all the different contexts in which such practice may happen.

UNIT

HM1 Assess the needs of the client

Elements of competence

- HM1.1 Evaluate and process requests for herbal medicine
 - HM1.2 Prepare to assess the client
 - HM1.3 Assess the client
-

Unit Summary

This unit is based on the premise that for effective assessment to take place, you need to understand the clients' personal, cultural and social situation and the holistic nature of health, effective functioning and well-being. You must be able to communicate effectively with clients and any companion(s). Where particular issues or incidents cause concern you are expected to alert your professional body or other relevant organisation.

Element one involves evaluating requests for herbal medicine and the initial information received about the client, whether it is provided by the client him/herself or comes from another source, such as a referral.

Element two covers the preparation of the consultation area and the way in which you present yourself.

Element three focuses on determining the nature and extent of the client's needs and establishing a diagnosis. You may need to refer the client to another healthcare practitioner or may decide that herbal medicine is not appropriate for the client or you may go on to develop a treatment and management plan for the client (see unit HM2).

Knowledge and Understanding

The knowledge and understanding needed to support competent performance of the standards in this unit are presented on pages 80-92 of this document.

Note:

where 'client' is referred to, read also 'patient' and 'customer';

where 'companion' is referred to, read also 'representative', 'partner', 'relative', 'friend of client', 'another healthcare practitioner' and 'appointed chaperone'.

Element HM1.1 Evaluate and process requests for herbal medicine

Performance criteria

You will need to:

- (1) evaluate *requests for services* for their appropriateness
- (2) advise clients to consult other healthcare practitioners where appropriate
- (3) communicate in a manner which is understandable by the client
- (4) establish the client's *particular requirements* through sensitive questioning
- (5) assess the severity of the client's needs or the risk of their condition deteriorating
- (6) ensure that any fee structures, charges and different methods of payment are clearly understood
- (7) explain possible outcomes, charges and duration of services to the client
- (8) arrange a suitable time and location for the consultation and agree those who should be present
- (9) record arrangements made for the consultation fully and accurately

Scope:

- 1 *Requests for services from:*
 - a) potential or current clients
 - b) someone acting on behalf of the client (e.g. a parent, carer or appointed person)
 - c) other healthcare practitioners

- 2 *Particular requirements in relation to:*
 - a) the client's personal beliefs and preferences
 - b) the client's age, sex and physical condition
 - c) communication differences
 - d) physical support and access
 - e) emotional and psychological support

Element HM1.2 Prepare to assess the client

Performance criteria

You will need to:

- (1) ensure that the consultation environment is appropriate for the client and their needs
- (2) present a *professional appearance* and be prepared and fit to carry out the consultation
- (3) ensure that any equipment, materials, and surrounding *work area* are prepared and meet professional codes of practice, legal and organisational requirements
- (4) introduce the client to those present, *confirm individual roles* and obtain consent if relevant for others to be present
- (5) *communicate* effectively and in a manner which maintains client goodwill, trust and confidentiality
- (6) explain the nature, scope and duration of the consultation and any related interventions
- (7) encourage the client to ask questions, seek advice and express any concerns about the consultation
- (8) obtain the consent of the client to any physical examination
- (9) interact with any companion(s) of the client in ways that are appropriate to the needs of all parties involved

Scope:

- 1 *Professional appearance:*
 - a) own presentation including appropriate dress
 - b) personal hygiene
- 2 *Work area is suitable in terms of:*
 - a) ventilation
 - b) lighting
 - c) heating
 - d) level of noise
 - e) privacy
 - f) space
 - g) cleanliness and orderliness
- 3 *Confirm individual roles in relation to:*
 - a) the client's identity
 - b) the companion's identity
 - c) the role which the client wishes their companion to have and the information the companion should receive
 - d) the identity and roles of any practitioners/students present
- 4 *Communicate using:*
 - a) speech
 - b) actions, gestures and body language
 - c) space and position
 - d) the written word or illustrations

Element HM1.3 Assess the client

Performance criteria

You will need to:

- (1) respect the client's privacy and dignity throughout the consultation and ensure they are as comfortable as possible
- (2) conduct the consultation in a manner which encourages the effective participation of the client and meets their *particular requirements*
- (3) support the client to identify significant *aspects of their lives* and use this to inform the consultation
- (4) determine any *contra-indications or restrictions* to physical examination and investigation and take appropriate action
- (5) use *examination and investigation methods* which are safe, appropriate to the *client's presenting condition* and comply with professional and legal requirements
- (6) use systematic questioning and appropriate physical examination to establish a *diagnosis*
- (7) seek advice and support from an appropriate source when the needs of the client and the complexity of the case are beyond your own remit or capability
- (8) inform the client when additional information is required and obtain their consent to obtain the information
- (9) evaluate the information obtained for and during the consultation and determine appropriate action
- (10) ensure records are signed, dated and include all relevant details and any supporting information

Scope:

- 1 *Particular requirements in relation to:*
 - a) the client's personal beliefs and preferences
 - b) the client's age, sex and physical condition
 - c) communication differences
 - d) physical support and access
 - e) emotional and psychological support
- 2 *Aspects of the client's life to explore:*
 - a) history of the client's health, effective functioning and well-being (physical, emotional, psychological) including any particular conditions and treatments
 - b) lifestyle including diet, exercise and outlook
 - c) work history
 - d) social, cultural and family history
 - e) environmental factors
- 3 *Contra-indications or restrictions:*
 - a) where pathology may be present that would put client at risk if an examination was carried out
 - b) where legislation does not allow
 - c) where not qualified e.g. to take blood

- 4 *Examination/investigation methods:*
- a) invasive investigative technique e.g. taking blood, scraping skin (where qualified)
 - b) intimate physical examinations
 - c) blood pressure
 - d) general physical examinations
- 5 *Client's presenting condition:*
- a) acute
 - b) chronic
 - c) mild
 - d) severe
- 6 *Diagnosis in relation to:*
- a) balance across physical, psychological, emotional and social condition
 - b) all the client's signs and symptoms
 - c) symptoms for which treatment is to be provided with caution
 - d) factors that predispose to or that aggravate the symptoms

UNIT

HM2 Provide a treatment and management plan to meet the needs of the client

Elements of competence

- HM2.1 Negotiate and formulate the treatment and management plan with the client
HM2.2 Evaluate the effectiveness of the herbal medicine treatment
HM2.3 Complete post consultation activities
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Unit Summary

This unit again is based on the premise that for effective treatment planning and implementation to take place, you need to understand the context of the client and the holistic nature of health, effective functioning and well-being. You must be able to communicate effectively with clients and any companion(s) of the client and integrate your work with that of other practitioners. Throughout the process, clients and any companion(s) are encouraged and supported to take an active part and this is enhanced by you using, as far as is possible, interventions which are sustainable by the client in their own context.

Element one involves negotiating and formulating a treatment and management plan with the client. This includes giving dietary and lifestyle advice and explaining how to handle positive and adverse outcomes of the treatment.

Element two is about evaluating the effectiveness of the herbal medicine treatment, it includes making any adjustments to the treatment to accommodate any changes in the needs of the client and agreeing future treatment sessions.

Element three is concerned with completing post-consultation activities such as recording the outcomes of the consultation, writing the prescription and dealing with between consultation communications from clients. It is also concerned with evaluating the effectiveness of the herbal dispensary, which you may or may not run yourself.

Knowledge and Understanding

The knowledge and understanding needed to support competent performance of the standards in this unit are presented on pages 80-92 of this document.

Note:

where 'client' is referred to, read also 'patient' and 'customer';

where 'companion' is referred to, read also 'representative', 'partner', 'relative', 'friend of client', 'another healthcare practitioner' and 'appointed chaperone'.

Element HM2.1 Negotiate and formulate the treatment and management plan with the client

Performance criteria

You will need to:

- (1) ensure information about the client is sufficient to plan the treatment
- (2) explain the outcomes of the consultation clearly and in a manner that is *understandable by the client*
- (3) discuss your initial diagnosis and potential outcomes with the client, check their understanding and support them to make informed choices
- (4) explain the available treatment *options and methods* which meet the client's circumstances, identified needs and their personal beliefs and preferences
- (5) obtain the consent of the client to proceed with formulating the treatment and management plan and determine any issues of confidentiality with the client and confirm their agreement
- (6) balance *potential outcomes* with any inherent risks and the legal duty of care to the client
- (7) advise the client when herbal medicine is unsuitable and enable them to seek other healthcare where appropriate
- (8) devise and provide dietary and lifestyle advice in consultation with the client
- (9) discuss with the client the content, level of risk, duration, frequency of visits and projected costs of the proposed action and explain how the treatment will be evaluated and reviewed
- (10) finalise the treatment and management plan and explain any restrictions to the use of herbal medicines and advise on realistic expectations
- (11) offer clear and accurate *aftercare advice and support* to the client where needed
- (12) interact with any companion(s) of the client in ways that are appropriate to the needs of the client and to your needs

Scope:

- 1 *Understandable by the client taking into account their:*
 - a) current state of health, effective functioning and well-being
 - b) personal beliefs and preferences
 - c) age and level of understanding
 - d) cultural and social background
 - e) *awareness and understanding of their condition*
- 2 *Options and methods:*
 - a) internal preparations
 - b) external preparations
- 3 *Potential Outcomes:*
 - a) positive
 - b) adverse
- 4 *Aftercare advice and support:*
 - a) how to handle positive outcomes of the treatment
 - b) how to handle adverse reactions to the treatment
 - c) how to communicate with you between consultations

Element HM2.2 Evaluate the effectiveness of the herbal medicine treatment

Performance criteria

You will need to:

- (1) discuss the *outcomes* of the overall treatment and management plan and its effectiveness in a manner, level and pace suited to the client
- (2) encourage the client to *evaluate* their herbal medicine treatment and suggest possible modifications
- (3) encourage clients to take responsibility for their own health, effective functioning and well-being
- (4) advise the client where herbal medicine is unsuitable and enable them to seek other healthcare where appropriate
- (5) make appropriate adjustments to the treatment to meet the client's changing needs
- (6) obtain the client's consent to pass on confidential information where appropriate
- (7) negotiate the duration and frequency of subsequent treatment sessions with the client
- (8) interact with any companion(s) of the client in ways that are appropriate to the needs of the client and to your needs

Scope:

- 1 *Outcomes:*
 - a) improvement of the client's health, effective functioning and well-being
 - b) maintenance and stability
 - c) palliation
 - d) deterioration in the client's health, effective functioning and well-being
- 2 *Evaluation includes:*
 - a) client's experience of the treatment and management plan
 - b) extent to which the treatment and management plan has met the needs of the client
 - c) the client's broader needs
 - d) your experience and the client's experience of using the dispensary
 - e) other factors which may have affected the effectiveness of the treatment and management plan

Element HM2.3 Complete post-consultation activities

Performance criteria

You will need to:

- (1) record the *outcomes* of the consultation accurately and in sufficient detail to meet professional requirements
- (2) write the prescription in a form suitable for dispensing
- (3) provide *written advice* for the client, where necessary
- (4) respond to requests for *aftercare advice and support* from clients
- (5) store the records securely
- (6) evaluate the experience you have gained from treating the client to inform future practice
- (7) evaluate the effectiveness of Standard Operating Procedures and legal and ethical procedures carried out by the herbal dispensary

Scope:

- 1 *Outcomes:*
 - a) differential diagnosis
 - b) referral
 - c) lifestyle change
 - d) dietary change
 - e) herbal treatment plan
 - f) details of future visit
 - g) adverse events notification 'yellow card scheme'
- 2 *Written advice in relation to:*
 - a) herbal medicine
 - b) lifestyle
 - c) diet
- 3 *Aftercare advice and support:*
 - a) how to handle positive outcomes of the treatment
 - b) how to handle adverse reactions to the treatment

UNIT

HM3 Dispense herbal medicines and products

Elements of competence

- HM3.1 Receive and validate herbal prescription
 - HM3.2 Assemble and label required herbal medicine(s) or product(s)
 - HM3.3 Issue prescribed herbal medicine(s) or product(s)
-

Unit Summary

This unit details the requirements for activities to be carried out either by you as a herbal practitioner, or a trained dispenser acting on your behalf.

You will at all times work within **Standard Operating Procedures (SOPs)** that relate to the way in which you provide the herbal medicine dispensing service. You will also work within the ethical and legal requirements for the provision of a herbal medicine dispensing service.

The first element covers how you, or your dispenser, would receive and validate a herbal prescription.

The second element covers the actual preparation of the prescribed items, it also covers extemporaneous dispensing. You will need to accurately calculate the quantities of the ingredients needed, make, pack and label the product, correctly taking account of relevant legal requirements. Health and Safety and Control of Substances Hazardous to Health (COSHH) regulations are especially important.

The third element covers the issuing of the prescribed medicine(s) or product(s) to the client and the giving of information and advice to ensure that the client receives the correct treatment.

When reading this unit it is important to bear in mind that some of the criteria will refer to a herbal dispensers activities and that these may not always be relevant to practitioners making up their own prescriptions.

Knowledge and Understanding

The knowledge and understanding needed to support competent performance of the standards in this unit are presented on pages 93-94 of this document.

Note:

where 'client' is referred to, read also 'patient' and 'customer';

where 'companion' is referred to, read also 'representative', 'partner', 'relative', 'friend of client', 'another healthcare practitioner' and 'appointed chaperone'.

Element HM3.1 Receive and validate herbal prescription

Performance criteria

You will need to:

- (1) ensure that client confidentiality is maintained at all times
- (2) check the client details on the prescription and confirm that they are clear and correct
- (3) give the *appropriate information* to the client
- (4) carry out all transactions promptly and correctly
- (5) forward the prescription for validation and preparation
- (6) check that prescription is *correctly written*
- (7) refer the prescriptions to the *relevant person* if you are unsure about any aspect, you must make the appropriate annotation on the prescription
- (8) handle all queries in a courteous manner
- (9) confirm that prescriptions are valid and are not a forgery.

Scope:

- 1 *Appropriate information:*
 - a) prescription fees
 - b) waiting and collection times
 - c) alternative delivery services
 - d) availability of medicine/product
- 2 *Correctly written:*
 - a) name, address and personal details of the client
 - b) dosage, time and frequency of administration
 - c) the method of administration
 - d) additional instructions to the client
 - e) list of contents, with scientific names, using full Latin binomials and/or tradition specific names where relevant
 - f) strengths and quantities
 - g) form of treatment
- 3 *Relevant person:*
 - a) herbalist
 - b) client
 - c) client's representative

Element HM3.2 Assemble and label required herbal medicine(s) or product(s)

Performance criteria

You will need to:

- (1) ensure that the medicine(s) or product(s) matches the prescription
- (2) ensure that the medicine(s) or product(s) will remain in date for the course of treatment (as stated on the prescription)
- (3) ensure the preparation area and equipment are clean and ready for use
- (4) ensure that the ingredients you select and quantity you calculate and measure are accurate and meet the prescription requirements
- (5) prepare the *medicine(s) or product(s)* using the correct equipment and process
- (6) produce the required labels that meet all the legal and local requirements
- (7) ensure that the medicine(s) or product(s) is/are checked, packed and labelled appropriately
- (8) endorse the prescription appropriately
- (9) complete all relevant records legibly and accurately
- (10) ensure the work area and equipment is cleaned and maintained ready for use
- (11) follow the health, hygiene and safety procedures and avoid all distractions whilst fulfilling the prescription

Scope:

- 1 *Medicine(s) or products:*
 - a) solid forms (raw, processed)
 - b) liquid forms (oral, topical)
 - c) preparations to be taken internally
 - d) preparations to be used externally
 - e) pre-packed products
 - f) restricted herbs

Element HM3.3 Issue prescribed herbal medicine(s) or product(s)

Performance criteria

You will need to:

- (1) ensure that client confidentiality is maintained at all times
- (2) confirm the client's identity and that it correctly matches with the prescription
- (3) provide to the client advice and *information* relating to the use of the prescribed *medicine or product* clearly and accurately and in the most appropriate *format*
- (4) confirm the client's understanding of any advice or information you give
- (5) correctly identify any over the counter needs and assess when the client should be referred to a herbalist
- (6) issue the *medicine or product* correctly, checking it matches the prescription, all details are correct and all the necessary *consumables* are provided

Scope:

- 1 *Information:*
 - a) dosage and usage
 - b) contra-indications
 - c) storage
 - d) side effects
 - e) food/drink interactions
 - f) repeat supply
 - g) expiry date
 - h) other medications
 - i) outstanding balance of the prescription
- 2 *Medicine/product:*
 - a) raw and processed
 - b) internal preparations
 - c) external preparations
- 3 *Formats - in a way that is appropriate for the client and the herbal medicine or product:*
 - a) written
 - b) oral
 - c) demonstration
- 4 *Consumables:*
 - a) client information
 - b) spoons/measuring tumblers
 - c) syringes/droppers

UNIT

HM4 Plan and maintain the growing of herbs

Elements of Competence

HM4.1 Plan and prepare the growing area

HM4.2 Establish herbs in the growing area

HM4.3 Maintain the development of herbs

Unit Summary

This unit pertains to those herbal practitioners who cultivate herbs and prepare products from them solely for use within their own practice and for their own clients.

The first element describes the work expectations associated with making sites ready for planting; it is written in broad terms to apply to both indoor and outdoor sites. This element covers clearing sites of any unwanted materials and debris, and carrying out relevant cleaning activities. Unwanted materials and debris may be vegetation or plastic containers - basically anything that requires removal for effective and safe planting operations to commence.

Cleaning may involve washing, sweeping or sterilising. It is important that the appropriate levels of hygiene are created by these activities and these will be in accordance with production requirements.

The second element describes organising and controlling the planting, setting out or containerising of herbs. This element is applicable to planting by hand or by machine; it also applies to planting in both protected conditions and outdoors. The herbs may grow in modules or directly in soil. Planting will need to take place at the correct time according to the needs of the herbs for healthy growth. Planting will also have to be carried out at a suitable commercial speed which does not damage the health of the herb.

The third element describes the work expectations associated with promoting the growth and development of herbs. You will need to be competent across a range of herbs that are relevant to the practice within which you work. You will be providing nutrients, and checking the presence of unwanted plant material. Monitoring may be carried out during other on-going activities or as part of a routine inspection procedure. Where necessary, you will also be monitoring and adjusting watering systems. The exact methods for promoting the growth and development of the herbs will vary, and the standard has been written in broad terms to apply to different contexts. The control of pests, diseases and disorders in herbs is also fundamental to maintaining the health of herbs.

You will require considerable knowledge in relation to the herb(s) that you grow. This knowledge will cover; moisture and nutrient requirements of the herb(s), types of nutrients used, methods for providing moisture and nutrients to the herbs, and the types of unwanted herb material that may be present.

Knowledge and Understanding

The knowledge and understanding needed to support competent performance of the standards in this unit are presented on pages 95-96 of this document.

Element HM4.1 Plan and prepare the growing area

Performance criteria

You will need to:

- (1) ensure the correct equipment and *materials* for planting operations are available and fit for purpose
- (2) *maintain* and use *equipment* in a safe and effective condition throughout
- (3) take the *appropriate action* where the available equipment and *materials* do not meet the requirements of the planting operations
- (4) clear the site of all unwanted materials and debris
- (5) create and maintain suitable levels of hygiene in accordance with production requirements
- (6) identify and put aside any materials that are suitable for re-use or recycling
- (7) dispose of *waste* safely and correctly in accordance with organisational requirements
- (8) ensure working methods promote health and safety and are consistent with relevant legislation and codes of practice
- (9) ensure the site is in a condition *ready for planting operations* to begin

Scope:

1 Materials:

- a) plant material
- b) materials for use during planting

2 Maintain equipment by correct:

- a) preparation
- b) cleaning
- c) storage

3 Appropriate action:

- a) solve the problem
- b) report the problem to the appropriate person

4 Waste:

- a) organic
- b) inorganic

5 Ready for planting operations:

- a) planting materials are stored in suitable conditions
- b) planting materials are positioned ready for planting operations

Element HM4.2 Establish herbs in the growing area

Performance criteria

You will need to:

- (1) ensure the necessary working methods for planting are established and clearly communicated
- (2) ensure that planting takes place at times which are most conducive to the herbs' establishment and growth
- (3) *maintain equipment* in a safe, clean and effective condition throughout
- (4) prepare plant material in accordance with production requirements
- (5) *position herbs* within the growing medium in ways which are suitable to the crop and consistent with the production requirements
- (6) handle plant material in a manner which optimises establishment, growth and development, and minimises damage
- (7) maintain the necessary levels of hygiene at all times
- (8) plant at an appropriate speed whilst maintaining the quality of production
- (9) recognise any problems which occur during planting and take the *appropriate action*
- (10) ensure records of planting are accurate, legible and complete
- (11) promote health and safety in your working methods in ways which are consistent with relevant legislation and codes of practice
- (12) dispose of *waste* safely and correctly

Scope:

1 *Maintain equipment by correct:*

- a) preparation
- b) cleaning
- c) storage

2 *Position herbs:*

- a) density
- b) depth
- c) mix
- d) orientation
- e) firmness

3 *Appropriate action:*

- a) solve the problem
- b) inform the appropriate person

4 *Waste:*

- a) organic
- b) inorganic

Element HM4.3 Maintain the development of herbs

Performance criteria

You will need to:

- (1) *maintain equipment* in a safe, clean effective condition throughout
- (2) recognise and remove *unwanted herb material* in accordance with production requirements
- (3) *manipulate herb development* to meet the requirements of the crop
- (4) recognise problems with the herb condition and take the *appropriate action*
- (5) correctly identify the need and apply nutrients as required to promote crop growth and development, in accordance with production requirements
- (6) promote health and safety in your working methods in ways which are consistent with relevant legislation and codes of practice
- (7) carry out and complete work activities at a commercial rate
- (8) maintain the growing environment in a hygienic condition
- (9) dispose of *waste* safely, and in accordance with instructions and legal requirements
- (10) perform work in a manner which minimises environmental damage

Scope:

1 *Maintain equipment by correct:*

- a) preparation
- b) cleaning
- c) storage

2 *Unwanted herb material:*

- a) damaged crops
- b) weeds
- c) crop debris

3 *Manipulating herb development:*

- a) trimming
- b) supporting

4 *Appropriate action:*

- a) remedy the situation
- b) inform the appropriate person

5 *Waste:*

- a) organic
- b) inorganic

UNIT

HM5 Plan and maintain the harvesting of herbs

Elements of Competence

HM5.1 Plan the harvesting of herbs

HM5.2 Maintain the harvesting of herbs

HM5.3 Prepare harvested herbs

Unit Summary

This unit applies to the harvesting of herbs. This unit is relevant to individuals who have significant personal responsibility in carrying out these activities.

You will be involved in planning the harvest and possibly, supervising other staff during the harvest.

The first element deals with planning the harvesting operations. You will have to be able to determine resource requirements and suitable working methods. You will also have to establish plans which take into account all the factors involved in harvesting. Planning will require a considerable level of knowledge of production requirements, harvesting methods, resource constraints and herb conditions.

The second element covers harvesting of the herb. Harvesting is likely to be carried out manually, but the unit has been written in broad enough terms to allow evidence of mechanical harvesting to be relevant. Harvesting methods will depend on the type of herbs involved and the context within which you are working.

The third element covers the preparation of herbal products following harvesting. The term 'preparation' is used in its broadest sense to cover activities which take place on completion of harvesting.

Preparation includes; handling, grading, packing, containering, labelling, cleaning and drying.

Knowledge and Understanding

The knowledge and understanding needed to support competent performance of the standards in this unit are presented on pages 95-96 of this document.

Element HM5.1 Plan the harvesting of herbs

Performance criteria

You will need to:

- (1) confirm that the herbs are in a condition ready for harvesting in accordance with production requirements
- (2) ensure that, where the condition of the herbs are not suitable for harvesting, this is recorded and the appropriate action is taken
- (3) identify and establish the availability of *resources* required for harvesting operations
- (4) establish harvesting methods and processes which are effective, efficient, and in accordance with production requirements
- (5) establish relevant measures to maintain hygiene during harvesting
- (6) establish measures to dispose of *waste produce* in accordance with legal and other requirements
- (7) ensure plans achieve the best balance between production requirements and *constraints* on the harvesting operations
- (8) ensure plans contain the necessary information for their effective implementation
- (9) *present plans* clearly and accurately

Scope:

1 *Resources:*

- a) human
- b) financial
- c) material
- d) equipment

2 *Waste produce:*

- a) organic
- b) inorganic

3 *Constraints:*

- a) environmental conditions
- b) resource difficulties
- c) condition of the herbs
- d) health and safety

4 *Present plans:*

- a) written
- b) spoken

Element HM5.2 Maintain the harvesting of herbs

Performance criteria

You will need to:

- (1) *maintain equipment* in a safe, clean and effective condition throughout
- (2) ensure harvesting methods are effective, efficient and in accordance with production requirements
- (3) monitor harvesting methods and make any necessary *adjustments* to improve the process or maintain the quality of the product
- (4) handle the harvested herbs in a way which maintains product quality and minimises damage
- (5) maintain the necessary levels of hygiene during harvesting
- (6) accurately identify problems which arise during harvesting and take the appropriate action
- (7) complete harvesting in the appropriate timescales and in accordance with production requirements
- (8) accurately assess the condition of the harvested product, and take the appropriate action when it fails to meet production requirements
- (9) dispose of *waste* safely and correctly
- (10) ensure records are accurate, legible and complete
- (11) promote health and safety in your working methods in ways which are consistent with relevant legislation and codes of practice

Scope:

1 Maintain equipment by correct:

- a) preparation
- b) cleaning
- c) storage

2 Adjustments:

- a) condition of the herb
- b) environmental conditions
- c) resource use

3 Waste:

- a) organic
- b) inorganic

Element HM5.3 Prepare harvested herbs

Performance criteria

You will need to:

- (1) use and maintain equipment in a safe, clean and effective condition throughout
- (2) ensure the *method used for preparing* the harvested herbs are in accordance with production requirements
- (3) identify, remove and report harvested produce which does not meet production requirements
- (4) maintain suitable levels of hygiene throughout the preparation of the herbs
- (5) ensure the prepared harvested herbs meet production requirements
- (6) *complete preparation* of the harvested herbs in the appropriate timescale
- (7) store herbs in accordance with production requirements where required, prior to medicinal product preparation
- (8) handle and dispose of waste safely and correctly in accordance with relevant legislation and organisational requirements
- (9) ensure working methods promote health and safety, and are consistent with relevant legislation and codes of practice
- (10) ensure records are accurate, legible and complete

Scope:

1 *Methods used for preparation:*

- a) handling
- b) grading
- c) packing or labelling
- d) cleaning
- e) drying

2 *Complete preparation:*

- a) proceed directly to medicinal product preparation (e.g. of fresh plant tinctures)
- b) storage

UNIT

HM6 Prepare herbal medicines in batches

Elements of Competence

HM6.1 Prepare environment, equipment and ingredients for the assembly or manufacturing process

HM6.2 Prepare, process, assemble and pack the manufactured product

HM6.3 Complete the assembly or manufacturing process

Unit Summary

This unit covers the processes and procedures for the production of batched herbal products which may be derived from herbal materials that you have grown yourself or that have been bought from a supplier. It also covers the breaking down of large containers of herbal products and re packing them to sizes that are convenient to use, this is often referred to as 'pre-packing' and is included in the assembly section of this unit.

This area of herbal medicine is governed by strict regulations, you will need to understand these regulations and demonstrate that you are able to work competently within them. You will at all times work within **Standard Operating Procedures (SOPs)** that relate to the way in which you provide the herbal medicine service.

The first element requires you to demonstrate that you can collect together all the equipment and materials you would need, perform any calculations accurately and ensure that the environment you will be working in is safe and to the correct identified standard.

The second element covers the preparation and assembly of herbal medicine products. You will need to show that you can use and understand different processes and different types of equipment. Particular attention will need to be paid to the properties of the raw materials and consideration given to the use of the final product. These factors have a particular bearing on the way you will make certain products, the types of containers and labels used so that you produce a product that is of the required quality.

The third element requires you to complete the process ensuring that all the relevant documentation and records are correct. You will need to make sure that all equipment and areas are clean and are left ready to be used the next time. It is important that you can dispose of any waste material safely in accordance with procedures.

Knowledge and Understanding

The knowledge and understanding needed to support competent performance of the standards in this unit are presented on pages 97-98 of this document.

Element HM6.1 Prepare environment, equipment and ingredients for assembly or manufacturing process

Performance criteria

You will need to:

- (1) select the correct preparation area for the product being made
- (2) ensure that all *areas of work* are always clean and free from contamination
- (3) select the correct *equipment* for the *product* and the process
- (4) ensure that the equipment is maintained in good working order, is clean and free from contamination
- (5) follow the correct Health and Safety guidelines
- (6) check the environmental parameters and ensure they are within the correct working standard
- (7) check the correct formula has been selected and that all calculations are correct and have been checked
- (8) check that all the necessary labels are complete, accurate and legible
- (9) ensure that the correct ingredients have been selected, they are of a suitable quality and are within the expiry date of the expected date of the final product
- (10) complete all the relevant *documentation* clearly and accurately

Scope:

1 *Areas of work:*

- a) clean room
- b) preparation room/area

2 *Equipment:*

- a) balances
- b) measures
- c) mixers
- d) pumps
- e) filters
- f) extractor hoods
- g) microbiological equipment or media
- h) tablet counters
- i) autoclaves/dry heat sterilizer
- j) presses

3 *Products:*

- a) fluid preparation (tinctures, oils, etc.)
- b) solid dose forms (capsules, tablets, powders, suppositories, etc.)
- c) ointments and creams
- d) oral mixtures/solutions
- e) internal or external preparations

4 *Documentation:*

- a) pre-printed work sheets
- b) batch records
- c) air pressure reading records
- d) environmental monitoring
- e) record of use of duty-free spirits

Element HM6.2 Prepare, process, assemble and pack the manufactured product

Performance criteria

You will need to:

- (1) ensure that the correct *documentation* is available and ready for use, before you start the preparation
- (2) measure and weigh the required quantities accurately in accordance with the formula and worksheet calculations
- (3) prepare *products* in accordance with the formula or any specified *processes*
- (4) ensure the product is packed correctly
- (5) ensure that any necessary sterilisation processes are completed and meet all the quality assurance (QA) requirements
- (6) ensure that products are labelled and, where relevant, quarantined appropriately
- (7) ensure all '*in process*' checks are carried out by the appropriate person
- (8) ensure that any secondary packaging and labelling is completed correctly and accurately
- (9) ensure that any defective equipment is reported
- (10) correctly and accurately complete all necessary reconciliation calculations
- (11) complete all documentation clearly and accurately
- (12) ensure that at all times you follow the relevant *Health and Safety* procedures, including the reporting of health problems

Scope:

1 Documentation:

- a) pre-printed worksheets
- b) batch sheets
- c) batch record book
- d) record of use of duty-free spirits

2 Products:

- a) fluid preparation (tinctures, oils, etc.)
- b) solid dose forms (capsules, tablets, powders, suppositories, etc.)
- c) ointments and creams
- d) oral mixtures/solutions
- e) internal or external preparations

3 Processes:

- a) mixing
- b) filtration
- c) reconstitution
- d) incorporation
- e) solution
- f) filling
- g) assembly
- h) pre-packing (from bulk packs)
- i) pressing

4 *'In process' checks*:

- a) visual product check
- b) quality control (QC) sampling
- c) reconciliation calculations of labels, containers etc.
- d) end of process check
- e) environmental monitoring

5 You will need to be aware of the relevant *Health and Safety* procedures, these will include COSHH regulations. They will identify any special precautions you will need to take including any protective clothing you must wear.

Element HM6.3 Complete the assembly or manufacturing process

Performance criteria

You will need to:

- (1) ensure that all the relevant *documentation* is completed clearly and accurately and is ready for checking
- (2) ensure that all *equipment* is dismantled, cleaned, decontaminated and stored correctly
- (3) ensure that the reconciliation of ingredients and materials is carried out correctly
- (4) ensure that prepared herbal medicines, materials and waste are labelled clearly and are stored or disposed of appropriately
- (5) clean or decontaminate all *work areas* using the appropriate cleaning method
- (6) complete all documentation clearly and accurately and ensure it is stored correctly
- (7) prepare quality control (QC) samples as appropriate and quarantine products where relevant

Scope:

1 Documentation:

- a) pre-printed worksheets
- b) batch sheets
- c) batch record book
- d) record of use of duty-free spirits

2 Equipment:

- a) balances
- b) measures
- c) mixers
- d) pumps
- e) filters
- f) extractor hoods
- g) tablet counters
- h) presses

3 Work areas:

- a) clean room
- b) preparation room/area

National Professional Standards for Herbal Medicine

UNITS HM1-6 have been particularly concerned with the unique practice of Herbal Medicine.

UNITS HM7-15 are equally important for a well-rounded and fully competent herbal practitioner, but they contain many skills and competences that are shared with other healthcare practitioners. Those practitioners who possess more than one area of professional expertise may recognise the shared common ground. For their benefit, each unit is cross-referenced to the more generic Professional Activity standards available from Skills for Health.

UNIT

HM7 Promote people's equality, diversity and rights (PA02)

Elements of competence

HM7.1 Promote people's rights and responsibilities

HM7.2 Promote equality and diversity of people

HM7.3 Promote people's right to the confidentiality of information

Unit Summary

This unit describes the role of the practitioner in proactively promoting the equality and diversity of people and their rights and responsibilities. Because of the sensitivity of information with which practitioners deal, the individual's rights to confidentiality are also included.

The standards recognise that these areas often have a number of competing tensions: within people themselves, between different people and between people and organisations. Discrimination may occur for reasons such as differing abilities, age, class, caste, creed, culture, gender, health status, relationship status, mental health, offending background, place of origin, political beliefs, race, responsibility for dependents, religion, sexuality.

The term "people" is used broadly to cover individuals, families, groups, communities and organisations. "People" may be clients, colleagues or anyone else with whom practitioners come into contact.

Who this unit is aimed at

The unit is designed to be applicable to anyone who works in the health and social care sector including managers, professionals, practitioners, technicians and, in some instances, support staff such as clinic staff.

Principles of good practice

This unit describes principles of good practice which are applicable across the healthcare sector and which therefore underpin the technical skills and knowledge described in other units. The principles embodied in this unit should directly influence and mould how the practitioner undertakes all of their work activities.

Knowledge and Understanding

The knowledge and understanding needed to support competent performance of the standards in this unit are presented on pages 99-101 of this document.

Element HM7.1 Promote people's rights and responsibilities

Performance criteria

You will need to:

- (1) recognise an individual's right to make their own decisions and take responsibility for their own lives
- (2) comply with legislation and organisational policy relating to rights and responsibilities in the actions and activities that you carry out
- (3) provide up-to-date and accurate *information* taking account of the complexity of decisions which people may need to make
- (4) give *appropriate help* to those who are unable to *exercise their* rights personally
- (5) acknowledge *tensions* between rights and responsibilities and *endeavour to overcome these*
- (6) make accurate, legible and complete records relating to the promotion of rights and responsibilities
- (7) record information in a way that is consistent with the promotion of rights and distinguishes between facts and opinions
- (8) provide the necessary information to those wishing to complain about an infringement of their rights

Scope:

- 1 *Information:*
 - a) oral, signs, symbols, pictures
 - b) written
- 2 *Appropriate help to exercise rights:*
 - a) acting on behalf of the person
 - b) seeking someone else to act on the person's behalf - a parent, interpreter or advocate
- 3 *Tensions:*
 - a) within people
 - b) between people
 - c) between people and organisations
- 4 *Endeavour to overcome tensions:*
 - a) direct challenges to the people concerned
 - b) help sought from others towards a resolution
 - c) seek to change the structures and systems which affect the person's rights

Element HM7.2 Promote equality and diversity of people

Performance criteria

You will need to:

- (1) recognise diversity and ensure your actions are consistent with the expressed beliefs and views of the individual
- (2) promote anti-discriminatory practice which complies with professional and legislative frameworks and organisational policy
- (3) take *appropriate action* to minimise the impact of discrimination and oppression on people
- (4) seek appropriate advice, guidance and support when you have difficulty promoting equality and diversity
- (5) make accurate, legible and complete records relating to the promotion of equality and diversity
- (6) record information in a way that is consistent with the promotion of equality and diversity

Scope:

- 1 *Appropriate action:*
 - a) challenge the source of the discrimination and oppression
 - b) seek the support of others to challenge discrimination and oppression
 - c) seek appropriate support for the person who is being oppressed or discriminated against

Element HM7.3 Promote people's right to the confidentiality of information

Performance criteria

You will need to:

- (1) maintain and use information systems in line with legislation and organisational policy
- (2) make accurate and legible records and only record the necessary information
- (3) disclose information only to those who have the right and need to know, and whose identity has been validated
- (4) take the *appropriate precautions* when *communicating* confidential or sensitive information
- (5) explain clearly when certain *information* will be shared with others
- (6) ensure records are handled and stored securely
- (7) seek advice when you discover a breach of confidentiality or misuse of information

Scope:

- 1 *Appropriate precautions in relation to:*
 - a) who might overhear or oversee the information
 - b) who might access the information
- 2 *Communicating:*
 - a) electronically – fax, e-mail, audio/video tape
 - b) in writing
 - c) orally – face to face, by phone, signing, symbols
- 3 *Information which must be shared:*
 - a) when the health & social well-being of the individual is at risk
 - b) when others may be put at risk
 - c) where there are symptoms of ill-health requiring urgent action
 - d) signs of abuse
 - e) information directly affecting the organisation and its effectiveness

UNIT

HM8 Develop your own professional knowledge and practice (PA1.1)

Elements of competence

HM8.1 Evaluate your own values, priorities, interests and effectiveness

HM8.2 Use new knowledge to develop your practice

Unit Summary

This unit describes the development of your own professional knowledge and practice.

The first element is about reflecting on and evaluating your own values, interests, priorities and effectiveness in practice as it is only through knowing yourself that you can reflect on the effectiveness of your interaction with others. This is particularly the case in the health and social care sector when so many areas of practice are inter-mixed with potentially conflicting values and priorities. This element is based on the belief that to be effective in practice you need to know not only the starting point of the people with whom you work but also your own basis of action. The element captures reflecting on the effectiveness of the outcomes and processes of your practice and learning from these.

The second element builds on the first and focuses on how new knowledge is incorporated and embedded into practice. The new knowledge may come from reflecting on and evaluating your own practice or from finding out about and using developments of others. This element is intended to support good practice in action research and the development of evidence-based practice.

Who this unit is aimed at

The unit is designed to be applicable to all who work in the health and social care sector who are accountable for their own actions and responsible for their own development.

Principles of good practice

A major focus within this unit is the responsibility to develop competence and practice in line with new developments and thinking, and to adhere to the guidelines and principles of your own professional body.

Knowledge and Understanding

The knowledge and understanding needed to support competent performance of the standards in this unit are presented on pages 102-103 of this document.

Element HM8.1 Evaluate your own values, priorities, interests and effectiveness

Performance criteria

You will need to:

- (1) *identify your own values, interests and priorities* in relation to health and social well-being
- (2) evaluate the impact which your own values, interests and priorities have on your own practice and personal life
- (3) acknowledge the *factors* which have influenced your own health and social well-being and how these have affected your values
- (4) identify the effect which your personal beliefs and preferences have had on how you think about and work with others
- (5) evaluate your strengths in working with others and your effectiveness in different settings
- (6) plan ways to modify your own behaviour and practice to work more effectively with different individuals and groups
- (7) monitor the outcomes and processes of your work activities and assess their effectiveness
- (8) identify ways in which your work performance can be improved through building on strengths and limiting weaknesses
- (9) use appropriate *support systems and networks* for ongoing and crisis situations
- (10) use feedback constructively to change and develop yourself

Scope:

- 1 *Identifying own values, interests and priorities through:*
 - a) self evaluation
 - b) discussion with colleagues and friends
 - c) educational experiences
 - d) reflecting on ethical code of professional body
- 2 *Factors:*
 - a) life experiences
 - b) socio-economic background and status
 - c) cultural background
- 3 *Support systems and networks:*
 - a) supervision
 - b) mentoring
 - c) peer support

Element HM8.2 Use new knowledge to develop your practice

Performance criteria

You will need to:

- (1) gather *information* about *advances in knowledge and practice* that enables you to keep up-to-date with developments relevant to your own area of work
- (2) use appropriate *opportunities* to examine and challenge the advances in knowledge and practice made by others
- (3) evaluate others' work for its relevance and applicability to your own area of practice
- (4) use evidence from your own and others' work to inform the development of your own practice
- (5) incorporate new knowledge into your own practice and apply it to appropriate areas of work
- (6) improve your own practice in structured ways which allow ideas and changes to be tested and the outcomes evaluated

Scope:

- 1 *Information is gathered:*
 - a) formally
 - b) informally
 - c) from books, research reports, professional & trade journals, learning programmes, observation, discussions, presentations
- 2 *Advances in knowledge and practice:*
 - a) application and limitations of herbal medicines
 - b) technology
 - c) approaches to working
 - d) concepts, models and theories
 - e) strategies and policies
 - f) legislation
 - g) ethical basis/code of professional conduct
- 3 *Opportunities:*
 - a) debates, discussions, seminars and conferences
 - b) publications
 - c) collaboration and consultation

UNIT

HM9 Promote effective communication and relationships (PA2.1)

Elements of competence

HM9.1 Develop relationships which value the individual

HM9.2 Establish and maintain effective communication with people

Unit Summary

This unit describes your role in developing and promoting effective communication and relationships - a basic requirement for anyone who works in the health and social care sector.

The first element is concerned with establishing and maintaining relationships with individuals. You are expected to relate to each person as someone with their own particular needs and concerns and develop relationships with them. The second element focuses on effective communication with people.

The term 'people' in this unit is taken to mean anyone with whom you come into contact whether they be clients, colleagues or anyone else.

Who this unit is aimed at

The unit is designed to be generally applicable across the whole of the healthcare sector.

Principles of good practice

A major focus within this unit is your responsibility to establish and maintain relationships and effective communication with a range of different people. This will involve understanding the nature and background of diverse individuals and their rights, and challenging discrimination where it occurs.

Knowledge and Understanding

The knowledge and understanding needed to support competent performance of the standards in this unit are presented on pages 104-105 of this document.

Element HM9.1 Develop relationships which value the individual

Performance criteria

You will need to:

- (1) contribute to maintaining a work environment that promotes the value of individuals and encourages meaningful interactions
- (2) *demonstrate respect* for individuals and acknowledge their right to make their own decisions in the context of their lives
- (3) communicate in an appropriate manner to ensure an adequate and accurate exchange of information
- (4) encourage people to decide for themselves the actions they wish to take and respect their right to change their mind
- (5) challenge, either directly or with support, behaviour which infringes the rights of others
- (6) explain your own actions to others
- (7) agree necessary changes to environments or routines with those concerned before the changes are made
- (8) identify and provide appropriate *assistance* to individuals
- (9) reflect on your behaviour with, and reactions to, people and use this to influence your future practice

Scope:

- 1 *Demonstrate respect through:*
 - a) appropriate language and tone of voice
 - b) actions, gestures and body language
 - c) space and position
- 2 *Assistance:*
 - a) with mobility and access
 - b) to enable effective communication
 - c) providing information

Explanatory notes

Performance criterion (6) would include communicating with people who use a different first language and people who communicate in ways other than through speech and language.

Element HM9.2 Establish and maintain effective *communication* with people

Performance criteria

You will need to:

- (1) select and use appropriate methods of communication to suit the needs of the individual
- (2) use body language, position, tone of voice and active listening effectively to encourage communication
- (3) observe the individual's behaviour and tone and use this to help gauge their needs
- (4) recognise differences in communication and adapt your own methods, pace and tone accordingly
- (5) respond to the expression of feelings and individual needs in a manner which supports the right to such expression
- (6) minimise *obstacles* to effective communication as far as is possible given the constraints of the situation
- (7) check information given by individuals and confirm its accuracy
- (8) reflect on your behaviour with, and reactions to, people and use this to influence your future practice

Scope:

- 1 *Communication:*
 - a) verbal - tone, language, dialect, pace
 - b) non-verbal - actions, gestures, body language, pictures
 - c) written
- 2 *Obstacles:*
 - a) environmental
 - b) personal and social

UNIT

HM10 Plan, co-ordinate, evaluate and review professional activities (PA7.2)

Elements of Competence

HM10.1 Plan and allocate resources to achieve work objectives

HM10.2 Monitor, maintain and improve activities to meet requirements

HM10.3 Evaluate and review the quality of products and services

Unit Summary

This unit describes the role of the practitioner in planning, co-ordinating, evaluating and reviewing professional activities. The unit reflects the whole cycle of processes that are involved: identifying what needs to be done; planning and allocating resources to achieve work objectives and evaluating and reviewing the quality of the products and services that are being provided.

Who is this unit aimed at

This unit is designed to be generally applicable throughout the healthcare sector for practitioners in terms of their own practice management and those who may have some responsibility for operational management.

The unit attempts to recognise the differences in scale between the different types of practice contexts of herbal medicine. Some practitioners work alone, some with a part-time receptionist or dispensing assistant, and some in larger (possibly multi-disciplinary) practices; some practitioners provide a dispensing service (in which case storage and management of herbs and medicines will be particularly important) some do not. The unit thus attempts to cover all these contexts and individuals will therefore need to interpret the performance criteria in relation to their own situation.

Principles of good practice

The management of professional activities is built on a number of principles. These include equity of provision through collaborative working between individuals and any other organisations/agencies and the necessity of listening to others and respecting their views and the contexts in which they work. Those practitioners working within funded clinical settings will need to target resources at those most in need and balance the needs of people who use your services with the resources available and exercise financial probity.

Knowledge and Understanding

The knowledge and understanding needed to support competent performance of the standards in this unit are presented on pages 106-108 of this document.

Element HM10.1 Plan and allocate *resources* to achieve *work objectives*

Performance criteria

You will need to:

- (1) identify work requirements and where necessary explain to *relevant people* in sufficient detail for, and at a level and pace appropriate to, the individuals concerned
- (2) give opportunities to clients and relevant people to contribute to identifying how objectives can best be met
- (3) establish the methods of achieving the identified work objectives to meet *requirements* and make the best use of the available *resources*
- (4) monitor, review and revise work objectives and plans to meet them at agreed intervals
- (5) allocate resources that achieve the optimum balance between the needs of different clients, the resources of your practice and potential demand
- (6) review the methods of achieving work objectives and the use of resources at regular intervals
- (7) improve and update methods of achieving work objectives in the light of practice, experience and evidence from validated research
- (8) provide sufficient, timely and accurate information and support to relevant people to allow them to function effectively
- (9) *appraise the type and level of development and supervision* required by relevant people and use this information to best effect in overall work allocation and planning
- (10) allocate specific roles and duties to relevant people that achieve the best balance between strengths and development needs, the needs of your practice and the needs of clients
- (11) confirm overall and individual understanding of, and commitment to, work objectives and work allocations at regular intervals
- (12) monitor and evaluate work allocations to improve practice

Scope:

- 1 *Resources:*
 - a) time
 - b) money
 - c) equipment and materials
 - d) facilities (e.g. accommodation)
 - e) people
 - f) information
- 2 *Work objectives:*
 - a) stock control
 - b) practice management
 - c) financial management
 - d) client service

- 3 *Relevant people:*
 - a) others with whom you work in the practice e.g. receptionist, dispenser, other complementary healthcare professionals, carers and support groups
 - b) others with whom you work to manage the practice e.g. accountant, bank manager, professional advisor

- 4 *Requirements:*
 - a) quality
 - b) function and purpose
 - c) resource use
 - d) quantity
 - e) level of risk involved

- 5 *Appraise the type and level of development and supervision:*
 - a) formal (e.g. through annual review)
 - b) informal (e.g. through monitoring performance)

Element HM10.2 Monitor, maintain and improve activities to meet *requirements*

Performance criteria

You will need to:

- (1) seek and use feedback from clients and other *relevant people* to evaluate the quality of activities and outcomes
- (2) *monitor* and adapt activities on a continuous basis to achieve the objectives set in a manner which is consistent with your practice's and profession's values and ethos
- (3) assess and interpret information on the quality of activities, outcomes and *resource* use correctly, and take effective action to improve any areas of concern
- (4) manage expenditure within agreed limits so it does not compromise other requirements and is consistent with your practice policy and procedures
- (5) provide relevant people with the appropriate level and form of *support* to meet requirements
- (6) support relevant people to take responsibility for evaluating activities and outcomes
- (7) encourage relevant people to review and evaluate activities and outcomes continuously and to make suggestions on how systems and procedures can be improved
- (8) anticipate factors which may reduce the quality and value of services and take *effective action* to keep services functioning as planned
- (9) review and evaluate activities and outcomes with clients and other relevant people where there is a *failure to meet service requirements*, and identify potential improvements
- (10) pass on recommendations for improving services to the relevant people without delay
- (11) maintain complete and accurate records relating to the delivery of services that comply with your practice and statutory requirements

Scope:

- 1 *Requirements:*
 - a) quality
 - b) function and purpose
 - c) resource use
 - d) quantity
 - e) level of risk involved
- 2 *Relevant people:*
 - a) others with whom you work in the practice e.g. receptionist, dispenser, other complementary healthcare professionals, carers and support groups
 - b) others with whom you work to manage the practice e.g. accountant, bank manager, professional advisor
- 3 *Monitor activities:*
 - a) by direct observation
 - b) by considering oral information
 - c) by considering written information
 - d) clinical and financial audit

- 4 *Resources:*
 - a) time
 - b) money
 - c) equipment and materials
 - d) facilities (e.g. accommodation)
 - e) people
 - f) information

- 5 *Support:*
 - a) encouragement and motivation
 - b) training and coaching
 - c) representation of views to others
 - d) information and advice
 - e) accessing expertise
 - f) resourcing

- 6 *Effective action:*
 - a) briefing or further training of staff
 - b) ongoing modifications to methods, processes and procedures
 - c) negotiation of requirements

- 7 *Failure to meet service requirements:*
 - a) recognised through internal monitoring
 - b) recognised by users (e.g. through complaints procedure)

Element HM10.3 Evaluate and review the quality of products and services

Performance criteria

You will need to:

- (1) set standards for evaluating the quality of services and products that are clear, assessable, achieve the best balance between professional, practice and statutory requirements and communicate them to all who need to know
- (2) provide opportunities for clients and other *relevant people* to comment upon the quality of services and encourage them to make recommendations for improvements
- (3) review and evaluate the allocation of *resources* on a continuous basis to maintain and improve the quality of services and products
- (4) review the impact of resources upon the quality of products and services and your practice's ability to deliver them and take appropriate action where problems are identified
- (5) offer relevant people appropriate support, training and encouragement to maintain and improve the quality of services and products
- (6) take prompt and effective *action* to remedy quality issues with minimum disruption to services
- (7) maintain records relating to monitoring quality standards that comply with your practice and statutory requirements

Scope:

- 1 *Relevant people:*
 - a) others with whom you work in the practice e.g. receptionist, dispenser, other complementary healthcare professionals, carers and support groups
 - b) others with whom you work to manage the practice e.g. accountant, bank manager, professional advisor
- 2 *Resources:*
 - a) time
 - b) money
 - c) equipment and materials
 - d) facilities (e.g. accommodation)
 - e) people
 - f) information
- 3 *Action:*
 - a) briefing or re-training of relevant people
 - b) modification of services
 - c) modification of processes and systems
 - d) negotiation of requirements

UNIT

HM11 Promote, monitor and maintain health, safety and security in the workplace (PA7.11)

Elements of competence

HM11.1 Monitor and maintain the safety and security of the work environment

HM11.2 Promote standards of health and safety in working practice

HM11.3 Minimise the risks arising from health emergencies

Unit Summary

This unit describes standards for promoting, monitoring and maintaining health, safety and security in the work environment. The work environment includes both home-based environments (such as the homes of foster carers and clients' homes for those who offer domiciliary care) as well as the facilities of public, voluntary or private providers.

The first element focuses on monitoring and maintaining safety and security in the environment: through confirming individual's rights of entry, identifying the risk of work activities, using equipment and materials in a safe manner and responding appropriately to emergencies.

The second element builds on the first but takes as its focus health and safety in work practice. Here you are responsible for promoting the health and safety of yourself and others through identifying risks, undertaking work activities in a safe manner and monitoring activities.

The third element relates to minimising risks from health emergencies. To achieve this element, you must be able to undertake the appropriate initial action for the full range of health emergencies listed up to that point in time when you are able to hand over the care of the person involved to someone more competent in that area of practice. First aid training and certification may be a useful route of development to consider for this element.

Who this unit is aimed at

The unit is designed to be a general unit on health and safety for the care sector and should therefore be applicable to most practitioners unless they work in specialist environments where there are more specific health and safety demands, such as for sterile fields.

Principles of good practice

A major focus within this unit is your responsibility to meet the requirements of relevant health and safety legislation and to promote the health and safety of all those with whom you come into contact.

Knowledge and Understanding

The knowledge and understanding needed to support competent performance of the standards in this unit are presented on pages 109-111 of this document.

Element HM11.1 Monitor and maintain the safety and security of the work environment

Performance criteria

You will need to:

- (1) correctly identify people entering the environment and establish their right to entry
- (2) act in a manner which is consistent with legislation and practice/organisational requirements regarding health, safety and security
- (3) identify the risks involved in work activities prior to starting them, and undertake them in a way which minimises the risks
- (4) maintain work areas as safe and as free from hazards as is possible during work activities
- (5) use *equipment* and *materials* correctly and safely to meet current legal and organisational requirements
- (6) store *equipment* and *materials* safely and securely when not in use
- (7) dispose of waste and spillage correctly, safely and without delay
- (8) take the *appropriate action* to minimise health, safety and security risks which arise during work
- (9) initiate emergency procedures correctly and without delay
- (10) complete health, safety and security records promptly, accurately and legibly

Scope:

- 1 *Equipment:*
 - a) manually operated
 - b) electrical or electronic equipment (e.g. computers, vacuum cleaners, kettles, hospital/residential centre equipment)
- 2 *Materials:*
 - a) hazardous - blood, other body waste, sharps and needles, infectious materials, compressed gases, chemicals
 - b) non-hazardous
- 3 *Appropriate action:*
 - a) take action yourself to limit the effect of the risk
 - b) set off an alarm
 - c) call someone else more able to deal with the risk

Element HM11.2 Promote standards of health and safety in working practice

Performance criteria

You will need to:

- (1) identify the risks to yourself and others when undertaking work activities and take appropriate actions to minimise risk
- (2) use approved safe methods and systems when undertaking *potentially hazardous work activities*
- (3) *encourage and support* colleagues to safeguard their own health and safety during work activities
- (4) correctly identify and assess situations with potential for accident or injury
- (5) take appropriate and prompt action to deal with the situation
- (6) maintain accurate information regarding your whereabouts so that you can be contacted immediately should this be necessary
- (7) complete health, safety and security records promptly, accurately and legibly

Scope:

- 1 *Potentially hazardous work activities:*
 - a) moving and handling
 - b) working with potentially hazardous equipment
 - c) working with potentially hazardous materials
 - d) hazardous environments – dangerous conditions (gas leaks, rotting floorboards etc), isolated places, areas where communications are difficult
 - e) people who may pose a risk to health and safety – aggressive, threatening behaviour, those with notifiable diseases
- 2 *Encourage and support:*
 - a) encouraging others to take the necessary health and safety precautions (e.g. using personal protective equipment),
 - b) acting in a way which enables others to be safe and promotes their health and social well-being.
 - c) leading by example

Element HM11.3 Minimise the risks arising from *health emergencies*

Performance criteria

You will need to:

- (1) summon assistance immediately for any *health emergency* and initiate appropriate action
- (2) quickly protect the individual and other people from further risk
- (3) provide appropriate comfort and reassurance to the individual with the health emergency
- (4) give the qualified assistance clear and accurate information about the *health emergency* and give appropriate support to assist in the on-going care of the individual, as necessary
- (5) offer appropriate support to any others involved in the incident once any initial danger has passed
- (6) record incidents accurately, legibly and completely to meet legal and organisational requirements

Scope:

- 1 *Health emergencies:*
 - a) severe bleeding
 - b) cardiac arrest
 - c) shock
 - d) faints or loss of consciousness
 - e) epileptic seizure
 - f) choking and difficulty with breathing
 - g) falls - potential and actual fractures
 - h) burns and scalds
 - i) poisoning
 - j) electrocution

UNIT

HM12 Contribute to the development of the knowledge and practice of others (PA1.2)

Elements of competence

HM12.1 Enable others to solve problems and tackle issues arising in practice

HM12.2 Enable others to learn and benefit from one's experience

Unit Summary

This unit describes standards for contributing to the development of the knowledge and practice of others. The first element focuses on enabling others to solve problems and tackle issues. Here you will be using your knowledge and experience to guide others towards solutions. The problems and issues may be interpersonal, organisational or practice based. The second element focuses on enabling others to learn and benefit from your own experience. This is based on the belief that practitioners have a duty to pass on their learning, either in a supervisory capacity or as one colleague to another; in this way, practice as a whole can develop. 'Others' may be practitioners from the same discipline, those from other disciplines, colleagues working in the same organisation or in another, or any one else with whom you come into contact.

A key focus of this unit is continual professional development which provides teams and individuals with added interest, information and motivation to undertake their work. It also captures those situations where individual practitioners are asked to provide a different perspective to others on a particular problem, usually due to their different experience or background.

Who is this unit aimed at

The unit is designed to be applicable to all practitioners in healthcare who are accountable for their own actions and have the responsibility for passing their knowledge on to others.

Principles of good practice

A major focus within this unit is your responsibility to contribute to the development of others either through helping them solve problems and tackle issues or through enabling them to learn from your experience.

Knowledge and Understanding

The knowledge and understanding needed to support competent performance of the standards in this unit are presented on pages 112-113 of this document.

Element HM12.1 Enable others to solve problems and tackle issues arising in practice

Performance criteria

You will need to:

- (1) identify the extent to which people may be in need of support to solve problems and tackle issues
- (2) make interventions appropriate to the people concerned, your role, the needs of the activity, the location and the time
- (3) explore the nature and extent of the problems and issues in an appropriate manner with the people concerned
- (4) justify the *resources* allocated to enabling people to solve problems and tackle issues given their nature and other work demands
- (5) analyse and set out differing perceptions of the problem and issues
- (6) offer constructive suggestions to those involved as to how the problems and issues might be looked at in new ways
- (7) use *reasoning strategies* appropriate to the problem to propose solutions
- (8) approach others for their support about problems and issues beyond your competence
- (9) use decision making strategies that consider the full range of potential solutions and outcomes appropriate to the issues and problems concerned
- (10) offer solutions that balance the competing interests of those involved and that have the potential to succeed in the longer term
- (11) encourage those involved in solving problems and tackling issues to detail who will do what and by when

Scope:

- 1 *Resources:*
 - a) your time
 - b) financial support
 - c) access to others
- 2 *Reasoning strategies:*
 - a) analysis of Strengths, Weaknesses, Opportunities and Threats (SWOT)
 - b) appraisal of the options available
 - c) cost-benefit analysis
 - d) evidence from research, practice, legal decisions
 - e) application of quality standards and codes of practice

Element HM12.2 Enable others to learn and benefit from one's experience

Performance criteria

You will need to:

- (1) identify personal learning and knowledge which can be passed on to others
- (2) summarise relevant and current information about own *knowledge and practice* in a format suitable for dissemination
- (3) disseminate developments in *knowledge and practice* as a result of your own research and experience to those who are likely to have an interest
- (4) present information to individuals and groups at a pace, and in a style and form which is appropriate to their needs
- (5) give recipients opportunities to ask questions, seek clarification and give feedback
- (6) offer *appropriate support* to colleagues who are undertaking their own research to enable them to do so effectively given ongoing work constraints

Scope:

- 1 *Knowledge and practice:*
 - a) technology
 - b) approaches to working
 - c) concepts, models and theories
 - d) strategies and policies
 - e) legislation
- 2 *Presented:*
 - a) orally
 - b) in writing
 - c) electronically
 - d) diagrammatically
- 3 *Appropriate support:*
 - a) your time
 - b) funding
 - c) access to others
 - d) time away from other work commitments

UNIT

HM13 Develop, sustain and evaluate collaborative approaches to achieving objectives (PA3.2)

Elements of competence

HM13.1 Explore and assess the potential for collaborative working

HM13.2 Initiate and develop collaborative working relationships

HM13.3 Sustain collaborative working relationships and arrangements

HM13.4 Review and evaluate collaborative working

Unit Summary

This unit describes standards for practitioners who work with others to develop and sustain joint collaborative relationships and arrangements e.g. multi-disciplinary teams. It is based on an action development cycle with the stages of exploring and assessing the potential for collaborative working (including the effect of past history on the relationship), the development of relationships and arrangements, sustaining and maintaining those relationships, and then reviewing and evaluating collaborative working to modify and develop it.

Who this unit is aimed at

This unit is designed to be applicable to any practitioner involved in joint working relationships and arrangements/multi-disciplinary teams for integrated healthcare be they at the level of: neighbourhood and community, district, town, city and county, regional, national or international.

Principles of good practice

The standards in this unit are based on the principles that health, well-being and effective functioning can most effectively be promoted through working in partnership with other practitioners and agencies i.e. integrated healthcare. Such collaborative working is not only focused on improving healthcare services but attempts through collective action to change social and environmental circumstances as they impact directly on health, well-being and effective functioning. In order for joint working to happen effectively, other areas of activity are brought into play, including joint learning and development, the need for organisational change, the necessity of listening to others and respecting their views and the contexts in which they work, and the need to share successes and failures in equal measure.

Knowledge and Understanding

The knowledge and understanding needed to support competent performance of the standards in this unit are presented on pages 114-116 of this document.

Element HM13.1 Explore and assess the potential for collaborative working

Performance criteria

You will need to:

- (1) identify the advantages and disadvantages to your organisation/practice/agency from collaborative working relationships and arrangements
- (2) evaluate the purpose of collaborative working and its relationship to the aims and objectives of your organisation/agency
- (3) *check the focus and purpose* of collaborative working to ensure consistency with your organisation's/agency's strategy and direction
- (4) promote the benefits which collaborative working could bring to relevant people who need to be committed to it and who may have an influence on its success
- (5) appraise *options* for collaborative working for their *suitability*
- (6) obtain *further information* on the organisations/agencies identified in the option appraisal as being most suitable for becoming collaborative working partners
- (7) analyse and bring together the information on potential collaborative working relationships and arrangements into an organisation/practice/agency plan which details who will do what, by when and with what purpose
- (8) agree the plan with the necessary people in your organisation/practice/agency consistent with any internally agreed protocols

Scope:

- 1 *Check the focus and purpose:*
 - a) through evaluating organisation/practice/agency aims and mission
 - b) confirming agreement with other relevant people
- 2 *Options:*
 - a) organisations/agencies and practitioners who might be involved
 - b) scope of the collaborative working
 - c) purpose of the collaborative working
 - d) processes to be used
- 3 *Suitability in relation to:*
 - a) past history of relationships between potential partners (e.g. type of reception likely to receive)
 - b) interests (including political)
 - c) potential for shared vision and common agenda
 - d) degrees of influence
 - e) potential for increasing learning within own organisation
 - f) possible tensions and conflicts
 - g) potential for developing trust
- 4 *Further information on:*
 - a) sources of power and influence
 - b) major points of contact who can negotiate and agree arrangements
 - c) protocols
 - d) other ongoing relationships and arrangements between the different organisations/agencies
 - e) sources of influence in organisations/agencies

Element HM13.2 Initiate and develop collaborative working relationships

Performance criteria

You will need to:

- (1) *identify and secure opportunities* for developing relationships with organisations/agencies and practitioners who have been identified as having potential for collaborative working
- (2) conduct interactions with people in a way which encourages mutually valued relationships, enables them to participate effectively in the process and recognises their work and personal context
- (3) present information on the purpose and benefits of working collaboratively to those with influence in the partner organisations/agencies in a manner which is likely to capture their interest and at a time when they are likely to be able to give it the necessary thought
- (4) gain and use the interests and commitments of potential collaborative working colleagues to inform planning as to how the joint working may take place
- (5) encourage individuals to articulate their priorities for collaborative working and the different ways to achieve implementation
- (6) propose realistic and sustainable ways in which collaborative working could take place
- (7) make proposals in a manner which emphasises the advantages to the different agencies
- (8) explore and evaluate *tensions and areas of conflict* with others involved for their potential to adversely affect collaborative working relationships and arrangements
- (9) respect the legitimacy of different views whilst maintaining a clear focus on the benefits of collaborative working in promoting health, well-being and effective functioning
- (10) encourage those involved to work towards agreeing how collaborative working will take place, to take ownership of it and to take responsibility for moving forward relationships and arrangements
- (11) agree arrangements and action plans to support them including the *essential details* of what will happen, who is responsible for doing it and by when
- (12) record agreed action plans accurately and completely and put in place effective processes to confirm people's formal agreement to them

Scope:

- 1 *Identify and secure opportunities:*
 - a) reactively
 - b) proactively
- 2 *Tensions and areas of conflict:*
 - a) differing views
 - b) resources each of the partners is able to offer
 - c) motivation and commitment
 - d) personal resources and capabilities of key practitioners
 - e) interests and interaction with others who may affect the proposals
 - f) difficulties in communications between colleagues
 - g) the effect of change and uncertainty on people

- 3 *Essential details:*
- a) channels of communication - internally and externally
 - b) resources
 - c) funding
 - d) roles and responsibilities

Element HM13.3 Sustain collaborative working relationships and arrangements

Performance criteria

You will need to:

- (1) identify the roles and *responsibilities* of the different people and organisations/agencies involved in the collaborative working in partnership with them
- (2) support and encourage people to understand their contribution to collaborative working, to offer suggestions, ideas and views and to take an active part in the process
- (3) give clear and relevant reasons, immediately after the decision has been made, when it is impossible to act on a recommendation
- (4) present information on your organisation/agency in a manner, and at a level and pace, appropriate to those concerned
- (5) keep those involved in the collaborative working informed of changes and developments in your organisation/agency and their potential implication for relationships and arrangements
- (6) share information with those involved in the collaborative working to achieve the best possible balance between enabling people to gain a better understanding of your organisation/agency and supporting collaborative working arrangements whilst maintaining any necessary confidentiality
- (7) encourage and support informal networks between others in the collaborative working organisations/agencies
- (8) offer appropriate *support to facilitate collaborative working* consistent with your role
- (9) share the achievements of the collaborative working with other colleagues
- (10) accept joint responsibility where any *problems and tensions* arise in the collaborative working, and use them to improve future practice
- (11) encourage others in your organisation/agency to learn from the collaborative working and incorporate the learning into developing themselves and the organisation/agency
- (12) communicate progress to those involved in a manner which emphasises the achievements made, notes any constraints and encourages them to remain committed
- (13) recognise the achievements of organisations/agencies and practitioners in a way which is appropriate to those concerned, the nature of the achievement and the overall context

Scope:

- 1 *Responsibilities:*
 - a) statutory obligations
 - b) related to work roles
 - c) to the broader community (including families, friends and future generations)
- 2 *Support to facilitate collaborative working:*
 - a) encouragement and motivation
 - b) education and training
 - c) coaching and mentoring
 - d) representation of views to others
 - e) information on good practice and how it may be implemented
 - f) advice
 - g) accessing expertise
 - h) confidential case consultation

- i) resources (such as facilities and refreshments)
- 3 *Problems and tensions:*
 - a) differing and incompatible views
 - b) resource commitment and use
 - c) motivation
 - d) personal resources and capabilities of key practitioners
 - e) interests and interaction with others who may affect the proposals
 - f) differential power balance
 - g) lack of empowerment to take effective action
 - h) responsibilities not delegated to the level where it is possible to act effectively
 - i) inconsistent messages
 - j) inconsistent purpose and direction
 - k) loss of champion or expert
 - l) dissipation of effort
 - m) different circumstances of members of group (e.g. paid, volunteers)

Element HM13.4 Review and evaluate collaborative working

Performance criteria

You will need to:

- (1) *assess the effect which collaborative working* is having on health, well-being and effective functioning with those involved
- (2) evaluate the beneficial and detrimental *effects of collaborative working on processes* within and between those involved
- (3) identify *trends and developments* which may necessitate modifications to collaborative working
- (4) identify and agree the current stage of development of the collaborative working relationships with colleagues and assess its impact for subsequent stages
- (5) propose ways in which collaborative working could be improved based on the evidence of evaluations, known trends and developments and the stage of development of the collaborative working
- (6) respect and use differences of opinion to inform the evidence base on which the collaborative working can proceed
- (7) take *appropriate action* to put in place agreed recommendations for change

Scope:

- 1 *Assess the effect of collaborative working in relation to:*
 - a) changes in lifestyle, perceived health needs and beliefs in relevant populations
 - b) evidence of improved means of supporting health, well-being and effective functioning
- 2 *Effects of collaborative working on processes:*
 - a) information sharing
 - b) mutual support
 - c) resource use
 - d) service provision
 - e) confusions and overlaps of work
- 3 *Trends and developments in:*
 - a) legislation
 - b) strategies and policies
 - c) technology
 - d) people's expectations
 - e) organisation/agency policies and strategy
 - f) changes in work practices
- 4 *Appropriate actions:*
 - a) facilitating others to act
 - b) acting yourself to achieve objectives
 - c) supporting others who are acting to achieve objectives

UNIT

HM14 Develop and maintain a strategic overview of developments in knowledge and practice (PA5.1)

Elements of Competence

HM14.1 Collate and appraise research and developments in knowledge and practice

HM14.2 Identify areas of knowledge and practice which need further research and development

HM14.3 Co-ordinate the dissemination of information about research and developments in knowledge and practice

Unit Summary

This unit focuses on standards related to establishing and maintaining an overview of developments in knowledge and practice.

You are expected to keep up-to-date in your field of interest through collating and appraising developments. Building on this overview, you need to determine those areas which are in need of further development and determine ways in which these gaps can best be filled. The role also includes the need to disseminate information on the field of interest to others.

Who is this unit aimed at

This unit applies to any practitioner whose work involves developing and maintaining a strategic overview of developments in a particular area of practice and disseminating this information to others. Such work roles might include those who work for national agencies, such as professional bodies or health promotion agencies; those who hold particular responsibility within services at national, regional or local level in relation to expertise in particular areas of practice, and those who take on such roles in a voluntary capacity, such as for employee or professional associations, or in the education sector.

Principles of good practice

This unit focuses on maintaining and up-dating information on knowledge and practice to inform your own and others' development and to contribute to the advancement of your own field of work. This specifically relates to the need to develop your own competence and practice in line with new developments and thinking and enabling others to do so.

Knowledge and Understanding

The knowledge and understanding needed to support competent performance of the standards in this unit are presented on pages 117-118 of this document.

Element HM14.1 Collate and appraise research and developments in knowledge and practice

Performance criteria

You will need to:

- (1) identify and access the different *sources of information* which are available on the *field of interest*
- (2) obtain sufficient, relevant information on the field of interest in a cost-effective manner
- (3) review and analyse the information obtained to determine its scope, content and any inherent *tensions*
- (4) evaluate the analysed information to determine the current state of developments in the field of practice
- (5) identify areas where the sources of information may be incomplete and possible reasons for their non-existence
- (6) analyse the information available to determine what is already known and where there are gaps in knowledge and practice in the field of interest
- (7) develop an appropriate, cost-effective system for keeping the information up-to-date
- (8) communicate information on the system clearly and concisely to *whomever who might benefit from it*
- (9) up-date information on the field of interest at regular intervals to maintain its accuracy and completeness
- (10) encourage and support those involved in developing and up-dating knowledge and practice in the field of interest to feed information into the system so as to enable it to be as up-to-date as possible

Scope:

- 1 *Sources of information:*
 - a) electronic (such as computerised databases, internet)
 - b) written
 - c) oral
- 2 *Field of interest may include one or more of the following areas:*
 - a) materia medica, nutrition and other treatment areas including conventional and CAM approaches
 - b) disease - nature and patterns
 - c) impairment
 - d) disability
 - e) handicap - the social factors which affect the way that disability is viewed and how people respond to it
 - f) health, well-being and effective functioning and the factors which influence it including the relationship between public and individual health
 - g) effectiveness of interventions to optimise health, well-being and effective functioning (promotion, prevention, protection, treatment and care)
 - h) technology
 - i) management and delivery of services, products and activities

- j) commissioning of means of optimising health, well-being and effective functioning
 - k) infrastructure for optimising health, well-being and effective functioning
 - l) education, training and development of those who work in services
 - m) policy development and implementation
- 3 *Tensions:*
- a) changes in practice and currently recognised best practice
 - b) different viewpoints on the validity of methodologies
 - c) shifts in concepts, models and paradigms
 - d) clashes between opposing ideologies
- 4 *Those who might benefit from it:*
- a) practitioners
 - b) educators and trainers
 - c) individuals, families, groups and communities
 - d) other organisations
 - e) managers
 - f) policy makers
 - g) research and development staff

Element HM14.2 Identify areas of knowledge and practice which need further research and development

Performance criteria

You will need to:

- (1) identify and use the current research and development activity to determine how it might fill gaps in knowledge and practice
- (2) evaluate the information available and determine the *validity and reliability of what is known*
- (3) identify the validity of the *trends and developments in research and development*
- (4) identify key areas for development in the *field of interest*
- (5) investigate the outcomes and processes of research and development which are *not being shared* and determine if they may be relevant and whether they can be used
- (6) identify the extent to which research and development activity will meet the needs, interests and concerns of practitioners
- (7) establish and use effective *processes* for gaining the views of others on areas for development
- (8) communicate the agreed areas for development, *in an appropriate manner, to those who would benefit from the information*

Scope:

- 1 *Validity and reliability of the knowledge:*
 - a) the extent to which the coverage and focus of the developments is influenced by the agendas of those funding it
 - b) whether the methodologies used are sufficient and valid for the areas being studied
 - c) the extent to which the processes and findings are influenced by others
 - d) whether the conclusions drawn are justifiable
- 2 *Trends and developments in research and development:*
 - a) dominant ideas and concepts
 - b) content and focus
 - c) methodologies
 - d) funding sources and interests
 - e) extent of political influence
 - f) access to processes and outcomes
- 3 *Field of interest may include one or more of the following areas:*
 - a) materia medica, nutrition and other treatment areas including conventional and CAM approaches
 - b) disease - nature and patterns
 - c) impairment
 - d) disability
 - e) handicap - the social factors which affect the way that disability is viewed and how people respond to it
 - f) health, well-being and effective functioning and the factors which influence it including the relationship between public and individual health
 - g) effectiveness of interventions to optimise health, well-being and effective functioning (promotion, prevention, protection, treatment and care)
 - h) technology
 - i) management and delivery of services, products and activities

- j) commissioning of means of optimising health, well-being and effective functioning
 - k) infrastructure for optimising health, well-being and effective functioning
 - l) education, training and development of those who work in services
 - m) policy development and implementation
- 4 *Not being shared due to:*
- a) restricted access by funders
 - b) lack of clarity by those undertaking the research as to its broader interest
 - c) insufficient attention paid to dissemination
 - d) failure to achieve outcomes
- 5 *Processes:*
- a) research and development groups
 - b) consultation documents
 - c) conferences
 - d) networks
- 6 *Appropriate manner:*
- a) facilitates others' understanding
 - b) encourages others' interest
 - c) enables others to absorb the information easily
 - d) enables others to use the information to best effect
- 7 *Those who would benefit from the information:*
- a) practitioners
 - b) educators and trainers
 - c) individuals, families, groups and communities
 - d) other organisations
 - e) managers
 - f) policy makers
 - g) research and development staff

Element HM14.3 Coordinate the dissemination of information about research and developments in knowledge and practice

Performance criteria

You will need to:

- (1) identify *those who might have an interest* in the dissemination of information about developments in knowledge and practice in the *field of interest*
- (2) test the effectiveness and efficiency of current *dissemination processes*
- (3) seek advice and support in any untapped potential dissemination processes
- (4) design alternative, realistic dissemination processes to capture the interest of those groups not reached through current methods
- (5) make realistic proposals for improving the effectiveness of current dissemination processes so as to meet your own dissemination needs whilst showing how such changes may be of mutual benefit
- (6) disseminate information in a manner and at a time which is most likely to encourage the interest of all those to whom it may be of interest
- (7) present information in different formats to capture the interest of different audiences
- (8) bring any tensions between different approaches to knowledge and practice to the attention of recipients in a manner which encourages them to compare their strengths and weaknesses fairly
- (9) encourage those with an interest in the field to maintain contact and propose how dissemination processes could be improved
- (10) evaluate the effectiveness of dissemination to inform future practice

Scope:

- 1 *Those who might have an interest:*
 - a) practitioners
 - b) educators and trainers
 - c) individuals, families, groups and communities
 - d) other organisations
 - e) managers
 - f) policy makers
 - g) research and development staff
- 2 *Field of interest may include one or more of the following areas:*
 - a) materia medica, nutrition and other treatment areas including conventional and CAM approaches
 - b) disease - nature and patterns
 - c) impairment
 - d) disability
 - e) handicap - the social factors which affect the way that disability is viewed and how people respond to it
 - f) health, well-being and effective functioning and the factors which influence it including the relationship between public and individual health
 - g) effectiveness of interventions to optimise health, well-being and effective functioning (promotion, prevention, protection, treatment and care)
 - h) technology

- i) management and delivery of services, products and activities
 - j) commissioning of means of optimising health, well-being and effective functioning
 - k) infrastructure for optimising health, well-being and effective functioning
 - l) education, training and development of those who work in services
 - m) policy development and implementation
- 3 *Dissemination processes:*
- a) journals and newsletters
 - b) electronic communication (e.g. e-mail, internet, electronic bulletin board)
 - c) conferences and formal meetings
 - d) organisation and association meetings
 - e) informal clubs and networks
 - f) training and development

UNIT

HM15 Contribute to raising awareness of herbal medicine (PA9.10)

Elements of Competence

HM15.1 Assist in assessing the need for raising awareness of herbal medicine

HM15.2 Assist in planning activities to raise awareness of herbal medicine

HM15.3 Raise people's awareness about herbal medicine

HM15.4 Contribute to the evaluation and improvement of awareness raising

Unit Summary

This unit describes your role in contributing to raising awareness of herbal medicine, This includes assisting in the assessment of the need for awareness raising and planning how this can best be undertaken, raising people's awareness of herbal medicine and contributing to evaluation and improvement.

Awareness raising may be linked to specific programmes specifically designed to promote herbal medicine or wider issues, such as promoting healthier lifestyles and raising awareness of environmental and lifestyle issues which have an impact on health.

Who this unit is aimed at

This unit is designed to be applicable to all practitioners who are involved in promoting awareness of the value and range of applicability of herbal medicine in broad terms to a variety of groups outside of the profession. You will need to demonstrate that you are able to work on a one-to-one basis with individuals and with groups (such as at promotional events in public places).

Principles of good practice

It is important that you recognise and acknowledge cultural differences, how these affect the method and content of awareness raising and how language and culture may affect the issues which people see as important. Effective communication is key to this unit. You are also required to acknowledge people's rights to ignore advice and information.

Knowledge and Understanding

The knowledge and understanding needed to support competent performance of the standards in this unit are presented on pages 119-120 of this document.

Element HM15.1 Assist in assessing the need for raising awareness of herbal medicine

Performance criteria

You will need to:

- (1) clearly establish your role in assessing the need for awareness raising with any other relevant people
- (2) identify potentially valuable *sources of information* and *those who have an interest in awareness raising*
- (3) alert relevant people to the need for awareness raising and relevant issues that arise during your ongoing work
- (4) conduct effective consultation with those who have an interest in awareness raising to determine overall interests and needs
- (5) collate and analyse the information obtained on the need for awareness raising and identify health and herbal issues which are of concern to different individuals and groups
- (6) present the results of the consultations in a manner which is appropriate for those who are to use them

Scope:

- 1 *Sources of information:*
 - a) your practice records
 - b) associations and self-help groups
 - c) media and communication channels including the internet
 - d) health targets
- 2 *Those who have an interest in awareness raising:*
 - a) those who may be the target group for awareness raising
 - b) those who may wish to raise the awareness of a group about herbal medical practice

Element HM15.2 Assist in planning activities to raise awareness of herbal medicine

Performance criteria

You will need to:

- (1) clearly establish your role and responsibilities in the planning process and its relationship to any *others involved*
- (2) identify the aims and objectives of the awareness raising in discussion with the others involved and from *other relevant information*
- (3) seek clarification as soon as is practicable when you are unclear about any of the aims and objectives
- (4) complete aspects of the planning that are your responsibility within schedule and budget
- (5) identify the *opportunities and constraints* which will affect the feasibility of different forms of awareness raising
- (6) propose realistic options for capturing the interest of target groups and support them by relevant evidence
- (7) recommend options that are most likely to meet the aims and objectives of the awareness raising and that are sufficiently flexible to meet *changing circumstances*
- (8) prepare and present recommendations and reports in a way which is suitable for those who are to use them

Scope:

- 1 *Others involved:*
 - a) your staff
 - b) other complementary healthcare professionals, carers and support or professional groups
- 2 *Other relevant information:*
 - a) any written information on the awareness raising
 - b) relevant information prepared by others
 - c) your practice information and briefing notes
 - d) research evidence
- 3 *Opportunities and constraints:*
 - a) national programmes promoting a similar and/or complementary message
 - b) local programmes promoting the same message run by others
 - c) competing initiatives which will impact on the success and timing
- 4 *Changing circumstances:*
 - a) interests of the target group
 - b) legislation
 - c) advances in knowledge and practice
 - d) public pressure
 - e) operational changes

Element HM15.3 Raise people's awareness about herbal medicine

Performance criteria

You will need to:

- (1) confirm the aims, objectives, *target audience* and *media* for awareness raising with the others involved
- (2) clearly establish your role and responsibilities in awareness raising and their relationship to the roles of others involved
- (3) *communicate* with the target audience in a manner that promotes their interest and participation whilst recognising their right to make their own decisions and determine their own agendas
- (4) take actions, and give information consistent with your practice policy and in line with professional codes of practice on the promotion of herbal medicine
- (5) offer information in a manner, and at a level and pace, appropriate to the individuals concerned consistent with their beliefs and mode of expression
- (6) give individuals the opportunity to discuss and seek clarification on herbal medicine, health issues and their understanding of the information provided
- (7) offer relevant herbal medicine and health promotion materials to those who are interested in them
- (8) refer individuals who need further information and advice which is beyond your competence to the appropriate people

Scope:

- 1 *Target audience:*
 - a) groups (such as at health fairs)
 - b) individuals
 - c) other healthcare professionals
- 2 *Media:*
 - a) presentations to specific groups
 - b) handouts
 - c) notices
 - d) health fairs
 - e) newspapers
 - f) radio
 - g) television
 - h) internet
- 3 *Others involved:*
 - a) your staff
 - b) other complementary healthcare professionals, carers and support or professional groups
- 4 *Communicate:*
 - a) oral
 - b) written
 - c) visual

Element HM15.4 Contribute to the evaluation and improvement of awareness raising

Performance criteria

You will need to:

- (1) seek feedback from the target group on the awareness raising
- (2) gather and collate *data and information* on the process and outcomes of the awareness raising in a form which allows it to be evaluated
- (3) record and present an evaluation of your own contribution to the awareness raising against any agreed objectives and targets
- (4) encourage the others involved to offer *constructive feedback* about your performance
- (5) offer constructive feedback on the performance of the others involved
- (6) make recommendations for improving future awareness activities based on the available evidence
- (7) maintain accurate, legible and complete records of the evaluation

Scope:

- 1 *Data and information:*
 - a) quantitative
 - b) qualitative
- 2 *Others involved:*
 - a) your staff
 - b) other complementary healthcare professionals, carers and support or professional groups
- 3 *Constructive feedback:*
 - a) emphasising the positive aspects of performance
 - b) suggesting areas for possible improvement

National Professional Standards for Herbal Medicine

The preceding sections have described the skills and competences of the practitioner in performing their professional role. In order to perform effectively, the practitioner will draw simultaneously on many different kinds of knowledge and understandings. For example, during a consultation, the practitioner will use the understanding of diagnostic methods, knowledge of herbs, models of communication and so on. This is referred to as 'Knowledge and Understanding' and is covered in the next section.

There are different kinds of 'Knowledge and Understanding' and some areas cut across all the standards, while other areas are specific to certain UNITS. All this is explained in the next pages.

The 'Knowledge and Understanding' underpinning these standards is described in the Common Core Curriculum of the EHPA. Any practitioner who has graduated from a programme of study developed in compliance with the Common Core Curriculum will have the necessary underpinning knowledge and understanding. Others will have acquired it by a variety of different routes – from self-study, apprenticeship, study abroad and continuous professional development activity.

Knowledge and Understanding

The knowledge and understanding needed to support competent performance of the standards in units HM1 and HM2 is presented under a number of headings as follows:

1 Technical knowledge and understanding

- A Anatomy, physiology and pathology
- B Nutrition and dietary advice
- C Clinical sciences
- D Plant chemistry and pharmacology
- E Pharmacognosy and dispensing
- F Western herbal medicine
- G Traditional Chinese herbal medicine (materia medica)
- H Traditional Tibetan herbal medicine
- I Therapeutics

2 Applied technical knowledge and understanding

- J The scope and methods of herbal medicine
- K Assessing the client's needs and the appropriateness of herbal medicine
- L Providing a herbal medicine treatment and management plan
- M Evaluating and reviewing the effectiveness of the herbal medicine treatment and management plan

3 Professional and practice knowledge and understanding

- N Professional standards and codes of practice
- O Legislation
- P Employment and organisational policies and practices
- Q Communication and the professional relationship
- R Work role and practice - reflecting and developing
- S Confidentiality
- T Consent
- U Practice management
- V Health, effective functioning and well-being

Technical knowledge and understanding for units HM1 and 2

You need to know and understand:

A Anatomy, physiology and pathology

- 1 structure and functions of the cells and their components
- 2 structure and functions of tissues: epithelium, connective tissue, membranes
- 3 structure and functions of biomolecules: carbohydrates, lipids, proteins, co-factors, enzymes
- 4 the metabolism of carbohydrates, lipids and proteins including control and integration
- 5 structure and functions of the musculoskeletal system: bones, joints, muscles, ligaments
- 6 structure and functions of the nervous system: central and peripheral systems, autonomic nervous system, sense organs
- 7 structure and functions of the endocrine system: hypothalamus and the pituitary gland, thyroid gland and adrenal glands, feedback control
- 8 structure and functions of the lymphatic system: the lymphoid tissues and lymphatic circulation, natural (innate) resistance to disease, immunity
- 9 structure and functions of the cardiovascular system and components of blood and blood clotting
- 10 structure and functions of the respiratory system
- 11 structure and functions of the digestive system
- 12 structure and functions of the genito-urinary system and prenatal and postnatal growth and development
- 13 how to recognise conditions:
 - for which herbal medicine is appropriate
 - where herbal medicine must be used with caution
 - for which herbal medicine is contra-indicated
 - for which herbal medicine is inappropriate

B Nutrition and dietary advice

- 1 the structural characteristics and function of key macronutrients and micronutrients
- 2 the processes involved in the catabolism of food components
- 3 terms used in Western dietetics to include RDA, RDI, DRV, EAR, LRNI, RNI, safe intakes, BMR, BMI, PAL and bioavailability
- 4 the effects of food additives, processing and drugs on nutrition
- 5 how to evaluate dietary assessment methodologies such as weighed dietary and portion records, questionnaires and surveys, food tables
- 6 the similarities and differences between different dietary approaches
- 7 dietary needs at different stages of development
- 8 the relationships between diet and disease
- 9 diets for individual specific cases
- 10 the relationship between herbal medicines and diet

C Clinical Sciences

- 1 the diagnostic techniques and clinical applications in orthodox medical practice and how to compare and contrast them with your traditional herbal medicine
- 2 the distribution of disease in the community and the approach to prevention from the orthodox and holistic points of view
- 3 how normal cell and tissue structure and function can change to produce genetic changes, abnormal cell growths, tissue injury, inflammation and repair
- 4 the general nervous, endocrine and metabolic responses to ageing, stress and tissue injury
- 5 the principles of infection and the ways in which alterations in natural and acquired defences (immunity) can lead to disease
- 6 the consequences of changes in the circulation, resulting from vascular narrowing and obstruction, fluid excess and loss and organ failure
- 7 diseases leading to the differential diagnosis of common symptoms and signs affecting the covering and support systems of the body (skin, joints and bone), control systems (nervous and endocrine systems) and maintenance systems (cardiovascular, respiratory, gastro-intestinal and urinary systems)
- 8 how to take effective case histories
- 9 how to perform a clinical examination of the major body systems
- 10 how to interpret basic pathology laboratory data and results of investigative procedures
- 11 the major actions and side effects of the major classes of orthodox drugs and how to access drug information (use of National Formularies etc)
- 12 how to recognise potentially serious signs and symptoms and when to refer clients to orthodox medical practitioners

D Plant chemistry and pharmacology

- 1 the nature and properties of plant substances
- 2 the procedures for chemical identification tests
- 3 the value and uses of chemical identification tests and separation techniques
- 4 the pharmacological effects of the major groups of plant compounds
- 5 the mode of action of common medicinal plants
- 6 the limitations of plant biochemistry as an explanatory model for herb actions
- 7 how to carry out information searches and evaluate current information on plant biochemistry and phytopharmacognosy

E Pharmacognosy and dispensing

- 1 the processes and issues of quality assurance in relation to herbal medicines
- 2 the identifying characteristics of commonly used herbs
- 3 the botanical terms used to describe herbs, including Latin terms and/or tradition specific names where relevant, for parts of plants
- 4 the legal requirements relating to the storage, labelling and dispensing of herbal medicine
- 5 the different forms of administering herbs and how to select the most appropriate form
- 6 the procedures for interacting with pharmacists, licensing authorities, the medical profession and toxicologists

F Western herbal medicine

- 1 the taxonomy and morphology of medicinal plants. How to recognise and identify a wide range of medicinal plants both growing and dried. How to use botanical reference material
- 2 how to classify plants according to their actions e.g. as stimulants, astringents etc. How to relate the action of an individual herb to its indications in treatment
- 3 the pharmacological actions of medicinal plants on the body in health and disease and which specific tissues, organs and physiological systems are affected by the administration of a given medicinal plant. The influence of plant remedies on the psycho-social and spiritual aspects of a client's being
- 4 the relative merits of whole plant preparations, standardised extracts and isolated plant constituents for application in holistic treatment
- 5 the dosage range for a wide range of medicinal plants
- 6 the contraindications and incompatibilities of a wide range of medicinal plants
- 7 the role of rationality, intuition and experience in prescribing treatment
- 8 the relative merits of simple and/or complex herbal prescriptions
- 9 the debate concerning the use of native versus foreign herbal remedies
- 10 conservation issues as they relate to herbal medicine. The merits of organic and wildcrafted herbs

G Traditional Chinese herbal medicine

- 1 the history and fundamental characteristics of Chinese medicine including the stages of development and literary landmarks; holism – seeing patterns of disharmony and the relationship between Traditional Chinese Medicine and Western Medicine in modern China
- 2 the concept of Yin-Yang, the basic aspects of the Yin-Yang relationship and the medical applications of Yin-Yang
- 3 the concept of the Five Phases, the Five Phase relationships of engendering (sheng), restraining (ke), rebellion (wu) and overwhelming (chang) and the medical applications of the Five Phase concept
- 4 the fundamental substances in Traditional Chinese Medicine i.e.
Qi – as a central concept in Chinese philosophy and medicine; the sources, functions and forms of Qi
Blood (xue) – the sources and functions of blood and the relationship to Qi and to the Zang Fu
Essence (jing) – the characteristics and functions of essence
Spirit (shen) – the characteristics and manifestations of spirit
Body Fluids – the characteristics and functions of thinner fluids (jin) and thicker fluids (ye)
- 5 the function of the internal organs including:
differences between the Zang Fu in Chinese Medicine and the anatomical organs of Western medicine
the Five Yin organs (wu zang): the functions of the heart (xin)/pericardium (xin bao); the liver (gan); the spleen (pi); the lungs (fei); the kidneys (shen) and the relationships between the Zang
the Six Yang organs (liu fu): the functions of the gall bladder (dan); stomach (wei); small intestine (xiao chang); large intestine (da chang); bladder (pang guang); triple burner (san jiao) and their relationships with the Zang
the Extraordinary organs (qi heng zhi fu): the functions of the brain (nao); the marrow (sui); bone (gu); vessels (mai); the uterus (zi gong) and the gall bladder (dan)

- 6 the function of the channels (jing) and network vessels (luo mai) i.e.
the distinction between channels (jing) and network vessels (luo mai)
the channel system: the twelve regular channels (shi er jing mai); the eight extraordinary channels (qi jing ba mai); the channel divergences (jing bie); the channel sinews (jing jin); the cutaneous regions (pi bu); the relationship between the channels and the Zang Fu
- 7 the causes of diseases (aetiology):
external causes: the six pathogenic factors (liu xie): wind (feng), cold (han), heat (re) or fire (huo), dampness (shi), dryness (zao), (summer-) heat (shu) and the relationship between the normal or upright (zheng) Qi and pathogenic or evil (xie) Qi
internal causes: the seven emotions (qi qing): joy (xi), anger (nu), worry (you), pensiveness (si), sadness (bei), fear (kong), fright (jing)
not external and not internal causes (bu nei wai yin): diet, imbalances of work and rest, sexual excesses
miscellaneous factors including trauma, burns, bites, parasites
- 8 how to identify patterns (bian zheng) of disharmony (pathology) according to:
the eight principles (ba gang): patterns of the interior (li) and exterior (biao); cold (han) and heat (re); deficiency (xu) and excess (shi); yin and yang
Qi, blood and body fluids: Qi deficiency (qi xu), Qi sinking (qi xian), Qi stagnation (qi yu), Qi counterflow (qi ni); blood deficiency (xue xu), blood stasis (xue yu), blood heat (xue re); oedema (shui zhong), distinction between thin mucus (yin) and phlegm (tan); phlegm patterns (tan zheng) including phlegm heat (tan re), damp phlegm (shi tan), cold phlegm (han tan), wind phlegm (feng tan), Qi phlegm
pathogenic factors: wind patterns (feng zheng): wind cold (feng han), wind heat (feng re), wind dampness (feng shi); damp patterns (shi zheng): cold dampness (han shi), damp heat (shi re); cold patterns (han zheng): excess cold (shi han), deficiency cold (xu han); heat/fire patterns (re-/huo zheng): excess heat (shi re), deficiency heat (xu re); summer heat patterns (shu zheng); dryness patterns (zao zheng)
the internal organs: patterns of the heart/pericardium, lung, liver, spleen, kidney; patterns of the stomach, small intestine, large intestine, gall bladder, bladder, triple burner
the six stages (liu-jing): in accordance with the theory of injury by cold: greater yang (tai yang), yang brightness (yang ming), lesser yang (shao yang), greater yin (tai yin), lesser yin (shao yin), absolute yin (jue yin)
the four levels: in accordance with the theory of warm diseases: defence aspect (wei fen), Qi aspect (qi fen), nutritive aspect (ying fen), blood aspect (xue fen)
- 9 methods used to examine clients:
looking – the shen, physical shape and movement, facial colour, tongue, other external manifestations: eyes, nose, ears, mouth/lips/teeth/gums, throat, limbs, skin
listening and smelling – sound of the voice; breathing cough; body odours
asking about – sensations of cold and hot; sweating; headaches and dizziness; pain/aching/numbness in whole body, in joints, in back, in limbs; chest and abdomen: including epigastric and lower abdominal fullness and pain, oppression of the chest, palpitations, shortness of breath, hypochondriac pain; stools and urine; thirst, appetite and diet, tastes in the mouth, nausea/vomiting; ears and eyes: including tinnitus, hearing loss, pain or pressure in the eyes, blurred vision, floaters; sleep; vitality; mental-emotional state; gynaecological: cycle, periods, discharges; paediatric: including special events during pregnancy, traumas at birth, breast-feeding and weaning, vaccinations; medical history; medication
touching – the pulse: method of palpation; levels of pressure; pulse-positions; pulse qualities including: floating (fu), sinking or deep (chen), slow (chi), rapid (shuo), empty (xu), full (shi), thin or threadlike (xi), wiry or stringlike (xian), slippery (hua), tight (jin), flooding (hong), soggy (ru) or soft (ruan), choppy (se), knotted (jie), interrupted (dai), and hurried (cu); integration of positions and qualities; palpating the skin, the hands and feet, the epigastrium and abdomen
- 10 the principles (zhi ze) and methods (zhi fa) of treatment i.e.
treating in accordance with the season, the locality, and the individual

- supporting the upright (zheng) Qi and expelling the evil (xie) Qi
 - treating the manifestation (biao) and the root (ben)
 - straightforward treatment (zheng-zhi) and paradoxical treatment (fan-zhi)
 - the eight methods (ba fa) of treatment: sweating (han), vomiting (tu), draining downward (xia), harmonising (he), warming (wen), clearing (qing), reducing (xiao), tonifying (bu), applications, variations, contraindications
- 11 the differentiation and treatment of common diseases (refer to the list provided by the Regulatory Authority)
 - 12 the identification, harvesting and storage of Chinese herbs
 - 13 the preparation and treatment of Chinese herbs
 - 14 the natures and properties of Chinese herbs i.e.
 - four Qi and five tastes
 - ascending, descending, floating and sinking
 - repairing and draining
 - targeting of channels
 - categories
 - 15 the utilisation of Chinese herbs including:
 - combining herbs
 - contraindications: symptomatic contraindications, contraindicated combinations, contraindications for pregnant women, contraindicated food and drink
 - dosage: as determined by the nature of the herbs, as determined by the combination and the type of prescription, as determined by the disease situation, the constitution and age of the client
 - administration
 - 16 the name, category, properties (four Qi and five tastes), actions and indications, dosage, contraindications, main combinations, differences between members of the same category and appropriate methods of preparations of the Essential Chinese herbs (refer to the list provided by the Regulatory Authority)
 - 17 the name, category, main actions and indications and differences between members of the same category of the Useful Chinese herbs (refer to the list provided by the Regulatory Authority)
 - 18 the general principles of composing and modifying formulae:
 - internal structure of Chinese herbal formulae – the principles of formula building and of herb construction
 - adjustment of formulae to fit the individual case – adding and deleting herbs and flavours, altering herb combinations and altering dose ratios
 - categories of formula – pre-modern and modern categorisations
 - types of formulation – decoctions, powders, pills, soft extracts, special pills, tinctures
 - preparation and administration
 - 19 the category, ingredients and dosage, indications of dosage, contraindications, major modifications, differences in properties and usage between formulae in the same category of the Essential Model Formulae (refer to the list provided by the Regulatory Authority)
 - 20 the category, main ingredients, indications of usage, differences in properties and usage between formulae in the same category of the Useful Model Formulae (refer to the list provided by the Regulatory Authority)

H Traditional Tibetan herbal medicine

- 1 The elemental nature of the universe and the five elements i.e. earth, water, fire, air and space
- 2 The Fourfold Treatise, the relationship between the individual and the environment, mutual dependence and interaction and its use in determining the timing and suitability of treatments
- 3 The root treatise
 - a) normal physical condition viewed as the basis of illness
 - b) the diagnosis and symptoms of disorders
 - c) treatment, as diet, behaviour, medication and other therapies
 - d) the tree metaphor – three roots, nine stems, 47 branches and 224 leaves
- 4 The explanatory treatise
 - a) the object of treatment i.e.
 - § the body - formation of the body (embryology); metaphors for the body; nature of the body (quantitative anatomy dealing with the proportion of bodily constituents, nerves and blood vessels and other important channels in the body); characteristics (physiology) of the body; types of physical constitutions; signs of death
 - § illness - causes of illness; contributing factors of illness; mode of inception of illness; characteristics of illness; classification of diseases
 - b) the treatment i.e.
 - § lifestyle – behaviour including usual, seasonal and occasional behaviour
 - § diet - survey of foods and their nutritional value; dietary restrictions; the right amount of food and drink to ingest
 - § medicines - 'taste' and 'post-digestive taste'; six basic tastes and eight fundamental 'potencies' which give each substance its own properties. What the basis is for compounding medicines, in order to achieve the desired curative effect, and the principles involved in compounding medicines.
 - § instruments used in external treatments - surgical and medical instruments
 - c) the means of treatment i.e.
 - § health preservation - remaining healthy (preventive medicine)
 - § diagnosis - diagnosing the actual condition of the client; diagnosing by indirect questioning: gaining the client's confidence; four criteria and their use to investigate whether a disease can be treated or not
 - § treatment of illness - general method of treatment; specific methods of treatment; common and specific means of treatment
 - d) the one who treats i.e.
 - § the qualities and ethical standards required of a doctor
- 5 The instruction treatise
 - a) 'disruption of the three Nyes pa' – diagnosis and treatment of *Rlung* disorders; *Mkhris pa* disorders; *Bad kan* disorders and the combination of all three in diagnosis and treatment
 - b) 'cold' diseases ('consumptive' disorders) – digestive problems; tumours; 1st, 2nd and advanced stage oedemas; chronic metabolic disorder resulting in wasting of bodily constituents
 - c) 'hot' disorders (fevers, inflammations, infectious diseases) – hot disorders in general; clarification of possible errors about hot and cold diseases; 'borderline situations' ('Nyes pa' reactions following the treatment of a fever); immature fever; fully-developed fever; empty fever; hidden or latent fever; old (chronic) fever; 'turbid' fever; post-traumatic fever;

- 'disturbing' fever; contagious diseases; pox-type diseases; infectious disease of intestines; infectious disease of throat and of muscle tissues; common cold and influenza
 - d) diseases of the upper part of the body – head; eyes; ears; nose; mouth; goitre and throat diseases
 - e) visceral diseases – heart; lungs; liver; spleen; kidneys; stomach; small intestine; large intestine
 - f) sexual diseases – male genital disorders; female genital disorders
 - g) miscellaneous diseases – problems of voice production; loss of appetite; intense chronic thirst; hiccups; breathing difficulties; sharp abdominal pains of infectious origin; infections/inflammations; vomiting; diarrhoea; constipation; urinary retention (12 different sorts of disorders); polyuria (20 sorts of disorders); infectious diarrhoea; gout; rheumatic diseases (osteoarthritis); '*Chu-Ser*' disorders (skin affections of various sorts); neurological disorders; dermatological diseases; miscellaneous minor disorders
 - h) 'endogenous sores/swellings' – swellings, tumours, cysts, growths; haemorrhoids; 'fire heat' (burn-like blisters); 'Surya' swellings (blood clots); swelling of glands; swelling of scrotum and testicles; swelling of lower limbs; anal fistula
 - i) children's diseases (paediatrics) – child care; children's diseases; disturbances in children caused by negative influences in their environment
 - j) women's diseases (gynaecology) – general, specific and common disorders
 - k) disorders due to 'Severe Mental Disturbance' (Neurology and Psychiatry) disruptive influence of negative emotional states such as hatred and jealousy and their roots in the ultimate demon 'ego fixation' – 'elementals' influence; various patterns of mental disturbance accompanied by physiological manifestations and erratic behaviour; 'insanity makers' – physical signs and disturbed behaviour akin to bipolar affective disorders; 'making one forget' – neurological disorder possibly akin to dementia; 'planetary influence' – neurological disorders including strokes leading to hemiplegia and/or epilepsy; 'naga influence' relating mostly to leprosy
 - l) wounds and injuries – general, head wounds; neck wounds; abdominal wounds; limb wounds
 - m) poisons – specially formulated poisons; food poisoning; natural poisons
 - n) geriatrics – revitalisation treatment
 - o) virility/fertility treatment – virility; women's fertility treatment
- 6 The final treatise
- a) diagnosis through examination of pulse and urine
 - b) 'calming' medicinal treatment – decoctions; powders; pills; pastes; medicinal butters 'calcinates'; extracts; medicinal brews; preparations based on precious stones or substances; herbal preparations
 - c) 'cleansing' medicinal treatment – lubrication (oil therapy); the five works: purgatives; emetics; cleansing via the nose; gentle enema; forceful enema; 'channel' cleansing as a supplement to the five works; five gentle and forceful external treatments: bloodletting; moxibustion; hot/cold applications; baths/steam baths; ointments; minor surgery as a supplement to the five external treatments; conclusion and entrustment
- I Therapeutics**
- 1 how to determine a specific treatment strategy, to select appropriate herbal prescriptions and dietary plans for a wide range of conditions and having regard to the pattern of disharmony particular to the individual concerned
 - 2 how to select for any particular scenario or condition a range of possible herbal formulae, and the difference of approach in each case
 - 3 how to adapt a prescription appropriately to respond to changing circumstances in the progress of an individual treatment
 - 4 how to recognise and deal with adverse reactions
 - 5 the factors involved in prognosis

- 6 the factors involved in selecting appropriate dosages of herbs and treatments for particular individuals and conditions, including dosages for the elderly, children and infants. Schedule III herbs and the contraindications in pregnancy

Applied technical knowledge and understanding for units HM1 and HM2

J The scope and methods of herbal medicine

- 1 the history, principles and development of herbal medicine and its relationship to other healthcare modalities
- 2 how to recognise those occasions when herbal medicine may complement other healthcare which the client is receiving
- 3 how to recognise conditions for which herbal medicine is incomplete in itself and for which the client should seek advice from other sources (discipline specific)
- 4 the circumstances when you may choose not to accept a client:
 - herbal medicine is unlikely to succeed
 - the client does not want herbal medicine
 - you do not wish to provide herbal medicine
- 5 the circumstances when you must not accept a client:
 - your specific complementary healthcare discipline is contra-indicated
 - you do not have the requisite experience or expertise
- 6 the range, purpose and limitations of different methods, which may be used for different clients with different needs
- 7 how to determine the most appropriate method(s) for different clients and their particular needs
- 8 how to tailor herbal medicine appropriately for each individual
- 9 how to judge whether self-care procedure(s) is/are appropriate for the client

K Assessing the client's needs and the appropriateness of herbal medicine

- 1 how to provide an appropriate assessment environment for the client and the importance of doing so
- 2 how to select, prepare and use a range of equipment and materials that are needed to assess the client
- 3 how to prepare and present yourself correctly to carry out assessment
- 4 why it is important to introduce everyone present and confirm their role within the assessment process
- 5 how to clarify and confirm the client's (and any companion's) understanding of the assessment process
- 6 how to interpret the client's initial approach and manner and identify their needs
- 7 how to select and use different assessment methods effectively
- 8 the amount of time which each assessment method is likely to take to establish the client's needs
- 9 the importance of respecting the client's privacy and dignity and affording them as much comfort as possible during assessment
- 10 how to establish valid and reliable information about the client, determine the priority of need and to formulate your initial hypothesis

- 11 the information which would confirm or deny initial hypothesis and the reasons for this in particular cases
- 12 the likely causes of particular conditions and the possibility of changing these
- 13 the potential risks of various courses of action for the client and how to assess these realistically
- 14 how to determine the meaning and significance of the information given by the client and how to deal with any inconsistent information gained during assessment
- 15 why it is important to acknowledge your own limitations and when there may be a need to refer the client on to other healthcare practitioners
- 16 why it is important to explain the reasons for any delay between requests and assessment
- 17 the appropriate actions to take on the basis of the assessment to suit the client's condition and identified needs.

L Providing a herbal medicine treatment and management plan

- 1 the importance of explaining treatment/self-care options and methods to meet the needs of the client and what the potential consequences of not doing so may be
- 2 the role which the client (and others) may take, and may need to take, if the treatment or self-care is to be successful and how to explain and agree them with the client (and any companion)
- 3 how to support the client to make informed choices
- 4 the importance of agreeing the location and timing of the herbal medicine sessions with the client, and the factors which may intervene and alter plans
- 5 why evaluation methods should be determined at the planning stage and what the client's role will be in the evaluation
- 6 the importance of encouraging the client to be as actively involved as possible and the relationship of this to the promotion of their health, effective functioning and well-being
- 7 how to monitor and evaluate changes in the client, assess which changes are related to herbal medicine and use this information to inform future practice
- 8 how to evaluate efficacy and suitability of herbal medicine for a client and how to decide when it should be halted and/or discontinued
- 9 methods and processes for evaluating information as treatment proceeds and using this to inform future practice
- 10 the potential risks associated with client self-care and the extent of your responsibilities
- 11 the importance of giving clear and accurate instructions on self-care and the consequences of not doing so

M Evaluating and reviewing the effectiveness of the herbal medicine treatment and management plan

- 1 what information is needed for the review to be carried out effectively
- 2 how to review the effectiveness of the herbal medicine treatment and management plan with the client and evaluate the extent to which their needs have been met
- 3 the importance of evaluating the herbal medicine treatment and management plan as a whole

- 4 how and why you should encourage the client (and any companion) to take a full and active part in the review process and offer their views
- 5 how the client (and any companion) may indicate concerns in the process without making their concerns clear and explicit
- 6 the importance of active listening in evaluating the herbal medicine treatment and management plan with the client
- 7 the range of different ways in which the herbal medicine treatment and management plan can be altered to meet the needs of the client and the ways in which their needs may have changed
- 8 why it is necessary to help and support the client to consider the implications of any changes made to their herbal medicine treatment and management plan
- 9 how to record the content and outcomes of the review process and what information should be included
- 10 the variety of reasons there may be for discontinuing the herbal medicine treatment and management plan with the client

Professional and practice knowledge for units HM1 and HM2

N Professional standards and codes of practice

- 1 the professional standards and code of conduct for your discipline
- 2 the role of the professional body setting the rules and ethics of your discipline
- 3 the rules, ethics and codes of conduct of your profession and how they apply to your own practice
- 4 why it is important to keep your understanding of professional rules and codes of conduct up to date
- 5 how to balance your own responsibilities as a professional with any contractual or other requirements of any organisation within which you work

O Legislation

- 1 current relevant health and safety legislation and how it applies to your own work role
- 2 legislation relating to obtaining, storing and using information and supplying services
- 3 the importance of keeping your understanding of legislation up to date including legislation on banned and restricted herbs and medicinal products
- 4 how relevant legislation impacts on your own work

P Employment and organisational policies and practices

- 1 the roles and functions of the principal agencies with whom you work
- 2 how to obtain information from the principal agencies with whom you may be working
- 3 why it is important to respect the rights of clients
- 4 the extent of your own remit as a practitioner and the limits of your responsibilities
- 5 how your own role relates to that of other professionals within the principal agencies
- 6 the organisational requirements and restrictions relating to the use of resources
- 7 the range of resources and options available to meet the client's needs

Q Communication and the professional relationship

- 1 how to achieve effective communication through observation, sensitive questioning and listening
- 2 how to adapt vocabulary, pace and tone of speaking to meet the needs of the client
- 3 what forms of verbal and non-verbal communication are available and how to use these positively
- 4 what signals can be used to check the understanding of the client and how to interpret them
- 5 how to position self and client to encourage communication
- 6 how to recognise and overcome barriers to communication
- 7 why certain environments can inhibit communication and how to minimise this
- 8 why it is important to encourage the client (and any companion(s)) to ask questions, seek advice and express any concerns
- 9 the nature of a professional relationship and how to develop it with clients
- 10 how to respond to conflicting advice which clients may receive from different practitioners

R Work role and practice - reflecting and developing

- 1 why it is important to reflect on your own practice and identify any development needs
- 2 how to evaluate the effectiveness of your own actions and learn from experience
- 3 the information available on effective complementary healthcare and how to evaluate and use this information within your own practice
- 4 how the models and concepts in your area of practice have evolved and developed, how they tend to change with time and the similarities and differences between different versions
- 5 how to develop links with other healthcare providers and the protocols for doing this
- 6 how to acknowledge the limits of your own knowledge and competence and the importance of not exceeding these

S Confidentiality

- 1 the importance of recognising and maintaining the client's right to confidentiality
- 2 how to balance the client's rights against your responsibility to others
- 3 what to take into account when passing on information about clients
- 4 what the procedures and requirements on confidentiality, security and transmission of information are for your organisation and for any other organisation that you may need to contact regarding a client
- 5 the ways in which confidentiality may be breached and how to prevent their occurrence

T Consent

- 1 what is meant by "implied" and "informed" consent and the circumstances in which these may arise
- 2 the guidance given by your professional body on implied and informed consent and when written consent should be obtained
- 3 why it is important to ensure that clients have been given sufficient information to give or refuse consent
- 4 who holds responsibility for gaining consent and when this should be done

- 5 how informed consent may be obtained for clients who are unable to give the consent themselves and who has the right to give this consent
- 6 how to confirm that the agreements reached are likely to be in the clients' best interest
- 7 what the policies on consent, including any specific requirements under contractual agreements are for your organisation and for any other organisation that you may need to contact regarding a client

U Practice management

- 1 why it is important to protect client confidentiality
- 2 how to keep records to protect confidentiality and security of information
- 3 how to keep records so that an audit can be undertaken
- 4 why it is important to record all the necessary information in a format suitable for further use
- 5 who has the right of access to information held on records
- 6 why it is important to acknowledge and respect an individual's rights and dignity and ways of doing this
- 7 what circumstances may indicate a need for the presence of a third party
- 8 who may act as a companion for the client and how to interact with them
- 9 what your legal and ethical responsibilities are in relation to the client's health and safety
- 10 how to maintain your practice in line with health and safety legislation
- 11 how to be supportive to the client (and any companion(s)) whilst managing time effectively
- 12 how to obtain information on commonly encountered diseases, drugs and their side effects

V Health, effective functioning and well-being

- 1 the concept of health, effective functioning and well-being that is consistent with the practice, principles and theory underlying your discipline
- 2 why it is important to recognise that the client's previous and present care may affect their health, effective functioning and well-being
- 3 how the psychological and emotional balance of the client may affect their health, effective functioning and well-being
- 4 how to recognise when the body is in health balance and when it is not functioning as it should
- 5 how signs and symptoms may be suppressed or altered by other factors such as medication, exercise, diet
- 6 how the client's diet, lifestyle and emotional state can affect their health, effective functioning and well-being
- 7 how the physical, social, emotional and economic context in which people live affects their health, effective functioning and well-being
- 8 how personal beliefs and preferences affect how clients live and the choices they make
- 9 what resources are available to clients to make changes to the context in which they live and make choices about their lifestyles
- 10 the nature of illness and the impact this may have on a client's health, effective functioning and well-being

- 11 why it is important to recognise conditions which may pose a serious risk to the client and when to seek immediate help or advice from other professional sources
- 12 the nature of disability and your role in working with those who have disabilities
- 13 how an individual's abilities and disabilities may affect the nature and form of help and support and the manner in which you provide it

Description of knowledge and understanding needed for the standards in unit HM3

You need to know and understand:

A For the whole unit

- 1 the limits of your own authority and (for a dispenser) when to refer to the herbalist
- 2 the importance of maintaining dispensary records
- 3 the current ethical and legal professional requirements that govern the dispensing and issuing of a herbal prescription
- 4 that some clients will have special needs
- 5 the different reference sources that are available and when you need to use them
- 6 the importance of Standard Operating Procedures and reasons for following them
- 7 the basic principles of modern herbal medicines management

B Receive and validate herbal prescription

- 1 exactly what client details are required on a prescription and why they are necessary
- 2 research regulations and procedures
- 3 the procedures for dealing with clients with special needs
- 4 the transactional and administration procedures as required by government regulations and those that apply to your workplace
- 5 how to use herbal reference sources and guidelines for dispensing
- 6 the procedures for validating prescriptions and reasons for following them
- 7 how to recognize a possible forged prescription and actions to take
- 8 the requirements to be satisfied for a complete, unambiguous and valid prescription and actions to take if validity is questionable
- 9 the prescribing conventions and abbreviations
- 10 the botanical terms used to describe herbs including Latin terms and/or tradition specific names where relevant, for parts of plants
- 11 how herbal medicines are administered and the affect they have on basic human physiology
- 12 different strengths, doses and quantities of medicines and why they are used
- 13 the actions and use of drugs including different drug interactions and contra-indications
- 14 why and when Prescription Records are used
- 15 the regulations relating to the prescription requirements for restricted herbs
- 16 the current legislation relating to the validity of prescriptions

C Assemble and label required herbal medicine(s) or product(s)

- 1 procedures for dispensing prescriptions plus principles underlying these
- 2 basic hygiene and the importance of maintaining a clean working environment and equipment; personal hygiene and use of protective clothing

- 3 labelling requirements and conventions; measurement and transfer of medicine from bulk; properties of container types and when to use
- 4 factors which cause deterioration of stock: microbial contamination; environmental and storage conditions
- 5 handling and storage of hazardous materials and procedures to minimise risk
- 6 principles of calculations, weights and measures
- 7 the correct use and maintenance of dispensing equipment
- 8 the procedures for preparing products plus principles underlying these
- 9 chemical, physical and energetic properties of ingredients relevant to formulation and compounding

D Issue prescribed herbal medicine(s) or product(s)

- 1 the procedures and principles for issuing dispensed medicines and products and the local Standard Operating Procedures that relate to this.
- 2 why it is important to confirm the client's identity; provide information on use of medicines and products; provide information on storage and maintenance of herbal medicines and products, provide information on possible side effects, to ensure the safe, effective use of treatments.

Description of knowledge and understanding needed for the standards in units HM4 and 5

You need to know and understand:

A Growing herbs

- 1 the equipment which will be necessary for clearing the site
- 2 methods of maintaining this equipment in a fit state for use
- 3 correct methods of using equipment
- 4 relevant storage requirements for equipment and materials
- 5 problems which may occur with equipment and materials and how to resolve them
- 6 correct methods for clearing the site of unwanted materials and debris
- 7 the use for which the site is being prepared and how this relates to clearance
- 8 those materials that may be suitable for re-use or recycling
- 9 safe and correct methods for disposing of organic and inorganic waste
- 10 your responsibilities under legislation relating to disposal of waste
- 11 the necessary condition of materials for planting operations
- 12 the necessary condition of the site ready for planting operations
- 13 the working methods for carrying out planting
- 14 effective use of resources for the setting out of herb plants/seeds
- 15 production requirements in relation to planting
- 16 the time at which planting should take place
- 17 the relationship of planting to the crop's subsequent growth and development
- 18 conditions in which planting should take place
- 19 the equipment which is necessary for planting
- 20 methods of maintaining and using equipment
- 21 methods for preparing plant material
- 22 the correct positioning of the plants in the growing medium
- 23 correct methods for handling plant material
- 24 the appropriate commercial speeds at which planting must take place
- 25 problems which may occur during planting and how they may be overcome
- 26 types of unwanted plant material and why it must be removed
- 27 methods for manipulating plant development
- 28 reasons why plant development is important
- 29 the relationship of plant development to the growth of the herbs
- 30 common problems which may occur with the herbs and the correct actions to take in relation to potential problems
- 31 ways of minimising environmental damage

B Harvesting herbs

- 1 conditions which indicate that herbs are ready for harvesting
- 2 conditions which indicate that herbs are not ready for harvesting
- 3 actions to take when the herbs are not ready for harvesting
- 4 how to develop plans for harvesting herbs
- 5 the relationship of production requirements to planning and harvesting the herbs
- 6 methods for harvesting the herbs
- 7 variations and adjustments that may be required in harvesting methods
- 8 how to determine the human, financial, material and equipment resources necessary
- 9 the availability of human, financial, material and equipment resources
- 10 the information which the harvesting plan has to contain
- 11 methods and conventions for presenting plans
- 12 timescales within which harvesting must take place
- 13 acceptable commercial rates of harvesting which apply within your practice
- 14 the correct and safe methods for maintaining and using equipment
- 15 reasons why harvested herbs may not be of a suitable quality and how to identify them
- 16 problems which may arise during harvesting and how to resolve them
- 17 the required condition of the harvested herbs
- 18 actions to take in the event of the herbs failing to meet requirements
- 19 how to maintain the quality of the herbs and minimise damage
- 20 correct methods for the safe disposal of waste created by harvesting operations
- 21 relevant methods for storing herbs prior to despatch

C Supporting activities

- 1 the organisational health and safety policy
- 2 your own responsibilities under health and safety legislation
- 3 the importance of hygiene during planting, growing and harvesting herbs
- 4 levels of hygiene which are required on site when planting, growing and harvesting in relation to the type of herb and production requirements
- 5 reasons and methods for maintaining hygiene and avoiding contamination
- 6 the records which are required and how to keep them in relation to planting and growing herbs and to harvesting herbs

Description of knowledge and understanding needed for the standards in unit WHM6

You need to know and understand:

- 1 current Health and Safety legislation including COSHH
- 2 principles of Standard Operating Procedures and why it is important to work within these procedures
- 3 basic hygiene and the importance of maintaining a clean working environment
- 4 personal hygiene and the use of protective clothing
- 5 current legislation relating to the manufacture of herbal medicine products
 - § EC Directives
 - § rules and Guidance for Pharmaceutical Manufacturers – Good Manufacturing Practice (GMP)
 - § packaging of medicinal products, including methods and materials
- 6 the factors that affect and cause microbial and cross-chemical contamination
- 7 the maintenance of records e.g. updating, version number
- 8 the importance of using and keeping the correct documentation
- 9 principles and procedures of formulae calculations
- 10 the preparation and use of environmental areas
- 11 the assembly and maintenance of equipment
- 12 the principles and properties of different types of containers and when to use the various types
- 13 environmental parameters e.g. air pressure, temperature, air flow
- 14 principles and procedures for preparing herbal medicine products
- 15 labelling requirements and conventions
- 16 chemical and physical properties of ingredients relevant to formulation and compounding, this will include any interactions between ingredients
- 17 sources of contamination and the appropriate corrective action
- 18 principles of formulae calculations, weights and measures
- 19 principles and procedures for:
 - § mixing
 - § filtration
 - § reconstitution
 - § incorporation
 - § filling
 - § assembly
 - § dissolving
 - § pressing
- 20 the reasons for and how to carry out 'in-process' checks, end product quality checks and quarantine requirements
- 21 nature and use of different products:
 - § topical fluids e.g. eye drops, ear drops, nasal drops
 - § solid dose forms e.g. capsules, tablets, suppositories, powders
 - § oral liquids
 - § ointments and creams

- 22 principles and procedures for sterilisation of products, including, autoclave, dry heat, microbial filtration
- 23 the procedures for the disposal of waste products and cleaning material
- 24 principles and procedures for storing the prepared herbal medicines and for dismantling and storing equipment
- 25 principles and procedures for decontamination and the records that need to be kept

Description of the knowledge and understanding needed for the standards in unit HM7

You need to know and understand:

A Rights and responsibilities

- 1 what is meant by the rights of people and those rights which the care sector has a particular responsibility to promote
- 2 the responsibilities which people have to those with whom they live, work and directly interact, and to the wider community
- 3 the tensions which people experience between their own rights and responsibilities
- 4 the tensions that exist between different people's and organisations' rights and responsibilities
- 5 how the socio-economic and personal context of people's lives affects their values and priorities and the decisions they are able to make
- 6 why the decisions which people make about their lives are complex and the nature of this complexity
- 7 how to obtain information relating to rights and the resources/support which are available

B Promoting rights

- 1 the ways in which you can best promote people's rights
- 2 how to recognise when people are not able to exercise their rights personally
- 3 methods of enabling people to exercise their rights effectively - themselves, through your help or through the use of another, such as an interpreter or advocate
- 4 how best to challenge people when their choices or actions infringe the rights of others
- 5 how systems and structures can have an effect on people's rights and the extent of your responsibility in drawing attention to this

C Personal beliefs and identity

- 1 why it is important to encourage individuals to communicate what they want as long as this does not adversely affect the rights of others
- 2 how personal beliefs and preferences (including your own) may affect the way in which people interact with others (e.g. the inappropriate use of the term 'Christian name' to those who are not of the Christian faith rather than using 'first name')
- 3 the effect which beliefs and preferences may have on aspects of daily living (such as diet, clothing, transport, worship and access to others)
- 4 the effects which your own beliefs may have on your behaviour and how you can identify, challenge and negate your own prejudice
- 5 how various environments affect behaviour and the particular limits which are imposed in your environment

D Equality and diversity

- 1 the principle of equity in the care sector and how this relates to individual needs
- 2 the effect of equality and inequality on health and social well-being
- 3 how inequalities in the current provision of care affects people's lives

- 4 how equality of access and provision may best be promoted
- 5 the diverse experiences and perspectives which people bring to any interactions
- 6 the benefits of diversity in a multi-cultural society - diversity includes:
 - individual and social characteristics - gender, age, sexuality, place of origin, race, health status, ability, class, caste, relationship status, offending background, responsibility for dependents
 - values and beliefs - creed, culture, political beliefs, ethical values, religion

E Discrimination, oppression and anti-discriminatory practice

- 1 the assumptions and oppressions which surround different groups (such as sexism, racism, ageism, heterosexism, ablism, discrimination against those with mental health problems and learning disabilities) and the ways in which this is built into society and organisations
- 2 the forms which discrimination may take, the behaviours which may be expressions of these and how they may differ between different groups and in different settings
- 3 possible effects of stereotyping, prejudice and labelling on people
- 4 methods of challenging discriminatory behaviour and attitudes
- 5 the difference between inappropriate, unfair and unjust discrimination in contrast to appropriate, fair and just discrimination (such as when it is necessary to select individuals from a large number and explicit criteria are used to do so)

F Confidentiality and rights

- 1 the relationship of confidentiality to individual rights
- 2 why individual choice regarding the confidentiality of information should be respected as far as is possible and the circumstances which over-ride individual choice (e.g. statutory obligations)
- 3 how information can be misused by individuals and organisations

G Confidentiality and risk

- 1 the grey areas surrounding confidentiality and the tensions which may exist between individual, group, societal and organisational rights and responsibilities
- 2 the reasons why some people may claim they have the right or the need to know information (e.g. where the request is based on the potential risk of transmission of particular diseases, or other danger)
- 3 the information which may indicate that people are at risk (such as someone intends to commit suicide, someone is taking drugs which may affect their actions) and the organisation's policy on handling the confidentiality of such information

H Confidentiality - maintenance

- 1 how the transmission of information, and the setting in which it takes place, may affect confidentiality (e.g. telephone conversations in open offices, faxes arriving at central points)
- 2 how proof of identity may be obtained from various sources
- 3 the differing policies which organisations may have to the confidentiality, access and transmission of information and the affect which this has on your role
- 4 what constitutes acceptable proof of identity and how this may be validated
- 5 the methods for maintaining confidentiality in public environments
- 6 how confidentiality may be inadvertently breached

I Legislation, charters and organisational policy

- 1 rights and responsibilities of people under current legislation (e.g. Mental Health Act, Children Act, Data Protection Act, Rehabilitation of Offenders Act etc.) and agreed legislation which is in the process of being implemented
- 2 particular rights and restrictions under legislation related to people with whom, and settings in which you work, including the way in which the individual relates to others
- 3 organisational policies and procedures relating to the recognition of personal beliefs
- 4 the legal restrictions on access to and transmission of information and how this may differ for different individuals and in different settings
- 5 moral rights which are not recognised in law but which are broadly accepted within a democratic society
- 6 the public charters and policies which relate to the people or settings in which you work
- 7 organisational policies (of your employing/contracting organisation or practice) relating to rights and responsibilities and how and why these may differ from the policies of other organisations
- 8 the extent of your responsibilities for completing records in relation to rights and responsibilities
- 9 relevant complaints systems and methods of accessing these

J Work role - its boundaries and support

- 1 the extent, limits and boundaries of your role in promoting rights and responsibilities
- 2 how to best handle the tensions which you may feel between your values and beliefs and those of the people with whom you work
- 3 your work role, its limits and your relationship to other members of your work team
- 4 the other sources of information which may be available or which may influence your behaviour, such as guidelines, policy and law
- 5 the support services available and how to access these
- 6 the ways in which communication with people may reflect your role and the power invested in that role
- 7 how to identify conflicts of interest and how to deal with concerns about the misuse of information

Description of knowledge and understanding needed for the standards in unit HM8

You need to know and understand:

A Understanding self

- 1 why it is important to understand your own personal beliefs and preferences, values, interests and priorities when working with others in relation to their health and social well-being
- 2 the factors which affect health and social well-being and the ones of particular importance in your own situation
- 3 how interests, priorities and values may affect your own work and how these may change over time
- 4 how you can evaluate your own values and practices constructively
- 5 the nature of the inter-relationships between yourself and others with whom you work and how this may affect your ability to work effectively
- 6 how to modify your own behaviour and practice when it adversely affects how you work with different people
- 7 the limits of your own work role and its inter-relationship with the work roles of others

B Effective learning and development

- 1 how to assess your own strengths and limitations
- 2 the relationship of strengths and limitations to different contexts and work with different people
- 3 the role of development programmes in learning more about yourself and how you can use these
- 4 the meaning of the term 'learning styles', and your own learning style
- 5 the meaning of the term 'reflective practitioner' and how you can become more reflective in your work
- 6 the support which others may give to reflecting on practice
- 7 the different ways in which your own development can be planned and structured
- 8 effective ways of challenging and developing yourself in relation to values and attitudes

C Support for learning and development

- 1 the networks and support systems which may be available and the nature of the support they may give
- 2 the advantages of different networks and support systems for different people and situations and why they may be of particular importance in crisis situations
- 3 how to access and use networks and support systems

D Knowledge and practice in your area of responsibility

- 1 how to keep up to date with developments in your area of practice
- 2 why it is important to keep up to date with developments for yourself and others
- 3 the range of sources available in your area of practice

- 4 recent developments in technology, approaches to working, concepts, models and theories, strategies and policies, and legislation which are likely to have an impact on your area of work
- 5 how it is possible to balance the need to keep up-to-date with advances whilst meeting current deadlines and personal responsibilities

E Research and development - methodology

- 1 the purpose of monitoring changes in practice based on the work of others
- 2 strategies and methods for evaluating the work of others and its relevance to your area of practice
- 3 the range of opportunities there may be for evaluating and challenging the work and developments of others
- 4 how to provide constructive challenges which focus on the work and not on the person who did it
- 5 the purpose of structuring your own action research and developing and implementing this methodically
- 6 how you can realistically evaluate the outcomes of your own action research

F Incorporating research into practice

- 1 how to structure and use evidence from the research of others and integrate this into your own practice
- 2 the purposes of linking into the research of others and the benefits which might accrue

Description of knowledge and understanding needed for the standards in unit HM9

You need to know and understand:

A Communication

- 1 the different forms and methods of effective communication
- 2 how interactions have beginnings, middles and ends, the need for each of these stages and how they may vary between different cultures
- 3 how all interactions are a form of communicating
- 4 how to recognise what people convey (deliberately or otherwise) by their behaviour
- 5 the different ways in which individuals communicate
- 6 the role which communication plays in maintaining an individual's identity
- 7 the role of communication in establishing and maintaining relationships
- 8 when physical contact is appropriate and when it is not (e.g. when it is a way of dealing with your distress rather than the individual's)
- 9 how facial expression may affect tone of voice used and may reveal personal attitudes or emotions
- 10 why the ability to listen effectively is important
- 11 the effect of culture on communication (e.g. the use of sensory contact - touch, presence, contact, distance between individuals when communicating, the terms of respect and address used etc.)
- 12 the constraints to effective communication (environmental e.g. noise and light; social/cultural e.g. language, jargon, slang, dialect; interpersonal; individual's psychological, social and emotional well-being)
- 13 methods of communicating clearly and effectively
- 14 how to make the interaction supportive of the individual concerned
- 15 the range of communication differences (e.g. differences in language, style, mode of communication), methods of modifying communication for different individuals so that it is consistent with the individual's understanding, preferred language and manner of expression
- 16 the purpose of confirming information with individuals and reflecting it back
- 17 where and how support for communication can be obtained (such as interpreters and translators, carers, advocates, equipment and facilities)
- 18 the effect of life experiences on how individuals think about and perceive the world and the effect of this on their communication

B Behaviour and its effects on people

- 1 behaviours which demonstrate value for others and those which do not
- 2 the effect that behaviour which does not value others has on them and others in the vicinity
- 3 how to challenge effectively behaviour which adversely affects others

- 4 how culture, gender and beliefs can affect behaviour that values others (e.g. it may be seen to be more acceptable for men to be assertive than women)
- 5 how your own culture, gender and beliefs affect the way that you view the behaviour of others and why it is important to recognise and challenge this
- 6 the factors that influence an individual's ability and willingness to value other people and relationships (e.g. clinical disorder, mental distress)
- 7 the impact of the physical environment, and the actions and behaviour of practitioners and others within it

Description of knowledge and understanding needed for the standards in unit HM10

You should know and understand

A Legislation, policies and procedures

- 1 specific legal requirements applying to agreements and contracts and their implications, both those that relate to the agreement (such as Data Protection Act, Trade Descriptions Act, Sale of Goods Act) and those that relate to the services and products that are the subject of the agreement (including Medicines Act, Health and Safety at Work; Control of Substances Hazardous to Health Regulations; Offices, Shops and Factories Act)
- 2 statutory, professional and practice requirements regarding documenting, storing and making available information and records relating to the working environment
- 3 methods and systems to monitor and review changes in legislation and good practice related to the working environment
- 4 legislation and codes of good practice relating to the purchase and supply of services and products and how to apply and interpret these in the work context
- 5 implications of your practice's, professional and legal requirements and guidelines for your role as practitioner and of other staff
- 6 legal, statutory (national, local and professional) and practice requirements and guidelines regarding employment terms and conditions
- 7 your practice's and profession's quality standards and systems for assuring quality in services and products
- 8 your practice's financial regulations (standing financial instructions) relating to the ordering and purchase of equipment and materials
- 9 the relationship of your practice and professional policies and procedures to legal requirements

B Setting work objectives and developing work plans

- 1 methods of designing and modifying how work objectives can be achieved consistent with strategy, values, priorities and statutory and professional requirements (e.g. patient focused care, professional Codes of Ethics and Practice)
- 2 factors to consider, and methods used, to forecast, schedule and manage time
- 3 methods to accurately identify client needs and to design strategies to meet them
- 4 your practice's planning and budgeting process
- 5 your practice's strategy, objectives, ethos and priorities
- 6 methods of identifying resource requirements for work plans
- 7 your practice and professional quality assurance standards

C Planning, allocating and monitoring work

- 1 principles and methods of developing measures of work load
- 2 strategies to build, develop and motivate others
- 3 how to formulate, develop, implement and evaluate work plans
- 4 methods of assessing team and individual competence (current and potential) in relation to work planning (short and longer term)

- 5 ways in which others can be provided with learning support, development opportunities and information on the work required
- 6 strategies to use in negotiating agreements regarding resources and work allocation
- 7 methods of monitoring and evaluating previous work allocations to determine their advantages and disadvantages
- 8 factors to consider in the allocation and scheduling of work
- 9 the necessary form/format and level of information for effective work plans
- 10 the development needs/wishes, work preferences and previous performance of people working with you
- 11 potential and actual applications of information technology in planning work and allocating resources

D Monitoring effectiveness of work activities

- 1 methods of seeking the views of clients and other relevant people on service delivery
- 2 methods of monitoring and evaluating the implementation of work plans
- 3 methods of accessing, analysing and interpreting information on the quality of services and resource use
- 4 ways of determining the most effective changes to services to meet your practice's and profession's values and ethos
- 5 your role and that of others in implementing changes to services to improve quality and resource use
- 6 ways to encourage clients and other relevant people to offer suggestions on service improvements
- 7 methods of identifying and evaluating opportunities for improvements in the provision of services
- 8 your practice and legal requirements, and methods used, to manage risk and contingency
- 9 strategies to anticipate and minimise factors which may reduce the quality or level of the service
- 10 your practice requirements to record and store details of work undertaken (patient/client records, billing details, contract performance, records of work in progress)
- 11 your practice's systems and processes for monitoring performance against requirements and objectives
- 12 expected standards of performance and efficiency - your practice and professional
- 13 constraints on expenditure

E Managing others

- 1 methods of communicating with, motivating and supporting relevant people to meet service requirements
- 2 why it is important to give and receive constructive feedback to improve future performance
- 3 strategies and methods to promote new ideas concerning services to others

F Evaluating and improving the quality of services and products

- 1 methods of analysing information and feedback to identify quality issues and potential solutions
- 2 principles of quality assurance, quality assurance strategies and systems and how to adapt and apply them
- 3 how to identify and develop quality standards and apply them to the particular services and products that the your practice provides/offers
- 4 methods of developing and motivating individuals and teams to see quality as part of their responsibility
- 5 how to influence people beyond your direct line of responsibility

Description of knowledge and understanding needed for the standards in unit HM11

You need to know and understand:

A Promoting collaborative working

- 1 how your own work and work role interacts with others in related services
- 2 the contribution which others make to optimising health and social well-being
- 3 how to develop and sustain effective working relationships with people
- 4 how to end collaborative working relationships once their purpose has been served
- 5 the benefits and costs of working collaboratively - across agencies and across disciplines
- 6 how teams and collaborative working evolve over time and the impact of this on relationships and effective working
- 7 how to evaluate the effectiveness of collaborative working openly and honestly

B Legislation

- 1 the legislation (national and European) which relates to your work
- 2 your professional code of practice which supports the implementation of such legislation
- 3 the importance of keeping up to date with changes in relevant legislation
- 4 how to interpret and apply relevant legislation to the work being undertaken

C Communication and relationships

- 1 what is meant by effective 'communication'
- 2 the ways in which communication can be modified and altered for different needs, contexts and beliefs
- 3 how all interactions are a form of communicating and how to recognise what it is that people are trying to communicate by their behaviour
- 4 the role of communication in maintaining individual identity and social interaction
- 5 the nature of communication differences and how these may be reduced
- 6 the effect of environments and contexts on effective communication

D Employment setting policies and practices

- 1 the nature of the sector(s) in which you work
- 2 the nature, roles and functions of the principal agencies within your sector
- 3 structures, functions, methods of communication and decision making processes in the agencies with which you work
- 4 the nature, aims, objectives, values, policies and systems of the agencies with which you work
- 5 the extent, limit and boundaries of your role and its relationship to others
- 6 how to monitor, analyse and evaluate implications of change in the agencies with which you work

E Work role and practice - reflecting and developing

- 1 your role and responsibilities and that of other practitioners within the organisation and in other organisations which are also involved in similar activities
- 2 how to evaluate your own competence and determine when further support and expertise are needed
- 3 how to evaluate the effectiveness of your actions and learn from experience
- 4 how to inform and consult with others on problems and proposals and encourage them to offer ideas and challenge what has been proposed
- 5 the importance of developing your competence and skills in line with changes in knowledge and practice
- 6 how the models and concepts in your area of practice have evolved and developed, how they tend to change with time and the similarities and differences between concepts and models looking at similar areas of practice

F Supporting others to undertake work

- 1 the range of support available for use in different contexts and with different people
- 2 how to encourage and motivate people to take responsibility for their own learning and development and motivate themselves
- 3 how to train people effectively to develop their own competence and understand their own strengths and limitations
- 4 how to coach people to gradually do more for themselves
- 5 the purpose of representing others' views, how and when to do this effectively
- 6 how to provide information on good practice and enable people to incorporate this into their own practice
- 7 ways of giving advice without being directive
- 8 sources of expertise in the area of practice concerned and how they can be accessed

G Individual's role in relation to health and safety

- 1 your responsibility under organisational policy and legislation in relation to health, safety and security (e.g. health and safety legislation, legislation relating to control of substances hazardous to health, environmental legislation, guidelines on security in health and social care services)

H Health, safety and security

- 1 methods of monitoring health, safety and security
- 2 methods of using equipment and materials safely (including the use of chemicals and other hazardous substances)
- 3 methods of storing different equipment and materials safely and securely
- 4 the difference between hazardous and non-hazardous waste and the relationship of this to potential contamination
- 5 how to move and handle people and objects safely
- 6 how to work safely with potentially hazardous equipment
- 7 how to work safely with hazardous materials (e.g. chemicals, body products)
- 8 how to promote health and safety to others, including the role of modelling good practice
- 9 the reasons for providing information on your whereabouts (e.g. in case of accidents, assault by others)

I Risk management

- 1 how to identify risk when planning work activities and minimise the risks
- 2 the health, safety and security risks which may occur (for self, others and the environment) and the appropriate action to take when they do
- 3 how to assess the risk of working with people and methods of limiting this risk

J Handling emergencies in the environment

- 1 the different kinds of emergency there may be in the work environment
- 2 the appropriate action to take for different emergencies (such as fire, evacuation of buildings, bomb scares etc)
- 3 the different types of fire extinguisher/blanket and their correct use for fire types (electrical, chemical, combustible material)

K Individual's role and responsibilities in health emergencies

- 1 your own responsibilities and capabilities to deal with an emergency
- 2 the reasons why actions beyond your capabilities may further endanger life
- 3 the purpose of calling assistance immediately
- 4 statutory requirements for completing records of incidents, accidents and emergencies (RIDDOR regs)
- 5 why it is important to record incidents/accidents promptly and to whom they should be reported

L Health emergencies

- 1 the signs and symptoms of the different emergency conditions and how these may differ in relation to an individual's age and for people from different ethnic groups
- 2 what you should do and not do for all of the following:
 - severe bleeding
 - cardiac arrest
 - shock
 - faints or loss of consciousness
 - epileptic seizure
 - choking and difficulty with breathing
 - falls: potential and actual fractures
 - burns and scalds
 - poisoning
 - electrocution
- 3 how health emergencies might affect others in the vicinity and ways of supporting them effectively once the initial danger is passed
- 4 potential health risks to others from an emergency, such as contamination from blood and other body products, risk of electrocution, suffocation etc

Description of knowledge and understanding needed for the standards in unit HM12

You need to know and understand:

A Problem solving

- 1 how to unobtrusively monitor the support which colleagues and others may need
- 2 how to make appropriate interventions to individuals when considering their role, their relative status in the organisation, and other constraints in the situation
- 3 the levels of detail which are necessary to solve different problems
- 4 the purpose of exploring problems and issues with other parties and who may be able to help in their resolution
- 5 how to evaluate the resources which need to be spent on problem solving in comparison with other work demands
- 6 the factors which would suggest that the problem is more worthy of attention than the demands of ongoing work and how to reschedule to allow for the problem to be resolved
- 7 the broader contexts in which everyone works and the particular situations of colleagues which might affect how they work and tackle problems at particular points in time
- 8 the information sources which might throw light on the problem and how to access these
- 9 the purpose of gaining different perspectives on problems and how best to analyse and represent these to move to a resolution
- 10 how to set out problems and issues in different ways to encourage people to recognise what they have in common
- 11 how to use a range of reasoning strategies for solving problems
- 12 who might be able to be approached for support and assistance when problems are beyond your competence
- 13 the different sources of evidence available from others' practice
- 14 how to achieve the best balance (which people are likely to support in the longer term) between the interests of different parties
- 15 the purpose of developing an action plan which clearly details who is to do what and by when

B Knowledge and practice in your area of responsibility and interest

- 1 the range of sources available in own area of practice and how this compares with other practitioner groups
- 2 recent developments in technology, approaches to working, concepts, models and theories, strategies and policies, and legislation which are likely to impact on the area of work
- 3 how to summarise information for a variety of different audiences and in a form which others can best use

C Learning - opportunities, styles, strategies and feedback

- 1 the different opportunities which individuals and groups may have to learn and the different approaches to learning
- 2 how to evaluate whether the learning opportunities are adequate and appropriate for the individuals and groups concerned
- 3 how to structure information for use in learning materials

- 4 the range of different learning styles which people have and how this should affect learning design
- 5 how to support people to self assess and identify their key learning needs and targets

D Research and development - methodology

- 1 the purpose of monitoring changes in practice based on others' research and in disseminating the results
- 2 qualitative and quantitative research methods relevant to own area of practice and the advantages and disadvantages of each
- 3 how to summarise advances for others in ways which will best inform their work
- 4 strategies and methods for evaluating others' work and its relevance to own area of practice
- 5 how to realistically evaluate the outcomes of your own action research
- 6 the purpose of encouraging recipients to feedback on your research (i.e. both for your development and for their understanding)
- 7 how support can be offered to colleagues undertaking their own research and the forms which this support may take

Description of knowledge and understanding needed for the standards in unit HM13

You need to know and understand:

A Evaluating the potential for collaborative working

- 1 the purpose of clarifying with colleagues the various benefits to their organisations/agencies of collaborative working
- 2 the advantages and disadvantages there may be in collaborative working and how to evaluate these in particular cases
- 3 how collaborative working has proved beneficial to others and the lessons which can be learnt from evidence and experience elsewhere
- 4 the reasons for checking that collaborative working is consistent with your own organisation's/agency's strategy and direction
- 5 how best to promote the benefits of collaborative working to others
- 6 the range of different organisations/agencies with which collaborative working relationships may be both feasible and suitable
- 7 what may be learned from other organisations/agencies
- 8 organisations/agencies which are working in the same area and are seen to be leaders in their field
- 9 methods of option appraisal and how to determine the best option for the circumstances
- 10 the further information that it might be necessary to obtain on those organisations/agencies which have been targeted for collaborative working and how best to access this
- 11 methods of analysing information and bringing it together into a plan for action to put collaborative working into effect
- 12 your responsibility and how the boundaries of your work role may affect the potential for joint working
- 13 the extent to which any one individual can take responsibility for developing collaborative working and the responsibilities which others have for developing it
- 14 how to identify those individuals and organisations/agencies with potential common interests
- 15 with whom the plan needs to be agreed before it can be put into action

B Initiating collaborative working relationships

- 1 the purpose of encouraging organisations/agencies to make explicit their aims, commitments and concerns in relation to promoting health, well-being and effective functioning
- 2 the purpose of bringing inconsistencies in aims and commitments to people's attention and using this as a means of challenging their thinking
- 3 the misunderstandings and misconceptions which people may hold and how these can be effectively challenged
- 4 how to challenge people in an assertive and constructive way
- 5 the different methods which may be used to gain the attention of the people concerned and how to evaluate the effectiveness of each for different contexts and relationships
- 6 how to make proposals which emphasise their added value and benefits
- 7 how to encourage people to work towards an agreement which is in their mutual interest, to take ownership of the issues and to take responsibility for their actions

C Developing action plans for joint working

- 1 how to work with others to develop priorities and plans
- 2 how to consider the ways in which different priorities may be implemented given the context in which the work is set and the resources available
- 3 how to develop proposals which acknowledge the competing interests of different groups and enable them to move towards a win-win situation
- 4 the timescales which the different colleagues may have for receiving the information and how their ability to make decisions may be influenced by the timing of the information
- 5 how to develop courses of action which meet a range of identified needs and perspectives
- 6 the level of detail which is necessary in action planning and the purpose of detailing what will happen, by when and who is responsible for doing it
- 7 how to debate issues constructively and come to an agreed solution
- 8 the purpose of recording action plans and confirming them with those involved through different processes

D Developing ownership and commitment to collaborative working

- 1 the purpose of identifying people's and organisations'/agencies' roles and responsibilities in partnership with them
- 2 how to support people to understand the contribution which they each can make
- 3 the purpose of encouraging people to make suggestions and recommendations
- 4 the reasons for clarifying with people why their ideas have not been used
- 5 how to present information to people in a form and at a level which is appropriate to them
- 6 the purpose of monitoring how people receive any information which is presented and modifying it in the light of how it has been received
- 7 the changes and developments in your own organisation/agency which might impact on collaborative working arrangements
- 8 how to provide information on organisation/agency matters whilst maintaining the necessary confidentiality
- 9 the reasons for promoting the achievements of collaborative working and how it has been constrained and the best ways of doing this
- 10 the range of ways in which achievements may be recognised and how these can be altered for different people and different circumstances
- 11 the ways in which issues can be moved forward to develop solutions and move practice on
- 12 how to decide the most appropriate strategy for the situation balancing the requirements of your own work role with the needs and interests of the working group and the context

E Reviewing and improving collaborative working

- 1 methods of assessing the impact of collaborative working on improving health, well-being and effective functioning
- 2 the difficulties in drawing causal relationships between the processes used by organisations/agencies and any improvements in health, well-being and effective functioning

- 3 how to develop realistic evaluations of actions and processes against the expected outcomes
- 4 trends and developments which may have an impact on collaborative working and how these can be built on to improve its effectiveness
- 5 models of collaborative working and the use of these in evaluating the stage of development which the partnership is at and where it may wish to go
- 6 how to develop recommendations which strike the best balance between the different factors which have to be taken into account
- 7 the range of different actions which you may need to take once recommendations and plans of action are agreed
- 8 your role in taking forward different recommendations and your responsibility to others in doing so
- 9 impact of change on collaborative working and how this can be managed effectively

Description of knowledge and understanding needed for the standards in unit HM14

You need to know and understand:

A Work role and relationship to others

- 1 who may be interested in the overview of knowledge and practice in the field of interest
- 2 your role and responsibilities in maintaining an overview of developments in the field of interest and how this relates to the roles and responsibilities of others
- 3 how to co-ordinate your work with that of others to avoid duplication of effort
- 4 methods of clarifying the field of interest with those who have a potential interest in it

B Accessing and up-dating information on field of interest

- 1 the purpose of identifying gaps in information sources
- 2 the different systems which might be used to keep up-to-date with advances in knowledge and practice and how these may need to vary due to the information available on the area of practice, the roles of other practitioners and agencies and the scope of the field of interest

C Analysing and synthesising information

- 1 how to review and analyse information to gain an overview of content and scope
- 2 how to synthesise information to show overall state of development
- 3 how to identify significant gaps in knowledge and practice given the overall coverage of the area and areas of concern to those who are involved
- 4 inter-disciplinary, international and trans-cultural factors which affect the analysis and synthesis of knowledge and practice
- 5 the purpose of alerting others to the nature and purpose of current research and development activity
- 6 the purpose of investigating research and development activity which is not being shared

D Sharing and agreeing information with others

- 1 methods of communicating information clearly to others
- 2 who might have an interest in the development of knowledge and practice for the field of interest and the purpose of communicating information to them
- 3 methods of gaining the views of other on areas for development and the purpose of doing so
- 4 how to reach a consensus with others as to the areas which need further development
- 5 the range of different interests which others may have in the field and the relationship of this to different methods of communicating with them
- 6 methods of presenting and representing information to capture the interest of different groups
- 7 ways of encouraging people to be proactive in feeding information in themselves and in supporting dissemination systems

E Dissemination processes

- 1 the range of dissemination processes which might be used, the relative advantages and disadvantages of each and the particular ones which are used in your area of practice

- 2 methods of testing the effectiveness and efficiency of different dissemination processes
- 3 how to access advice and support on using different dissemination processes and the purpose of using current dissemination processes where they are available
- 4 the ways in which different dissemination processes may be improved
- 5 how to make proposals for change which encourage other parties to see their value and make them more inclined to adopt them
- 6 how to design processes which are likely to capture the interest of different groups
- 7 the role of evaluation in the design of new processes and systems
- 8 the impact of timing and nature on dissemination processes
- 9 the purpose of gaining evaluation and feedback from others to improve dissemination processes

Description of knowledge and understanding needed for the standards in unit HM15

You should know and understand:

A Health, well-being and effective functioning

- 1 the inter-relationship between personal factors (e.g. genetics), socio-economic factors and health, well-being and effective functioning
- 2 how individuals' and families' needs and interests may be affected by their current level of knowledge and understanding, their personal beliefs and values, their previous experiences and the situation in which they find themselves
- 3 the kinds of misinformation which people receive about health, well-being and effective functioning and particularly about herbal medicine and how this can be counteracted
- 4 the holistic concepts and approaches to health, well-being and effective functioning and herbal medicine
- 5 how to respect and acknowledge others' priorities in relation to their health, well-being and effective functioning
- 6 the risks involved with certain behaviours and how these may be reduced
- 7 living practices and behaviours, your practice policy and your role in relation to these (including illegal practices and behaviours e.g. if client is using illegal drugs - the ways of dealing with this)
- 8 the boundary between legal and illegal drugs and the client (e.g. the client use of illegal drugs which are prescribed)
- 9 groups and individuals who may have an interest, what those interests may be and how these might be accessed
- 10 the policies which affect the individuals who may have an interest in herbal medicine and health issues or who have been identified as having particular health needs

B Target groups and stakeholders

- 1 groups and individuals who may have an interest in herbal medicine and health issues, what these interests may be and how these might be accessed

C Consultation processes and outcomes

- 1 effective ways of consulting with different groups
- 2 local and national sources of information, how these are accessed and what they can be used for
- 3 effective means of communicating with interest groups
- 4 processes for evaluating evidence presented by interest groups to influence awareness raising
- 5 options for awareness raising and their implications for the target audience
- 6 methods and strategies of awareness raising which have been carried out by others and the strengths and weaknesses of different approaches

D Planning

- 1 the purpose of effective planning for awareness raising
- 2 the key factors to consider in planning an awareness raising programme (such as audience, timing, style, method of dissemination)
- 3 the level of detail which is required for effective planning to take place
- 4 how to assess the feasibility of different development options and decide the best way forward
- 5 the recording systems which are necessary for effective implementation and monitoring

E Communication and dissemination strategies

- 1 effective presentation methods for communicating with a range of different individuals
- 2 how to present options and recommendations in a way that highlights the opportunities and constraints of each
- 3 the different methods of dissemination and how the subject of the awareness raising affects the methods used (such as using newspapers read by those most likely to benefit from the awareness raising)
- 4 how to present the views of others fairly and why this is important for the evaluation
- 5 why the views of those who are the target of the awareness raising are important for the evaluation
- 6 how to provide constructive feedback about the performance of self and others

F Rights and choice

- 1 people's rights to make decisions about their health and determine the issues which are of importance to them
- 2 why it is important to respect an individual's right to refuse advice and information
- 3 the judgements which may come into play when making herbal medicine promotion literature available to clients and how this may display discrimination

G Research and analysis methods

- 1 the qualitative and quantitative data and information which the awareness raising should produce
- 2 the data and information which the awareness raising has produced and how to assess the difference
- 3 the different ways of presenting qualitative and quantitative data and information and those which might be most useful for the awareness raising
- 4 the methods of gathering views from those affected by the awareness training
- 5 why the data and information gathered should be treated as confidential
- 6 the short and long term effects of awareness raising and the effect of this on evaluating the effectiveness of any awareness raising activity

H Information monitoring

- 1 the records which are necessary for internal and external monitoring purposes
- 2 how long records should be stored to allow the effective functioning of the your practice and to comply with relevant legislation

I Legislation

- 1 the legislation which may impact on awareness raising and your responsibilities under this legislation