

BSc (Hons) Traditional Chinese Medicine

Student Programme Handbook
2012/13

School of Health and Education

Student Name:

Programme Leader: Dr Kaicun Zhao

Information in alternative formats

This handbook can be found online at:

<https://myunihub.mdx.ac.uk/web/home-community/mystudy>

If you have a disability which makes navigating the website difficult and you would like to receive information in an alternative format, please contact *Bryan Jones* on 020 8411 5367 or email *B.Jones@mdx.ac.uk*

We can supply sections from this publication as:

- a Word document with enlarged type — sent by email or supplied on a CD or memory stick
- printed copy with enlarged type
- printed copy on non-white paper
- as Braille

Other formats may be possible. We will do our best to respond promptly. To help us, please be as specific as you can about the information you require and include details of your disability.

Purpose and status of your student programme handbook

The purpose of this handbook is to provide you with information about your programme of study and to direct you to other general information about studying at Middlesex University, the majority of which is available on UniHub.

The material in this handbook is as accurate as possible at the

date of production however you will be informed of any major changes in a timely manner.

Your comments on any improvements to this handbook are welcome. Please put them in writing (an email will suffice) with the name of the handbook to Dr Kaicun Zhao.

The University Regulations and Student Charter

As a student of Middlesex University you agree to abide by the University Regulations when you enrol and therefore you should read this handbook in conjunction with the Regulations which are available online at;
www.mdx.ac.uk/regulations.

Some of the key regulations have been repeated on the Your Study pages on UniHub
<http://unihub.mdx.ac.uk/study>.

You should also read the Student Charter which was co-developed by Middlesex students, staff and the Students' Union. This sets out your responsibilities as a student and those of the University to ensure that all students have an enjoyable, rewarding and effective experience during their time at Middlesex.

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Academic Calendar 2012-2013

October

- 1 New student induction week commences
8 Teaching starts for autumn term

October/November

- 29-2 Reality Check Week

December

- 3-7 Programme Progress Review Week
21 Last day of teaching in the autumn term

December/January

- 22-1 University closed for Christmas vacation
24-11 Christmas vacation

January 2013

- 2 University re-opens after Christmas
14 Teaching starts for winter term

February-March

- 25-1 Programme Progress Review Week

March

- 28 Last day of teaching before Easter

March-April

- 29-2 University premises closed during Easter vacation
3 University re-opens after Easter

15 Teaching resumes
26 End of teaching

April- May

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29-21 End of year examinations

May

6 and 27 Bank holiday – University closed

June

24 (9am) Publication of module results

July

1 Main Summer School begins (TBC)

4 (5pm) Publication of progression decisions

5 (5pm) Final qualification results published

15-19 Graduation Ceremonies for 2012/13 graduates

22-26 Deferred /reassessment examinations (HSSC students)

August

9 Summer School ends (TBC)

26 Bank holiday – University closed

August-September

27-4 Deferred /reassessment examinations (all students except HSSC)

September

17 (5pm) Publication of module results

23 (5pm) Publication of progression decisions

27 (5pm) Final qualification results published

Student attendance dates

1 October – 21 December (New students)

8 October – 21 December (Returning students)

14 January 2013 – 29 March 2013

15 April 2013 – 28 June 2013

Learning Framework Term dates

8 October – 21 December 2012 (11 weeks)	Autumn term – new students
14 January – 29 March 2013 (11 weeks)	Winter term
15 April – 19 July 2013 (14 weeks)	Spring term
22 July – 4 October 2013 (11 weeks)	Summer term

You can view your academic calendar on the 'My Middlesex' pages of UniHub: <http://unihub.mdx.ac.uk/mdx/calendar/index.aspx>

WELCOME TO SCHOOL OF HEALTH AND EDUCATION

Welcome from the Dean

Welcome to the University and to the School of Health and Education. This programme handbook should be treated as though it is our contract with you – keep it safe so that you may refer to it throughout your time here at Middlesex. It contains an overview of the framework of your programme and the content of its modules and signposts key contacts and information you need to progress your studies and to get the most out of student life.

The School offers a wide range of study opportunities at undergraduate and postgraduate level including diplomas, degrees, short courses and CPD opportunities. Many of the programmes are designed and accredited in conjunction with the relevant professional bodies.

The School of Health and Education is a leading centre for professional education and research in London. Along with our diverse range of programmes and research opportunities, we offer various approaches to study and delivery to suit you and your commitments. We emphasise a flexible, lifelong learning approach to study - backed up by expertise gained through our pioneering developments in work based learning.

Middlesex has built a strong reputation as a leading innovator in higher education. Many of our programmes are UK firsts and have set the standard for others to follow. The School is home to some of the UK's leading researchers in health and education, with several leading consultants in their fields, as well as key government advisers.

Teaching, learning and research in the School has a strong emphasis on interdisciplinary activity. Our aim is to link policy and practice, theory and action through high quality learning and research.

The School is based at the Archway and Hendon campuses with teaching also taking place on our Hospital sites across North London. Middlesex has established strong links with NHS Trusts and government organisations, as well as our local communities and a wide range of UK, EU and international collaborative partnerships.

We aim to respond to student feedback to improve your experience at the university. Some examples of changes we have made recently include the introduction of individual programme review meetings during your first year of study, the increased use of electronic submission of coursework and opportunities to receive regular feedback on your progress.

From our side we will deliver the best student experience we can so that you can build on your skills and knowledge and achieve your full potential. In return we expect you to engage actively in the learning process, to be fully committed to your studies and determined to succeed.

In your early weeks, this includes reading through this handbook and consulting the other information sources flagged here; you are not expected to absorb everything in detail but to be aware of main documents and their contents. In particular as an enrolled Middlesex student you have certain rights but also specific responsibilities. For details see the full University Regulations, in particular 'University Membership' (www.mdx.ac.uk/regulations), and if you have not already done so, explore UniHub (<http://www.unihub.mdx.ac.uk>) the student website which contains detailed advice and support to assist you further.

We know it takes time to settle in to University life. If you still have questions to ask, your first port of call should be the UniHelp desk Furnival Building, 3rd Floor. Staff there will be pleased to help and direct you. We wish you well in your future studies. Here at Middlesex we are very proud of our academic programmes and students and we look forward to meeting you.

Dean of School and Pro Vice-Chancellor: Jan Williams

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Hendon Campus
The Burroughs
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Web: <http://www.mdx.ac.uk/aboutus/Schools/H&E/index.aspx>

Programme Leader's Welcome

Welcome to the BSc (Hons) Traditional Chinese Medicine programme (TCM) at Middlesex University. The TCM course at Middlesex University was the first named degree of its kind in the world outside China. Since its establishment in 1997, the course has been running successfully for 14 years, with students from many countries successfully graduating as practitioners of Chinese Medicine.

This degree programme aims to provide an education and training to produce graduates who will be competent, safe and caring practitioners in both Chinese Herbal Medicine and Acupuncture with Moxibustion. Students will be provided with a thorough preparation in the principles and applications of TCM, underpinned by knowledge and understanding of current orthodox medical anatomy, physiology, pharmacology and pathology; and with the professional curiosity to want to develop knowledge, understanding and skills and to conduct research that will underpin evidence-based practice.

We hope you find this handbook helpful and informative. It is designed to provide you with as much relevant information about the Traditional Chinese Medicine programme as possible so that you can engage fully in your studies. The handbook contains sections that summarise the

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policies and regulations pertaining to the programme, structure of the programme, and the content of each module as well as such information as your code of conduct. Please read this handbook and other documentation and keep for reference. If you have any queries about individual modules or the overall programme, please do not hesitate to contact a member of the programme team. The programme team trust that you will work hard, enjoy yourself and achieve good grades throughout your study years at Middlesex University. We wish you every success.

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Programme Leader Traditional Chinese Medicine

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CONTACTS AND COMMUNICATION

Programme staff and contact details

The following members of staff are those who have a major input into your programme and you will be able to find most of these, as well as other important contacts listed in your Key Contacts on myUniHub; <https://myunihub.mdx.ac.uk/web/home-community/mymiddlesex>

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Student Learning Assistants (SLAs)

You also have access to the Complementary Health/Traditional Chinese Medicine SLAs who are experienced, highly motivated and capable second and third year students who have 'been there' and know the typical academic problems you may face as a new student. You will not be taught by an SLA but they will work with your lecturers to support you both in the classroom and outside and in small groups or one to one sessions. You can find out who your SLAs are on UniHub: <http://unihub.mdx.ac.uk/study/ldu/SLA>

Student website – UniHub

One of your primary sources of information is the student website **UniHub**; <http://unihub.mdx.ac.uk> which can be accessed on and off campus. The site has the latest news and events from around the University, plus a lot of useful information about your support services as well as all the important regulations and policies you should be aware of. This website is your first port of call for all general Middlesex information although some of the important items are included in this handbook.

The site also has a password protected section **myUniHub** (accessed from the UniHub home page). Here you can view personalised information on your studies such as your **timetable**, **grades**, **programme information** and **coursework** as well as undertake most administrative tasks such as **enrolling** and **updating your contact details**.

Login details for myUniHub

Your login details to access the personalised areas of UniHub are:

- **Username:** Your **IT User ID** – this is the 5 digit code found on the reverse of your student card in the format *aannn* (where 'aa' are your initials and 'nnn' is a system generated number).
- **Initial password:** Your 9 digit **student number** (including the 'M') and the first three characters of your birth month e.g.

M12345678nov. When you first log in you will be prompted to change your password to something more memorable (you should have already done this).

You can find both your IT User ID and your student number on your student card.

If you have any problems accessing myUniHub please contact the web helpdesk: <http://unihub.mdx.ac.uk/webhelpdesk>

Email

As an enrolled student you have your own university email address. Lecturers, the student support team, the library and other areas of administration will use this e-mail address to contact you so it is critical that you check your account regularly (at least twice a week).

Your email address is your IT User ID and is in the form *aanmn@live.mdx.ac.uk* where ('aa' are your initials and 'nnn' is a system generated number). Your IT user ID is found on the reverse of your student ID card.

You can access your email by logging into UniHub and going to the My Middlesex page; <https://myunihub.mdx.ac.uk>

Quick guides on using your account are available on UniHub; <http://unihub.mdx.ac.uk/support>

In case of any problems with your email please contact the web helpdesk: <http://unihub.mdx.ac.uk/webhelpdesk>

Text messages

We may also send you text messages with important and urgent information so please ensure that you provide us with an up-to-date mobile phone number when you first enrol and inform us when it changes (see below for how).

Your contact and personal details

It is very important that you keep us informed of any changes to your personal contact details and of your emergency contact at all times. You can view and change what we currently have recorded for you on the Admin and Finances page of myUniHub;

<https://myunihub.mdx.ac.uk/web/home-community/myadminandfinances>

Please note that you cannot change your name online. This has to be done in person at the UniHelp desk with official supporting documentation (marriage certificate, passport etc).

Giving your feedback – suggestions and complaints

From time to time you will be asked for your feedback on your programme, modules and the University. This feedback is important to us and we aim to let you know what has happened as a result. One way we do this is through the university publication You Said We Did which can be read on the Student Feedback pages on UniHub:

<http://unihub.mdx.ac.uk/mdx/feedback>.

We welcome your suggestions on how we might improve even when this takes the form of a complaint. If you have a suggestion or a complaint about any aspect of university life then please raise it with the person concerned in the first instance. If you are not satisfied with the outcome you can progress the matter through the management structure of the University. Full details of how to do this are available on the student feedback pages of UniHub:

<http://unihub.mdx.ac.uk/mdx/feedback>

Data Protection and Privacy

The information that you provide at enrolment is held on a computerised database and maintained in accordance with the Data Protection Act. We ensure that the data is held securely and not disclosed to third parties without your consent, unless we are obliged

to do so by law (for example the annual student record that we submit to the Higher Education Statistics Agency).

To ensure security, continuity and privacy, the University discourages the use of private accounts for University business. You should ensure that the personal information about you is accurate and up to date but you are not required to publicise this private information to other students or individual members of staff.

YOUR PROGRAMME

Accessing your timetable

The timetable is finalised over the summer but once this is done you can access your personal timetable from myUniHub; <https://myunihub.mdx.ac.uk/web/home-community/mystudy> (you can also search the whole university timetable here too). You are allocated to timetabled lectures, labs, seminars, workshops etc based on your module registrations.

If your timetable is incomplete or you are unable to view it then please contact Dr Kaicun Zhao.

Bridging materials – ‘Getting started’ and ‘My Programme’

Prior to starting at Middlesex you would have received access to the ‘Getting started’ and ‘My Programme’ bridging materials on your Getting Started page of UniHub. We hope you have found these useful but if you haven’t had a chance to read them then you should do this as soon as possible.

After the start of term your Getting Started page will no longer appear in UniHub however you can still access the bridging materials via the My Study page on myUniHub; <https://myunihub.mdx.ac.uk/web/home-community/mystudy>

Programme structure diagram

Diagrammatic Representation of the Programme Structure

BSc (Hons) Traditional Chinese Medicine: Full time (4 years) or Part time (6 years)

Full time route (4 years):

Year 1	CMH1211 TCM Foundation and Diagnostics	CMH1134 Professional and Skill Development		CMH1515 Human Science	CMH1100 Introduction to Complementary & Alternative Medicine	192 Clinical Hours
Year 2	CMH2211 Meridians, Acupoints & Techniques	CMH2212 Materia Medica		CMH2203 Approaches to Health and Social Care Research	CMH2100 Clinical Sciences	256 Clinical Hours
Year 3	CMH3211 Clinical Acupuncture	CMH3217 Classical Texts	CMH3216 Tuina	CMH3213 Herbal Formulary	CMH2110 Diagnostic Skills	272 Clinical Hours
Year 4	CMH3214 Clinical Herbal Medicine	CMH3100 Nutrition and Lifestyle Management		CMH3330 Dissertation	CMH3110 Professional Practice and Management	272 Clinical Hours

An example of a part-time route (6 years):

Year 1	CMH1211 TCM Foundation and Diagnostics		CMH1515 Human Science	CMH1100 Introduction to Complementary & Alternative Medicine	96 Clinical Hours
Year 2	CMH2211 Meridians Acupoints & Techniques	CMH1134 Professional and Skill Development		CMH2100 Clinical Sciences	128 Clinical Hours
Year 3	CMH3211 Clinical Acupuncture	CMH2212 Materia Medica		CMH2110 Diagnostic Skills	144 Clinical Hours
Year 4		CMH3100 Nutrition and Lifestyle Management	CMH3213 Herbal Formulary	CMH2203 Approaches to Health and Social Care Research	144 Clinical Hours
Year 5		CMH3217 Classical Texts	CMH3216 Tuina	CMH3110 Professional Practice Management	240 Clinical Hours
Year 6	CMH3214 Clinical Herbal Medicine		CMH3330 Dissertation		240 Clinical Hours

Exit Awards

There is no ordinary or pass BSc in Traditional Chinese Medicine. Students can graduate from the programme only with an honours degree. Students who do not complete all modules of the BSc (Hons) Traditional Chinese Medicine, or decide not to pursue practitioner status, may wish to consider transferring to the non-practitioner exit award of BSc (Hons) Complementary Health Sciences. Please note that it is not possible to return to the award of BSc (Hons) Traditional Chinese Medicine after transferring to the exit award or another programme.

If you are unable to complete your honours degree, you are eligible for one of the awards as follows:

The Certificate of Higher Education would be awarded after completion of the 4 modules of the first year or equivalent. This equates to 120 credits at level 4.

Diploma of Higher Education would be awarded after completion of 8 modules of year one and two. This equates to 240 credits at level 4 and 5, of which at least 120 credits are at level 5.

BSc (Hons) Complementary Health Sciences would be awarded after completion of 12 modules of year one, year two and year three. This equates to 360 credits at level 4, 5 and 6, of which at least 120 credits are at level 6.

BSc (Hons) Complementary Health Sciences

Year 1	CMH1515 Human Sciences	CMH1100 Introduction to Complementary and Alternative Medicine	CMH1134 Professional and Skills Development	CMH 1481 Herbal Sciences or CMH1211 TCM Foundation and Diagnostics or CMH1300 Fundamentals of Ayurveda
Year 2	CMH 2100 Clinical Sciences	CMH 2110 Diagnostic Skills	CMH 2203 Approaches to Health and Social Research	CMH 2482 Herbal Materia Medica and Pharmacy or CMH2212 Materia Medica or CMH2211 Acupuncture Meridians & Points and Techniques or CMH2300 Ayurveda Pharmacology and Pharmacy
Year 3	CMH 3100 Nutrition and Lifestyle Management	CMH 3110 Professional Practice Management	CMH3330 Dissertation	HSS3001* Placement Learning or a comparable health-related module at this level

The modules you will study

Title	Code	Level	Year	Credit	Campus	Module Leader
Human Sciences	CMH1515	4	1	30	AW	Catherin Kurr
Introduction to Complementary and Alternative Medicine	CMH1100	4	1	30	AW	Paul Lowe
Professional and Skills Development	CMH1134	4	1	30	AW	Dr Lily Holman
Chinese Medicine Foundations and Diagnostics	CMH1211	4	1	30	AW	Dr Jidong Wu
Clinical Sciences	CMH2100	5	2	30	AW	Paul Lowe
Approaches to Health and Social Care Research	CMH2203	5	2	30	AW	Dr Sandra Appiah & Dr Celia Bell
Acupuncture Meridians & Points and Techniques	CMH2211	5	2	30	AW	Dr Dan Tan
Materia Medica	CMH2212	5	2	30	AW	Dr Kaicun Zhao
Diagnostic Skills	CMH2110	5	3	30	AW	Dr Lily Holman
Clinical Acupuncture	CMH3211	6	3	30	AW	Dr Dan Tan
Classical Texts	CMH3217	6	3	15	AW	Dr Jidong Wu
Tuina	CMH3216	6	3	15	AW	Dr Jidong Wu
Herbal Formulary	CMH3213	6	3	30	AW	Dr Kaicun Zhao

The modules you will study (continue)

Title	Code	Level	Year	Credit	Campus	Module Leader
Nutrition and Lifestyle Management	CMH3100	6	4	30	AW	Colin Nicholls
Professional Practice Management	CMH3110	6	4	30	AW	Dr. Dan Tan
Clinical Herbal Medicine	CMH3214	6	4	30	AW	Dr Ming Cheng
Dissertation	CMH3330	6	4	30	AW	Dr. Kaicun Zhao

You can find a list of the modules you are currently registered for within the My Learning area on the My Study page of myUniHub; <https://myunihub.mdx.ac.uk/web/home-community/mystudy>.

When you click on any of the modules you will be able to access associated learning materials (e.g. lecture notes), information on the learning aims and outcomes and assessment methods as well the schedule for assessment which will include deadlines for the submission of your assessment.

Announcements for any of your modules will also appear in My Learning on myUniHub so you should log in and check each module regularly.

Library

A series of Library Subject Guides (<http://libguides.mdx.ac.uk>) have been designed to assist students. Each one supports an individual subject area, including the Complementary Health Sciences and includes links to useful resources such as key websites and blogs as

well as general help with studying and researching topics for assessment.

You can get also specialist support from your Liaison Librarian (see Key Contacts at the start of this handbook) who provides information and research skills workshops relevant to Complementary Health Sciences. The subject librarian works closely with your lecturers to ensure the resources and support that you need is available. You can contact your librarian if you require individual support or if you would like to suggest a book/DVD etc for the library.

Please refer to UniHub for full information about the library and learning resources available to you:

<http://unihub.mdx.ac.uk/study/library>

Learner Development Unit

The Learner Development Unit offers a wide range of support to help you get the most out of your time at University by giving you the tools and support you need to excel in all aspects of your studies. This support includes:

- Academic Writing and Language
- Maths, Statistics and Numeracy
- Dyslexia
- LDU Learning Lounge
- Student Learning Assistant

More information can be found at

<http://unihub.mdx.ac.uk/study/ldu/index.aspx>

How and when you will be assessed

Please see module handbooks for individual hand in dates and information on how the aggregate grade for the module is derived from the components of the assessment for that module if all components are passed.

Assessments are an integral part of the teaching and learning process and not simply a method of assessing your achievement. The assessments should therefore:

- Assess your performance against the aims and objectives of the programme.
- Encourage you to achieve integration of theory and practice.
- Enable you to demonstrate achievements as you progress.
- Encourage you to undertake self-assessment and reflection on your learning.
- Assist programme evaluation and quality monitoring processes.

During the programme, you will be assessed in both theory and practice. Each module is assessed and full details of assessment schemes are contained in the Learning Unit Narratives (LUNs).

For the traditional Chinese medicine programme, the following strategies are used:

- Audio-visual presentations to examine communication skills.
- Coursework to assess high cognitive abilities such as analysis, synthesis and evaluation of knowledge and the evaluation of literature as well as to develop students' literacy and IT skills.
- Data interpretation questions to test understanding and application of knowledge and numeracy skills.
- Laboratory manual or reports to assess understanding of the scientific method and concepts, standard of laboratory practice, ability to collect, analyse and evaluate data.
- Practical exam and objective structured practice examination (OSPE) to determine the level of competence in carrying out specific tasks.
- Short answer question examination to ascertain the level of understanding and breadth of knowledge.
- Workbook and case studies to evaluate skills acquisition and ability to apply theoretical knowledge to practice.

The period of assessment normally includes a final deadline for coursework and formal examination. Following the assessment period,

the University Assessment Boards meet to consider and agree the results of each module.

Please note module leaders may set an assessment deadline that is earlier than the University deadline. In all cases, the assessment calendar for each semester will be available at the start of the semester. You will not be given extensions and should refer to the Assessment regulations in the Middlesex University Guide and Regulations.

IMPORTANT: Please note that assessment deadlines do occasionally change and while every effort has been made to ensure this is correct at the time of publishing you should check your email and 'My Learning' on UniHub so you are aware of any changes.

For more information about assessment, including how to submit please refer to the individual module handbook.

Attendance requirements

In addition to the requirement to complete 100% attendance of clinical training hours, as this is a professionally accredited programme leading to a qualification as a healthcare practitioner, we expect full attendance at all scheduled classes. There is clear evidence of a correlation between attendance and achievement, in other words those who attend more get better results. You should also note that if your attendance falls below 75% of scheduled sessions on any module, this will affect your progression on the programme.

You should attend all scheduled classes and prescribed activities to be eligible for formal assessment. **Where your attendance fails to meet the minimum required to meet the learning outcomes of the module (as published) you may be excluded from the assessment and be graded X in the module.** The definition of the X grade is "Fail – incomplete without good reason: may not be reassessed". It is your responsibility to ensure that your attendance fulfils the published attendance requirements.

The X grade is applied if you fail to participate in the learning processes of a module for which you are registered. It is not a “punishment” for poor attendance but recognition that you have not been able to prepare yourself for assessment in the content of the module. It is also given when you drop a module without formally removing it from your registered programme of study.

If you receive an X grade you may have the opportunity of taking the whole module again with permission from the Programme Leader, without grade penalty, though you will have to pay the module registration fee. You may only do this at Summer School (if available) or at the end of your programme.

For further guidance on attendance requirements, refer to the section on attendance which is available on UniHub; <http://unihub.mdx.ac.uk/study/attend>.

The full regulations regarding attendance are in Section C of the University Regulations: <http://www.mdx.ac.uk/regulations>

Clinical Training Attendance

As the Traditional Chinese Medicine degree programme is professionally accredited you are expected to attend 100% of all planned clinical training. All clinical training hours must be completed – see details in sections on Clinic Attendance and Clinical Practice Schedule. Students are reminded that regular attendance at the Asante Clinic and Pain Clinic is essential and will involve weekly sessions in each academic year

Students are expected to keep a copy of attendance records themselves in addition to their attendance sheets which should be handed in to the related module leader once the required days for each module are completed.

You must attend 100% clinical placements to fulfil the requirements of the professional bodies (see Clinic Attendance and Clinical Practice Schedule).

Policy on late arrival

Whilst the School recognises that there are often valid reasons for late arrival to taught sessions led by a lecturer, such late arrival is disadvantageous to the students and others as there is a disruptive impact on the learning experiences of all students. In some practical skills sessions this could lead to potential hazards. The School expects all students to be punctual, arrive in advance of the advertised start time, and be settled ready to start learning activities at that time. Students arriving later than 5 minutes after the advertised start time should not try to gain entry to the room. Lecturers will have authority to ask such students not to join the class. They will be advised when the next available opportunity to join the class will occur. At the Asante Clinic students who are late for the morning or afternoon sessions may be refused entry and will be regarded as absent and liable to make up this time at a later date.

Professional, statutory and/or regulatory body requirements

The BSc (Hons) Traditional Chinese Medicine is fully accredited by the UK leading professional bodies, British Acupuncture Accreditation Board (BAAB) and European Herbal and Traditional Medicine Practitioners Association (EHTPA). On completing the programme, graduates are entitled to full membership of both the British Acupuncture Council and EHTPA's member organisations of the TCM tradition. This programme is also recognised by the Association of Traditional Chinese Medicine (ATCM), graduates from this programme are also eligible to join this professional body with a full membership.

Do I need to have a CRB check?

At the time of writing there is no requirement by regulatory or professional bodies in CAM for a Criminal Records Bureau (CRB) check. Some other health professions do insist on such checks prior to entering training. However it is likely that such checks will become mandatory at some point in the future. The University will incorporate

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such requirements into the programme when appropriate.

Students may need to pass such a check to join their Professional Body.

What about future regulation?

The University supports the introduction of appropriate regulation for acupuncture and Chinese herbal medicine practitioners. In the February of 2011, the Department of Health has announced that statutory regulation will be introduced for herbal medicine and traditional Chinese herbal medicine practitioners from 2012. The BSc (Hons) Traditional Chinese Medicine programme is designed to meet the regulation requirements on the basis of successful completion of all modules of the programme.

Can I attend the clinic in my programme area as a patient?

All of our professionally accredited practitioner programmes involve clinical training. The clinical training largely takes place in Clinics which provide high quality treatment with students and qualified supervisors in a collaborative arrangement. This provision is offered at a reduced rate and widely advertised to students, staff, friends and colleagues as well as the public. We encourage students to pass on information about the clinical provision available. We also encourage students to try out treatments for common ailments with suitable advice and supervision from their tutors. However on occasion there may be an individual student who wishes to consult further about their own health through a Clinic. Our paramount concern in such a situation would be to ensure that respect and confidentiality apply to the individual as a patient, and that professional standards are maintained. We consider that there could be ethical and professional issue if a student makes personal medical and other information known in the presence of tutors and peer students. Thus we would normally advise a student seeking ongoing treatment to attend for a private consultation, or clinic staff will be glad to advise on alternative sources of treatment.

Clinical Training on Traditional Chinese Medicine

Clinical placement is an integrated part of the BSc (Hons) Traditional Chinese Medicine programme. For integrated placement, you can access tailored support and information online at:

<https://myunihub.mdx.ac.uk/web/home-community/mystudy>

Philosophy of Clinical Training

- a) The Programme strongly upholds that practice is both central and integral to the students' learning and development to be competent practitioners. Part of this learning process is for the students to have appropriate exposure in rotating clinical settings, whilst observing and practising along side their clinical mentors with patients. Such an approach will facilitate the students' acquisition of professional maturity. This process of continuous support, guidance and facilitation, together with students completing their own portfolio, will assist the latter to apply theory to practice.
- b) This integrated Programme places equal value to practice and classroom teaching. TCM practitioners will be required to practise in relatively structured and supported environments.

Aims and Objectives

You will assume professional trainee status, and work within the hospitals/clinic policies and procedures.

At the end of the clinical training placements, you will:

- be able to use an effective systematic approach to the TCM consultation process i.e. assess, plan, implement and evaluate,
- have a biomedical understanding of patients' conditions,
- recognize complex and unusual conditions and know when to seek help from the appropriate person,
- accept your own limitations and be able to differentiate between those urgent and serious conditions which should be referred to orthodox medicine,
- understand clinical diagnostic techniques and laboratory tests results,
- understand the effects of TCM and Western drug interactions,

- communicate effectively with orthodox medical and TCM colleagues,
- be aware of the health and safety issues with respect to clinical practice and management.

What Will You Learn?

The integrative curriculum underpinning this Programme enables you to continually build upon prior knowledge and experience. Moving through the successive phases of the course, you will acquire progressive knowledge of the basic TCM philosophy, along with the principles of assessment, diagnosis, treatment and prescription. From this, you will also acquire increasing levels of clinical competence starting at the observer and assistant level during the first half of the Programme. The aims are to provide you with:

- a firm and comprehensive grounding in TCM philosophy and sciences, western sciences and principles underlying TCM practice
- the training and competence in essential TCM practical skills,
- the general principles of scientific research to develop appropriate approaches and critical approaches,
- a knowledge of the scope of professional practice as TCM practitioners including promotion of health, treating diseases, caring for patients with respect and safeguarding the latter's confidentiality, and collaborating within an inter-professional framework.

During the second, third and fourth years of the Programme, you will have opportunities in your placement to gain integrated clinical experience to enhance your skills to that of assistant practitioners. The aims of the placements are to build upon previous learning and to provide you with the following to:

- continue your development towards a competent TCM practitioner,
- learn the fundamentals of Chinese Herbal Medicine with Acupuncture and Moxibustion,
- provide opportunities from clinical placements that will introduce

- you to the task and roles of TCM practitioner,
- refine and apply the TCM philosophy and begin to learn the importance of creating the right formula to achieve successful treatment outcomes,
- give you a firm grounding in the ethics and law of health care along with personal/professional responsibility and accountability.

Year 3 and the first half of 4 will be considered crucial to your professional development, with continuing clinical experience you will become safe practitioners. The primary aim is to produce practitioners who accept their defined areas of expertise and are capable of referring patients outside these areas to colleagues in either orthodox or complementary therapies. By passing the assessments at the end of year 3, you will be deemed competent to take responsibility for patients under supervision. At this stage, the objectives are to encourage and facilitate your skills to:

- draw valid conclusions, with minor non-significant errors, on patient problems from a relevant and appropriate history,
- demonstrate logical reasoning and decision making on options for managing the treatment regime,
- recognize unusual and complex conditions and know when to seek help or to refer the client to others,
- conduct assessment and diagnostic sessions with regard to patient confidentiality, the ethical and legal implications of his/her actions and accept responsibility thereafter,
- communicate clearly and effectively in referrals, both verbally and in writing,
- communicate concisely and simply to clients, thus enhancing client understanding and empowerment.

The second half of year 4 represents the final stage of your professional development to become a competent graduate practitioner. The aim is to support you to acquire the maturity and confidence of a TCM practitioner, together with a comprehensive and fully integrated knowledge of TCM. You will demonstrate skills that will be competently executed with confidence, having regard for the

physical and psychological safety of the patient. Their understanding of theory and practice will allow you to demonstrate an integrated approach to your treatment plans for clients. You will demonstrate skills and investigative techniques with an interest in research. Confidence in your practice is a reflection of your full appreciation of the ethical issues surrounding diagnosis, treatment and evaluation to provide the best possible care for your clients.

As a student, you will remain under supervision in clinical practice at all times and must not see patients unsupervised.

Insurance Indemnity

Middlesex University will indemnify you during your planned clinical observations and practice both inside the designed NHS Trusts and the TCM clinics of Asanté Academy of Chinese Medicine.

Assessment of Clinical Practice

During your clinical practice placements, you will be assessed with respect to the skills gained during your placement. This assessment will be competency based. Once you commence your clinical training, the Clinical Supervisor will discuss the forthcoming assessment of clinical practice skills with you. The assessment of competencies will be discussed with you at the beginning of the module where there is a clinical practice component scheduled.

The Asanté Academy of Chinese Medicine

The Asanté Academy of Chinese Medicine is the affiliated teaching and research centre of Chinese medicine (TCM) for Middlesex University. The Asanté Clinic on the Archway campus provides excellent facilities to ensure safe, comfortable and efficient practice of all branches of Chinese medicine. The Asanté team of more than twenty experienced doctors from many well-known Universities in China provides a comprehensive service of specialist treatment covering all areas of TCM.

Clinical training at the Asanté Academy begins with observation of treatments carried out by the Asanté doctors then progresses towards supervised participation in treating patients. This includes consultation, BSc (Hons) Traditional Chinese Medicine Programme Handbook 2012/13

diagnosis and treatment schedule, acupuncture and herbal treatment. The Asanté Academy provides a safe and supportive environment in which observation and supervised practical participation in the care and treatment of patients enable you to progress through the required stages of development.

You also have the opportunity to participate in supervised treatment at the NHS Whittington Hospital Pain Clinic. The Pain Clinic, a joint venture between Whittington Hospital and Asanté Academy, provides NHS patients with free acupuncture treatment for chronic pain related conditions and runs on three half days per week.

You are encouraged to develop awareness of the needs and well-being of all patients, colleagues and staff, your educational needs and those of your colleagues and above all to keep the best interests of the patient uppermost in your mind at all times. You are expected to discuss the case of each patient and encouraged to contribute to patient's treatment and care within the limits of your competence.

Clinical Supervisors

- a. Your success in professional development is a collaborative effort among the Programme teachers, clinic supervisors and yourself. Within clinical practice, the clinical supervisors play an essential role in facilitating and enhancing the development of your professional skills and your confidence to practice competently and safely. Selection of suitably skilled supervisors is as important as preparing them to supervise and assess you at different academic levels. Professional development of the supervisor will include mentoring, assessing, supervising and teaching at different levels. The supervisors will also be orientated to maintaining quality assurance within the clinic. For this reason, at least two clinical supervisors will be members of the Assessment Board and Programme Management Team.

- b. It is recognized that the clinical supervisors have much influence over your attitudes to practice. A good relationship between the supervisor and yourself is essential to ensure your personal/professional development. This approach will enrich

your interpersonal as well as professional skills.

- c. The roles and functions of the clinical supervisor can be highlighted as follows:
- Act as a positive role model and resource person for you.
 - Plan and implement an appropriate orientation Programme for your levels and stages of learning.
 - Establish a good rapport with you.
 - Individualize the learning process by enabling you to develop appropriate learning goals through the learning contract.
 - Identify appropriate learning opportunities and enable you to benefit from these.
 - Enable you to apply theoretical knowledge in the practical situation.
 - Monitor and assess your performance, as well as providing regular and constructive feedback.
 - Ensure that the assessment process is conducted according to the School Assessment Policy and that appropriate records are completed.
 - Inform the Assistant Curriculum Leader if you are failing to make progress.
- d. When you are being prepared for clinical experience, the clinical link teacher will liaise with the clinical supervisors on a regular basis. The objective is to support both you and the supervisor. Thus:
- During each placement, you and your supervisor will meet on at least 3 occasions for the assessment purpose and more frequently for the learning purpose. The first meeting is an orientation in order that communication can be established. In this meeting, you will discuss the learning contract and negotiate your specific learning needs. The supervisors will orientate you to the clinic, to Health & Safety at Work and to professional etiquette. They will also be able to assess your needs to enable the supervisor to

- guide and supervise you effectively and successfully.
 - The second meeting will be during the middle of the placement. There will be feedback of your practical performance.
 - The third minimum meeting will take place towards the last 2 weeks of your placement. This will be the summative phase of the continuing assessment and will be assessed by your supervisor.
- e. Clinical competencies are assessed continuously and the practical assessments will be conducted by both the clinical supervisors and clinical link teachers/module leaders.

Clinic Attendance and Clinical Practice Schedule

During the Programme, it is necessary for you to attend the clinic. It is not possible to become a competent therapist without adequate clinical training. Nothing in your training to become a practitioner is more important than clinical training. Patients teach you far more than books and lectures. Initially, this will be in an observational role, leading to safe and competent practitioner status during the 4th year. The hours of attendance are set out in the table below. These hours are direct contact with your supervisor and clients.

Attendance in clinical placement MUST be 100%, failure to reach this attendance requirement will have to be 'made up' in your own time between the modules e.g. inter-term break, or before the end of the academic year. You are encouraged to take clinical placements in out-of-term times, but you must ensure that you have made arrangements with the Asante Clinic before you take out-of-term times placements.

Clinical practice will guide you in developing the skills discussed during the modules. Aspects of clinical practice include:

- Relating confidently and effectively with clients
- Case history taking
- Diagnostic procedures, clinical examination and client evaluation

- Producing, and presenting to the client, appropriate treatment plans
- Developing audit methods to assess treatment progress
- Clinic management

The Required Numbers of Hours for Clinical Placement

Clinical Hours required for each year (Full Time)			
Year 1	Autumn	96	192
	Winter	96	
Year 2	Summer	64	256
	Autumn	96	
	Winter	96	
Year 3	Summer	80	272
	Autumn	96	
	Winter	96	
Year 4	Summer	80	272
	Autumn	96	
	Winter	96	
Total			992

Clinical Hours Required for Each Year (Part Time)			
Year 1	Autumn	48	96
	Winter	48	
Year 2	Summer	32	128
	Autumn	48	
	Winter	48	
Year 3	Summer	48	144
	Autumn	48	
	Winter	48	
Year 4	Summer	48	144
	Autumn	48	

	Winter	48	
Year 5	Summer	48	240
	Autumn	96	
	Winter	96	
Year 6	Summer	48	240
	Autumn	96	
	Winter	96	
Total			992

You will be allocated a clinical supervisor to help you get the most out of this experience.

Code of Conduct for Clinical Training at the Asanté Academy of Chinese Medicine

Please remember that Clinical Training is a formal situation where certain basic rules apply. A Code of Conduct is not there to question your good manners and common sense, but to define boundaries and help to resolve uncertainties.

As a student of Middlesex University, you are bound by the rules on student conduct and discipline as outlined in the University's Guides and Regulations (www.mdx.ac.uk/24-7). As a student enrolled on a professional programme, you must also abide by the code of conduct set out by the Asanté Academy, the BAAC and the EHTPA.

Professional behaviour

You are the representatives of the University and your future profession and are therefore expected to act in a professional manner at all times. Remember that, to the patient, the therapeutic process begins as soon as they enter the clinic, even as soon as they pick up the phone to make an appointment. Your approach to patients should always be caring, considerate and professional. You are there for the patient's benefit, not vice versa.

Appearance

Successful practice requires your personal appearance to represent high standards of professional training and hygiene. Dishevelled dress and hair, etc. may sometimes be fashionable, but patients always

prefer a more professional approach. The Asanté Academy of Chinese Medicine reserves the right to require students to conform to the following code of appearance:

- Dress should be clean and smart (but not necessarily formal).
- Hands should be thoroughly clean and fingernails short.
- Hair should be of a conventional style and colour and long hair tied back so it cannot hang down during examination or treatment.
- Please wear a clean white lab coat and your name badge at all times when in the clinic.
- Jewellery should be appropriate and discreet.
- Studs, etc. in any facial piercing should be small, plain and discreet.
- No visible tattoos.
- Please wear shoes, not trainers or high boots.
- No smoking, inside or near the clinic.

Comfort and dignity of patients

When asked to show the patient into the consulting room, make sure that they are comfortable and know, for instance, where to leave their coat and where to sit. Never offer advice or recommendations to patients unless the supervisor asks you to.

In the consultation room

Please do not bring food, drinks and unnecessary personal items into the consulting room. Be seated and prepared when the patient is brought in. Never interrupt a consultation or treatment to speak to your supervisor, colleagues or the patient, or to leave the room. In certain circumstances, the supervisor may ask you to temporarily leave the room. Do so quickly and without fuss or protest.

Confidentiality

Case notes are confidential documents and there is a legal and ethical requirement that this confidentiality is always respected. They are not to be removed from the clinic in any form. Never use the patient's name outside the consulting room and never discuss the patient's case or condition except with fellow students and your supervisors. Never

discuss patients in the reception or kitchen areas, or other areas where they, or others, may hear you.

Placement evaluation

At the end of each placement, both you and your Clinical Supervisor will be required to provide feedback on your experience so that areas of good practice and requiring further development can be identified. In addition to your Supervisor's and your evaluation of the placement, the University will audit the placement annually to ensure that the placement meets the requirement for the student's learning experience.

TCM Clinic advisory committee

The University and the Asanté Academy of Chinese Medicine set up the TCM Clinic Advisory Committee in 2002. The Committee meets twice a year to support the ongoing provision of high-quality clinical training for Middlesex University students.

The Committee will consider your evaluation of your placement experience at the Asanté clinic. Taking into account student feedback, the Committee will advise both parties and other agreed parties on clinic activities and developments in the programme of training and make recommendations regarding the future arrangements for teaching and learning at the Asanté clinic.

Research Opportunities in Chinese Medicine

- a. Many TCM practitioners accept and recognize that the outcomes of their practice must be evidence-based as they work with other colleagues in health care services.
- b. This Programme is building 'bridges' between the East and the West, that is the traditional and the progressive. Much has been written as to the particular research methods TCM should adopt. It is the intention of this Programme to introduce the students to various research paradigms embracing both psychosocial and orthodox medical models. Western research methods should be applied to TCM and evaluated, selecting the best-fit approach to a particular investigation. Students will have an opportunity to apply a particular approach when they pursue their proposition module. The objective of this approach is to embrace the holistic and

analytical principles and provide the graduates with the necessary skills to monitor and evaluate the outcomes of their practice and research.

- c. Staff teaching on the programme and clinical supervisors are actively engaged in research. This research is used to inform teaching and students have the opportunity to participate in certain projects as part of their undergraduate proposition module.

Health and Safety requirements

Please be aware that:

“This course incorporates work in potentially hazardous laboratory environments. Students are expected to comply with all local rules and guidance’s on health and safety. All necessary Personal Protective Equipment will be provided and students are expected to use this appropriately. There may also be certain expectations on dress code to ensure health and safety requirements are met. Some biological courses will also require certain vaccinations to protect the individual. Should any of the above conflict with religious codes, the student may discuss options with their lecturer / supervisor but health and safety requirements will be the over-riding factor. If required, please contact the programme leader for more detail.”

Reviewing your progress

There are a number of activities built into the first year of your University experience to enable you to focus upon and understand your own learning and development and help you to progress to the second year and achieve good results.

Before starting at Middlesex you will have discovered more about your programme through accessing the **bridging materials** ‘My Middlesex’ and ‘My Programme’ and you may still be using these as they are

designed to assist your transition to University beyond the first few days.

Induction activities would have also provided an initial introduction to study skills, personal development planning, academic standards and student expectations, along with the opportunity to get to know your fellow students and the programme team.

During week 4 you will participate in an activity we call '**Progress Review**'. This focuses on your initial few weeks at Middlesex and is an opportunity for all BSc (Hons) Traditional Chinese Medicine students to share these experiences and raise any questions or issues with the programme team.

By week 9 you will have settled into your programme of study and received some assessment feedback. At this point you will have a '**Programme Progress Review**' which will be a one-to-one discussion with a member of the programme team, to talk about your progress and achievement to date, academic progress and future aims.

A further opportunity for such a one-to-one discussion will be provided around **week 18** when you will review your progression and achievement to date and identify and plan to meet any specific needs and enable fulfilment of your future aims.

Feeding back on your programme

Boards of Study and student representatives

Each programme (or group of programmes) has a Board of Study the purpose of which is to provide a forum for discussion between your student representatives and the staff involved in all aspects of the BSc (Hons) Traditional Chinese Medicine programme. The membership for all Boards of Study includes:

- Student representatives (see below for more information about being a student rep)
- Director of Programme/ Head of Department (Chair)

- Programme leader and other academic staff involved in the delivery of the programme/modules
- Support services representatives

Your student representative is responsible for notifying the Board of issues which have been brought to them by you. Minutes are made of the discussions and decisions of each meeting and these are circulated to members. The minutes are also considered by the School during an annual review period. You can read the minutes of your Board of Study meeting online at your UniHub:

Boards of Study meeting dates 2012/13

Dates to be confirmed.

Student representatives are elected (normally by the end of week 2) to ensure that the interests of students on the programme are adequately represented (they normally represent a year group of a particular programme) and to feedback to those students the outcomes of any meeting they attend.

You can find out who your representative is on the Middlesex University Students' Union (MUSU) website:

http://www.musu.mdx.ac.uk/student_representation

Student representatives attend Board of Study meetings but also student rep focus groups run by MUSU. The focus groups are run by the MUSU Vice President, Academic and give an opportunity for student reps to bring any issues to MUSU. In addition reps are encouraged to attend the MUSU Student Representative Council and AGM whereby you get to participate in the decision and policy making of the Union.

Being a student rep can be immensely rewarding as much of the experience you gain can be linked to your personal development and employability. The graduate market is very competitive and prospective employers are looking for people who stand out and can demonstrate, with real examples, skills listed in CVs. As a student rep you would get

to put such skills into action, such as communication, leadership, teamwork, problem solving, time management etc.

More information, including student rep training dates, is available on the MUSU website: http://www.musu.mdx.ac.uk/student_representation

Middlesex Programme Feedback Survey

The Programme Feedback Survey takes place towards the end of the academic year and is an online anonymous survey. The aim of the survey is to give you the opportunity to give your views on the quality of your programme and your satisfaction overall. You are asked to say how much you agree (strongly agree to strongly disagree) with 23 different statements in each of the following areas:

- Teaching on my course – questions about your lecturers
- Assessment and feedback – how prompt, useful and clear?
- Academic support – advice, support and contact with academic and non academic staff
- Organisation and management – communication and organisation of your course
- Learning resources – Library, IT and specialised facilities
- Personal development – confidence and communication skills
- Overall satisfaction
- Students' Union

It is important that you complete this survey as it helps us to identify what you think is going well and what we need to address to continue to improve the student experience for you and future students at Middlesex.

Results of the survey are available by the start of the new academic year and each programme or department is expected to produce an action plan to say how they intend to resolve any problems and share any good practice. This action plan will be discussed during Board of Study meetings with student representatives.

Employability

Middlesex is committed to supporting you in enhancing your employability and helping you to develop professionalism in your field of choice as employers constantly tell us that they are looking for polished graduates who not only have a good degree but who also have the right skills, attributes and values to support their knowledge.

The Confederation of British Industry (CBI) defines employability as '**a set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace, to the benefit of themselves, their employer and the wider economy**'.

Employability and your programme

The development of employability skills – for example, team work, self-management, business and customer awareness, communication, literacy and numeracy – are all integral parts of the BSc (Hons) Traditional Chinese Medicine programme, although this may not always be evident to you as they will not always be presented as such.

Within the TCM programme, special modules on development of professional skills and business development and management are form a compulsory part of the programme curriculum. Additionally, specific skills related to different subjects area are involved in almost every single modules. All these will significantly help development of your employability skills.

Although this highlights to a certain extent how employability has been embedded in the TCM programme curriculum, it is still your responsibility to actively seek out these skills and identify what is covered where.

Your employability cannot be ensured without your engaging with and understanding the importance of it. Once you take ownership of this, the University can support your development in a variety of proven and relevant ways both within your curriculum, outside of your curriculum and outside of the University, by helping you to make sense of your experiences and understand how to articulate your learning and development.

Personal Development Planning (PDP)

PDP will provide you with an opportunity to assess the value of the skills and knowledge you are developing and identify your future learning and development needs. It offers a structured way to reflect on what you are good at and what you need to develop further. You will learn to review your own skill levels and what you have learned from different situations and environments, including your studies, part time work, voluntary work and other activities. You will record your reflections and use them to help you think about and plan your future development.

This is an important part of your personal development and reflects the working environment where employers encourage new graduates to assess their own continuous professional development (CPD) using a portfolio. You can also use your record of PDP as a valuable aid for marketing your skills to employers in recruitment and selection processes.

Reflective practice portfolio for clinical placement

In addition to the PDP, in year 1 you will be introduced to a Reflective Practice Portfolio as part of your clinical placement. You will have different Reflective Practice Portfolios for different years as you progress in the course. The Reflective Practice Portfolios will supplement the PDP you develop as a student and are a means by which you can monitor, build and reflect upon your personal development as a student practitioner of Traditional Chinese Medicine.

The Reflective Practice Portfolio is compulsory and certain elements of the portfolio will be assessed in modules that include clinical placement hours. You must keep it with you when you attend the clinic and it will be your responsibility to ensure that your attendance record is completed and signed by your supervisor.

Employability support around the University

In addition to the employability skills embedded in your programme there are various areas across the University which can aid with the development of your skills. These include Careers, where you can get

one-to-one support and advice; MUSU, where you can join and run societies; the LDU, who can assist with literacy and numeracy; or you can gain work experience as a Student Ambassador, Student Learning Advisor (SLA), Student Representative or through an internship. In addition to these, the University provides a range of extra-curricular activities which can help develop your employability. These include:

- Student exchange
- Mentoring
- Workshops
- Employer presentations
- Careers fairs

Careers Service

Although you probably won't start accessing this service until your second year you should know that the Careers Service provides impartial and confidential guidance and information while you are a current student but also for up to two years after your graduation to help you in your career planning and job seeking.

The careers advisors and the main careers library are based at Hendon. To check opening times and availability of careers advisors or to book an appointment please see the information on UniHub; <http://unihub.mdx.ac.uk/careers>.

Assuring the quality of your programme

To ensure the high standards and quality of Middlesex University provision all programmes are subject to the University's academic quality assurance procedures (which include those procedures related to programme approval, monitoring and review).

External Examiners

A key feature of these quality processes is the input from external subject experts (external examiners) who ensure that Middlesex awards are comparable to those of other UK higher education institutions, and that the programme curriculum, teaching, assessment and resources are appropriate.

You can read more about the role of External Examiners on UniHub:
<http://unihub.mdx.ac.uk/study/academicquality/externalexaminers/index.aspx>

LEARNING & TEACHING AND ASSESSMENT

The Chinese Medicine Philosophy

- a) TCM is a medical practice that is both an art and a science of healing, and of well being, based on the harmonious coexistence of yin and yang. Despite many scientific developments and innovations, TCM philosophy and principles are still deeply rooted in the yin and yang theory, handed down through many generations of experiences and practices.
- b) TCM is holistic and focuses on the unity of man with his environment or the harmony of Yin and Yang.
- c) It identifies the nature, and location, causing the diseases through the understanding of the individual's environment, emotional life and life style. Thus, restoring the yin and yang balance will achieve harmony in the individual.
- d) Diagnosis is based on close examination of the patient's tongue, pulse and olfaction, as well as palpation and auscultation. Careful questioning is also utilised to explore the signs and symptoms of disease.
- e) Treatments are based on the evaluation of the diagnosis to re-balance the deficiencies in the body.

The Programme Philosophy

- a) The Programme rests on a set of explicit values and beliefs about the client, the nature and context of clinical practice and the possession of a body of knowledge based on the philosophy and theory of Yin and Yang. This body of knowledge is the tool for the professional TCM practitioner. The Programme believes that
 - 1 Man is a biological, psychological and social being who is in constant interaction with a changing environment. Each person possesses individual needs that are determined by his/her innate characteristics, environment and culture.
 - 2 In a multi-cultural society, the individual's responses to

critical incidents in his/her life cycle are influenced by sociocultural factors.

- 3 TCM practitioners must apply the principles of care and promote the optimum quality of life for the individual, his/her family, and the community within the politico, socioeconomic environment in which they work and live.
 - 4 TCM practitioners must accept responsibility to commit themselves to lifelong learning. They should seek out opportunities for their own professional development and advancement to enable them to operate in this dynamic changing world, both inside and outside the British NHS.
 - 5 The concept of care is fundamental to the quality of service provided to the individual, groups and society as a whole. This concept involves activity and components that are linked by the concern that society expresses for its members and the service provided. This concept acknowledges the right of the individual to be actively involved in the care given.
 - 6 Learning is a growth process involving changes where individuals and groups actively participate. This process is chiefly self-initiating and includes both planned and unplanned life experiences.
 - 7 Knowledge is a collection of facts, values and information gained through study, research, intuition and experience. Education is a life-long process whereby individuals and groups attempt to achieve self-actualization.
- b) The Programme reflects the School's Vision and Mission statement which is integral to the University's Vision and Mission. It aims to prepare you within these beliefs, to treat patients competently and safely in a wide variety of clinical and social settings.
- c) The Programme is organised so that your learning and practical experience are incremental, with you commencing as an observer/assistant in the first year of the Programme. Following

this, you will develop your clinical skills further to be assistant practitioners progressing to safe and competent practitioners by the end of year 4.

The Scope of TCM Practice

Both BUCM and MU are aware that Orthodox medicine is the predominant health care modality in the UK with very advanced and clear specialization. Clear and well defined parameters are essential, with the content of the Programme reflecting this. You, as a practitioner emerging from this Programme, will be competent to practice in TCM gynaecology, dermatology, paediatrics, psychosomatic conditions, neuropathology, chronic conditions, anaesthesia and terminal care. **In cases where the client has an acute medical, acute surgical, or accident and emergency condition, you will refer him/her immediately to his/hers GP or hospital trust, as appropriate.**

You will work within the code of practice of the BAcC and the EHTPA, and the ethical framework on which this Programme is built. Students will be issued with copies of these documents at the start of their programme and the issues central to these codes will be revisited at clinic induction and in the clinical setting at all times. This Programme prepares practitioners to recognize emergency and life-threatening conditions, to apply the necessary first aid measures and then refer the client to the NHS.

Supporting Lifelong Learning

TCM practitioners, like many other Complementary Therapists, often operate in isolation and this is hardly conducive to self-development. This therefore demands a greater commitment and personal sacrifice to maintain the 'lifelong learner' spirit. To keep this spirit alive, the Programme has adopted a learning portfolio approach. By introducing portfolio development at the beginning of the Programme, it will encourage the need for promoting self-development. The aims are to:

- achieve integrated learning through and across the modules,
- include a reflective diary to facilitate the development of reflective skills,

- record individual learning contracts between you and the teachers to negotiate teaching and learning in order to achieve the Programme objectives,
- facilitate records of professional, personal and academic development including knowledge from peers, practitioners and patients,
- help you to accept responsibility for your own life-long development needs.

Learning and teaching methods

You will be actively involved in a range of learning, teaching and assessment approaches as part of BSc (Hons) Traditional Chinese Medicine. Such active approaches aim to put you at the centre of your learning so you are involved and engaged in all aspects of your assessment and learning. Your programme will require your active participation in learning activities and engagement with your fellow students both individually and collaboratively, working and learning with other students as part of a small group. Learning activities may also occur both within and outside the classroom.

Your learning will also be supported by technology. Increasingly your tutors will be using existing and emerging learning technologies to engage you in e-learning activities. Your programme will be facilitated using a variety of media and online tools (My Learning on UniHub, podcasts, wikis, etc) which will allow you flexible access to a diverse range of online resources, quizzes and learning materials as well as collaborative tools with which you can engage and learn with your peers. Not confined by the time and space associated with traditional teaching methods you may take part in online discussions and learning activities from wherever you are studying.

Your tutors and the web helpdesk will provide any support you may need whilst learning online.

By engaging with e- learning you will also be developing skills which are essential for your learning and are also highly valued by employers. These include but are not limited to: working flexibly,

communication, understanding of IT, team working and creating shared understandings based on quality resources and access to global expertise.

Assessment methods

Assessment is an integral part of learning and you may hear it referred to as **formative** or **summative**.

Formative assessment is developmental in nature and designed to give you feedback on your performance and how it can be improved. As a result you will get detailed feedback on formative assessment but not a grade. Formative assessment is an important part of the learning process and has been shown to contribute to enhancement of learning and the raising of standards.

Summative assessment is designed to measure the extent to which you have achieved the intended learning outcomes of a module and therefore the appropriate grade to be awarded. Summative assessment should assess achievement of all learning outcomes in a secure, fair and accurate manner and on BSc (Hons) Traditional Chinese Medicine Programme this will mainly comprise of unseen paper examination, coursework, practical and clinical examinations. Please see the module narratives (appendix b) or your module handbooks for more information on the assessment for each module.

Assessment may also involve self, peer or group approaches. For example, you may be asked to self-assess your own work, indicating where you feel you have clearly demonstrated your understanding and also identifying areas where you can see you have room to improve. Assessment may also be a peer process where students, individually or as groups, offer feedback on one another's work. Group assessment may also be part of your programme where part of the assessment requires you to demonstrate your ability to work as part of a group and possibly receive a group mark.

Please see the module narratives or your module handbooks for more information on the assessment for each module.

Submission, receipt, marking and return of assessment

Submission and receipt of assessment

You will find all the deadlines for your first year assessment (both formative and summative) in your assessment schedule on page x and online at; xxx. Instructions on how to submit your assessment is given in the each module handbook but this will either be electronically via myUniHub or in person at the UniHelp desk.

Your module handbooks have the precise details of when and how to submit your coursework and how you get a receipt confirming you have submitted it. Please refer to these and contact the module leader if you have any queries.

Exams

Information about exams, including the timetable and advice on preparing and revising is available on UniHub;
<http://unihub.mdx.ac.uk/study/exams>

Past exam papers, if available, can be accessed via the My Study area of UniHub: <https://myunihub.mdx.ac.uk/web/home-community/mystudy>

If you are concerned about your exams then please contact the programme leader Dr. Kaicun Zhao.

Marking, second marking and moderation

There is a University-wide policy for the anonymous marking of assessed work. All examination papers are marked anonymously and coursework, wherever practical, is marked anonymously.

Marking and moderation take place following submission of assessments. Your work will be marked by a member of the module team and then moderated. Moderation means that a second member

of staff samples work to ensure that there has been consistency in marking. All scripts that have been failed are moderated alongside a sample across the range of possible grades. A sample of all work (at least 10%) is then sent to an external examiner who comments on the quality and consistency of marking and the feedback to the students in relation to the stated criteria for a given assessment.

Return of coursework

You are expected to keep a copy of all your coursework and should be kept somewhere safe (for example on a memory stick). As the marked copy of your work is not normally returned to you it is important you keep a copy so you can understand the feedback you get properly.

Exam scripts are not returned to any student however you can obtain feedback on exam performance by contacting the module leader.

Assessment Feedback

Feedback on your assessment (both formative and summative) provides the opportunity for you to reflect and to use the feedback as the basis for learning and to improve your work.

Feedback can take many forms and may be informal. For example it may be given and discussed orally in the classroom, or it may be more formal and delivered in written or audio form from academic staff or fellow students. Understanding your feedback is very important and to achieve this you are encouraged to discuss feedback with your peers and academic staff.

Receiving feedback on your work is an essential and important part of learning and therefore all programmes provide regular opportunities for formative assessment the purpose of which is to get detailed feedback on your performance so you get a regular update on how you are developing and to prepare you for any summative assessment.

Feedback on summative assessment will be offered in a variety of forms and all your work will be marked and moderated in line with the

Code of Assessment Practice which can be found in section M of the University Regulations: <http://www.mdx.ac.uk/regulations>

You will normally be provided with feedback within 15 working days of the published submission date.

Feedback on Coursework

For each module, you will receive written feedback on all coursework, which will highlight your strengths and weaknesses. The feedback will also provide you guidance for you to further improve your performance. Module leaders will notify you the dates for feedback collection. For the year end summative assessment, you will usually receive your feedback within one week of the publication of results.

Feedback on Examination Scripts and Practical Performance

For summative examination script and assessment of practical performance, a written feedback will be provided normally within one week after the publication of the assessment results. At the same time, module leaders will be available for discussion of your assessment results with you. For formative examination and practical test, some form of collective feedback may be provided to the class as a whole. This might include: a written report by module leader indicating the strengths and weaknesses of answers to real questions or the common misunderstandings which students demonstrated; or a tutorial covering this ground either in the form of one to one or in the form of group discussion.

Feedback on Clinical Practice

You will normally have 2 sessions of one to one tutorial with your clinical supervisors every term. Feedback on your clinical performance will be provided during the tutorial. Guidance will be given for you to further improve your clinical practice in the future. Your portfolio of clinical placement is part of the assessment for each academic year. Written comments on your clinical portfolio will be provided by the relevant module leaders.

Progressing on your programme

Academic Levels

Each module that you take will have one of the academic levels below assigned to it:

Academic level	Description
3	Foundation level
4	Certificate level (e.g. Cert HE)
5	Intermediate level (e.g. FdA or Dip HE)
6	Honours level (e.g. BA, BSc)
7	Masters level (e.g. MA, MSc)

Academic levels reflect how complex and demanding the learning will be as well as the depth of study and how independent you are expected to be as a learner. The University **module level descriptors** describe the characteristics of each academic level at Middlesex and can be found in section M of the University Regulations; <http://www.mdx.ac.uk/regulations>.

It is suggested that you read these to get an idea of how each academic level is different and to some extent what will be expected of you.

Your grades

Your module handbooks will give information on how the marks for different items of summative assessment are combined to give your final grade.

The University has a 1-20 grading scale, **with grade 1 being the highest grade and 20 the lowest, 16 is the minimum required to achieve a pass.** The chart below illustrates how the grading scale equates to the level of classification:

Grade	Class of Honours Degree
1 - 4	First
5 - 8	Upper second (2:1)
9-12	Lower second (2:2)
13-16	Third
17	Fail – marginal Compensation allowed
18	Fail Compensation allowed
19	Fail Compensation not allowed
20	Fail - Incorporating failure to participate in assessment necessary to achieve all learning outcomes. Compensation not allowed

Further administrative grades are also used to indicate re-assessment, deferral, academic misconduct etc. The full scale can be found in the Assessment Regulations section in the Your Study area of UniHub; <http://unihub.mdx.ac.uk/study/assess/results>

Grade criteria

When assigning grades the 20 point grading scale is used in conjunction with the University grade criteria guide as well as the module descriptors mentioned earlier. Grade criteria describes what standards and competencies you must achieve for each grade and can be found in section M of the Regulations:

<http://www.mdx.ac.uk/regulations>

If you have any questions about what your grades or status mean then you should look at the Assessment and Regulations pages on UniHub <http://unihub.mdx.ac.uk/study/assess> first and then talk to your Student Achievement Officer.

Re-assessment

Although no one anticipates failing a module, it is important that you are aware of what happens if you do. Normally you would be entitled to one re-assessment opportunity if you don't pass and there is no financial cost associated with this second attempt. You should however consult the Your Study area on UniHub for more information <http://unihub.mdx.ac.uk/study/assess/progression> or contact Dr Kaicun Zhao if you have any questions.

Deferral of assessment

If there are exceptional circumstances which through no fault of your own are preventing you from completing all or some of your assessment (e.g. submitting coursework or taking an exam) you may seek permission to defer the relevant assessment to the next available opportunity. If you think this applies to you then you should first read the full Deferral Policy which is available in the Assessment and Regulations section of the Your Study area on UniHub: <http://unihub.mdx.ac.uk/study/assess/Deferral>.

Deferral requests should be submitted to the School of Health and Education by completing the relevant form and attaching supporting documentation, e.g. medical certificates. **The final deadline for deferral applications is 2 weeks after the end of the exam period** (the dates of which are in the academic calendar at the start of this handbook). The deferral form is available from the Admin and Finances section of myUniHub: <https://myunihub.mdx.ac.uk/web/home-community/myadminandfinances>.

If you have any questions about deferrals please contact Dr Kaicun Zhao.

If you have difficulties accessing resources (e.g. access to the University network and UniHub) after deferral, contact the helpdesk at <http://webhelpdesk.mdx.ac.uk>.

Extenuating Circumstances

If you do not wish to defer your assessment, but are concerned that exceptional personal circumstances (e.g. ill health) might affect your performance in assessment, you can submit a claim for extenuating circumstances. Your circumstances will be kept confidential but will be summarised by the School's Assessment Officer and brought to the attention of the appropriate Assessment Board. If you think this applies to you then you should first read the information in the Assessment and Regulations section of the Your Study area on UniHub: <http://unihub.mdx.ac.uk/study/assess/extenuating>

It is important to note that extenuating circumstances are only considered when determining the progression or final classification of borderline students. **They cannot be used to change the grade of a module.**

Claims for extenuating circumstances should be submitted to Unihelp@mdx.ac.uk by completing the relevant form and attaching supporting documentation, e.g. medical certificates. The **final deadline** for submission of extenuating circumstances forms with supporting documentation is the **last date of the examination period**. The extenuating circumstances form is available from the Admin and Finances section of myUniHub: <https://myunihub.mdx.ac.uk/web/home-community/myadminandfinances>

Results

At the end of each academic year your module grades will be considered and confirmed by an Assessment Board and if you have successfully completed all your assessment you will be able to progress to the next year or graduate.

Once the Assessment Board has met you will be able to view your results and progression status in the My Study area on myUniHub; <https://myunihub.mdx.ac.uk/web/home-community/mystudy>. If any results are still provisional then they will be clearly labelled as such.

The date for the release of results and progression decisions is on the Academic Calendar which can be found at the start of this handbook or at <http://unihub.mdx.ac.uk/mdx/calendar/index.aspx>.

Certificates

When you graduate your final qualification certificate will be issued by the University and contain details of your qualification. **Your certificate will be sent to you within 4 months of the date the qualification is awarded** (usually the relevant Assessment Board date) and therefore it is very important that you keep your address details up to date if they change at any point. You can do this via the Admin and Finance section on myUniHub:

<https://myunihub.mdx.ac.uk/web/home-community/myadminandfinances>

Full details of the information which will appear on your certificate are set out in the Middlesex Regulations, section E13.5:

<http://www.mdx.ac.uk/regulations>

Diploma supplement

All students are issued with a diploma supplement which is a supplement to your qualification certificate. This will include the modules you have taken, grades achieved and state your qualification with the classification and title but additionally it will also contain information on the nature, level, context, content and status of your studies undertaken and successfully completed. Diploma supplements are intended to help external parties such as employers or other higher education providers understand more about your programme in addition to your grades.

If at any time you need to request a copy of your diploma supplement then you can do so via 'Letters and Forms' on the Admin and Finances section of myUniHub: <https://myunihub.mdx.ac.uk/web/home-community/myadminandfinances>

Academic misconduct

Plagiarism is the presentation by a student of a body of material (written, visual or oral) as his or her own work which is wholly or partly the work of another. Plagiarism also extends to cover your own work previously assessed or published which is also required to be properly referenced. Taking unfair advantage over other authors, students or oneself in this way is considered by the University to be a serious offence.

The University takes serious action against any student who plagiarises whether through negligence, foolishness or deliberate intent. Therefore make sure written material, ideas, theories, formulae etc are acknowledged through the use of quotation marks, references and bibliographies. Information on the correct way of referencing and acknowledging work from other sources is available on the Your Study pages on UniHub; <http://unihub.mdx.ac.uk/study/academicpractice>

Academic misconduct also covers examinations. You should ensure that you read the exam regulations before attending your exams to ensure you know what is expected of you and what is permitted. These can be found in the Your Study section of UniHub: <http://unihub.mdx.ac.uk/study/exams/regs>

It is important that you are aware of what constitutes academic misconduct and section F of the University Regulations gives this in full: <http://www.mdx.ac.uk/regulations>

Appeals

All students are able to appeal against Assessment Board decisions and the outcome of academic misconduct cases. The regulations for appeals are set out in Section G of the University Regulations: <http://www.mdx.ac.uk/regulations>.

If you are considering submitting an appeal against an Assessment Board decision then please consult the guidance on UniHub <http://unihub.mdx.ac.uk/study/assess/appeals>.

You can also contact the student welfare team in MUSU for advice or support: http://www.musu.mdx.ac.uk/swirl_academic

SUPPORT

Although you are expected to be independent and to take responsibility for your own academic and personal life, there is still a lot of help available to support you throughout your programme.

Academic Support

Academic staff

Your tutors will direct your studies and ensure that you know what work you need to cover in any given module. Seek advice from academic staff either during their office hours or by email or telephone.

Student Achievement Officer support

In addition to the support available to you via academic staff and staff at the UniHelp desk, your Student Achievement Officer is your first point of contact for queries regarding your programme and will either help you to deal with those issues directly or will refer you to who you need to see.

You can also get valuable guidance on time management, planning your studies, preparing for assessment and tips on revision and exam technique. Additionally they can help you with the extenuating circumstances and deferral processes (including advising on evidence) although these are ultimately dealt with by the School Assessment Officer (see below).

In addition to the UniHelp desk at Hendon, the School of Health and Education also has a student office at Archway which is located on 3rd floor Furnival Building.

Assessment Officer support

Assessment is an important aspect to your programme but you may find that at times personal circumstances can impact on your studies. Should you have circumstances which mean you need to defer your assessment you will find valuable guidance on the Your Study pages of

UniHub, but you can also contact Unihelp@mdx.ac.uk who will guide you through the process.

Support services around the University

Information on UniHub

There are a number of dedicated support services which are available to you as a student which range from support with your studies to support with various aspects of your personal life. Using UniHub you can find out what is on offer, access any online resources and even book appointments.

- **Support services** <http://unihub.mdx.ac.uk/support> including:
 - Counselling,
 - Financial support,
 - International student support
 - Health and wellbeing
 - Disability support
 - Childcare
 - Religious needs

- **Academic support:** <http://unihub.mdx.ac.uk/study> including:
 - Learner Development Unit,
 - Library and IT resources,
 - Exams
 - Assessment and regulations
 - Academic practice
 - Summer school
 - Study methods
 - Module registration
 - Attendance and withdrawal

UniHelp Desk

If you have any enquiries about any aspect of your life as a student at Middlesex, you can ask at the UniHelp desk situated on the ground floor of the Sheppard Library. UniHelp Advisors offer information and support on all aspects of the University including

- programme administration
- student records
- money and welfare services
- finance matters
- library
- IT and information enquiries
- access to other university services

In fact, you can ask us about anything. If we can't help you straightaway or you need more detailed advice we'll arrange for you to see a specialist or direct you to appropriate workshops, drop-in sessions etc. Depending on the time of year there may also be specific places on the UniHelp desk for immediate specialist advice.

The UniHelp desk is also the central place for the submission and receipt of printed coursework which is not otherwise submitted electronically.

The UniHelp desk is open all through the year and for seven days a week during term-time.

Middlesex University Students' Union (MUSU)

MUSU provides a number services, activities and projects. These include

- financial and resource support for student clubs and societies,
- welfare and academic advice, referral, representation and campaigning via SWIRL (Student Welfare & International Resource Lounge),
- the student rep scheme, which provides a formal and organised system of feedback on course provision,
- an online radio station with shows entirely hosted by student presenters (MUD Radio)
- a monthly magazine written and edited by current (sometimes former) Middlesex students (MUD Magazine)

The Union also runs a number of events and activities throughout the year including society, cultural and social event nights, the Freshers' Fairs during Induction Week, the MUSU Star Awards Ceremony an annual celebration of student volunteering plus many more.

More information about MUSU is available on line at:

<http://www.musu.mdx.ac.uk>

Programme Specification and Curriculum Map



BSc (Hons) Traditional Chinese Medicine Programme

1. Programme title	BSc (Hons) Traditional Chinese Medicine
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Programme accredited by	BAAB and EHTPA
5. Final qualification	BSc (Hons) Traditional Chinese Medicine
6. Academic year	2011 - 2012
7. Language of study	English
8. Mode of study	Full time / Part time

9. Criteria for admission to the programme

Students must meet the standard entry requirements as set in the University Guide and Regulations. Mature students over 21 who can demonstrate the capability and motivation to succeed on the course will be encouraged. Evidence of recent study and knowledge of a scientific subject will normally be required. For overseas students, evidence of an appropriate knowledge of English (both written and spoken) is required. Applications from individuals with disability will be welcome. Assessment on health and safety issues would be carried out to ascertain if there is a danger to themselves or other people before admission is granted.

10. Aims of the programme

The programme aims to:

- Provide education and training to produce graduates who will be competent, safe and caring practitioners in both Chinese herbal medicine and acupuncture with moxibustion and Tui Na.
- Provide students with a thorough preparation in the principles and applications of TCM underpinned by sufficient knowledge and understanding of current orthodox medical anatomy, physiology, pharmacology and pathology, with diagnostic processes and procedures to become a safe and competent practitioner.
- Develop students as autonomous lifelong learners with the professional curiosity to want to develop knowledge, understanding and skills and to conduct research that will underpin evidence-based practice.

11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of :

On completion of this programme the successful student will have knowledge and understanding of :

1. Normal human anatomy and physiology
2. Chinese herbal medicine
3. Acupuncture, moxibustion and Tui Na
4. Abnormal human anatomy and physiology
5. Eliciting an accurate diagnostic interpretation
6. Research methodology and evidence based practice

Teaching/learning methods

Students gain knowledge and understanding through attendance at lectures, seminars, workshops and through a variety of directed and self-directed learning activities.

Assessment Method

Students' knowledge and understanding is assessed by coursework, unseen exam, clinical assessment, report writing, reflective practice with clinical case studies and dissertation.

<p>B. Cognitive (thinking) skills On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Adopt a professional perspective in TCM practice 2. Understand of concepts and principles of TCM 3. Recognise of the need for an holistic approach to TCM 4. Critically evaluate patient conditions by means of TCM diagnostic differentiation 5. Application of TCM theories to clinical practice 6. Critically appraise research literature 	<p>Teaching/learning methods Students learn cognitive skills through problem solving, case studies, reflections role modelling and reflective clinical portfolio</p> <p>Assessment Method Students' cognitive skills are assessed by coursework, clinical assessment, examination and report writing.</p>
<p>C. Practical skills On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate good consultation and interpersonal skills 2. Perform patients history taking and evaluate patients conditions based upon history taken 3. Demonstrate a range of clinical skills, e.g. clinical examination to elicit a diagnosis 4. Develop a treatment regime based on evidence 5. Prescribe Chinese herbal medicines and apply treatment of acupuncture with moxibustion and Tui Na 	<p>Teaching/learning methods Students learn practical skills through demonstration, observation, doing, feedback, experimentation, role modelling and reflective clinical portfolio</p> <p>Assessment Method Students' practical skills are assessed by laboratory simulations, report writing, examination of the ability to evaluate clinical cases apply treatment skills. .</p>

<ol style="list-style-type: none"> 6. Critically evaluate treatment regime with follow-up 7. Manage a clinic as a successful business 	
<p>D. Graduate Skills On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Have effective communication and presentation skills 2. Gain a range of teamwork and interpersonal skills 3. Be competent in the use of information technology 4. Have competent numeracy and problem solving abilities 5. Be able to plan their personal career development 6. Become autonomous and reflective in their approach to lifelong learning 	<p>Teaching/learning methods Students acquire graduate skills through reading, group work exercises, structured and directed learning reflection and development of portfolio material.</p> <p>Assessment method Students' graduate skills are assessed formatively and summatively through written work in the form of portfolios, case studies, presentations assessments and project work.</p>

<p>12. Programme structure (levels, modules, credits and progression requirements)</p>
<p>12. 1 Overall structure of the programme</p> <p>This four year full-time course is an innovative collaborative Programme of study. The programme is designed to lead the graduate to specialise in Traditional Chinese Medicine, including Chinese Herbal Medicine and Acupuncture. It is a holistic care programme based on the core curriculum of the European Herbal Practitioners Association and the Guidelines for Acupuncture Education published by the British Acupuncture Accreditation Board. All modules are compulsory. They are studied at three levels (levels 4, 5, and 6). Mandarin language is taught during the course, with the language studies being utilised throughout the Chinese medicine programme and reinforced in workshops integrated throughout the</p>

programme.

The programme is designed to undertake three broad themes of study. These are Western medical sciences, Chinese medicine including Chinese herbal medicine and acupuncture with moxibustion and Tui Na, and research methods and evidence-based practice. Clinical training will begin from the first year of the programme, with increasing clinical placement in the second, third and fourth years. This clinical training is undertaken at the Asanté Academy of Chinese Medicine at the Archway campus and three NHS hospitals.

12.2 Levels and modules

Starting in academic year 2010/11 the University is changing the way it references modules to state the level of study in which these are delivered. This is to comply with the national Framework for Higher Education Qualifications. This implementation will be a gradual process whilst records are updated. Therefore the old coding is bracketed below.

Level 4

COMPULSORY

**PROGRESSION
REQUIREMENTS**

<p>Students must take all of the following:</p> <p>CMH1134: Professional and Skill Development</p> <p>CMH1100: Introduction to Complementary and Alternative Medicine</p> <p>CMH1515: Human Sciences</p> <p>CMH1211: TCM Foundation and Diagnostics</p>	<p>Completion of all level 4 compulsory modules.</p> <p>In order to progress through the programme of study, students are required to complete successfully all level 4 modules at Grade 16 or better.</p> <p>Students also need to meet the attendance requirements for both theory and practice outlined in the University Guide and Regulations, as well as the Programme Handbook.</p>
<p>Level 5</p>	
<p>COMPULSORY</p>	<p>PROGRESSION REQUIREMENTS</p>
<p>Students must take all of the following:</p> <p>CMH2203: Approaches to Health and Social Care Research</p> <p>CMH2211: Acupuncture Meridians & Points and Techniques</p> <p>CMH2212: Materia Medica</p> <p>CMH2110: Diagnostic Skills</p> <p>CMH2100: Clinical Sciences</p>	<p>Successful completion of all level 3 compulsory modules.</p> <p>In order to progress through the programme of study, students are required to complete successfully all level 3 modules at grade 16 or better.</p> <p>Students also need to meet the attendance requirements for both theory and practice outlined in the University Guide and Regulations, as well as the Programme Handbook</p>
<p>Level 6</p>	
<p>COMPULSORY</p>	<p>PROGRESSION REQUIREMENTS</p>

<p>Students must take all of the following:</p> <p>CMH3211: Clinical Acupuncture CMH3213: Herbal Formulary CMH3214: Clinical Chinese Herbal Medicine CMH3216: Tui Na Massage Therapy CMH3217: Classical Texts CMH3110: Professional Practice Management CMH3100: Nutrition and Life Style Management CMH3330: Dissertation</p>	<p>Successful completion of all level 6 modules.</p> <p>In order to progress through the Programme of study, students are required to complete successfully all level 6 modules at grade 16 or better.</p> <p>Students also need to meet the attendance requirements for both theory and practice outlined in the University Guide and Regulations, as well as the Programme Handbook.</p>
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12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)

<i>Module level</i>	<i>Module code</i>
No modules are compensatable on this programme.	

13. A curriculum map relating learning outcomes to modules

See Curriculum Map attached

14. Information about assessment regulations

Assessment regulations for the programme follow those set out in the Middlesex University Guide and Regulations and the School's Learning, Teaching and Assessment Policy. In addition, assessment regulations for the Programme are set out as follows:

Where there is more than one component to a module assessment, students are required to achieve a Grade 16 or better, in each component,

in order to pass the module.

In order to progress through the Programme, students must meet the attendance requirements of the Programme.

Self deferral is NOT permitted.

No modules are compensatable on this programme.

15. Placement opportunities, requirements and support (if applicable)

Students on the programme complete a total of 992 hours of clinical practice linked to academic work. Clinical practice hours are undertaken at the Asanté Academy of Chinese Medicine, as well as clinics at the Whittington Hospital, the North Middlesex Hospital and the Royal Free Hospital. The clinical practice is carried out throughout the academic years.

16. Future careers (if applicable)

This programme prepares students for practice in Chinese herbal medicine and acupuncture with moxibustion and Tui Na massage. It is designed to meet the requirements for registration with the leading professional bodies in the UK and is currently accredited by the European Herbal and Traditional Medicine Practitioners' Association and the British Acupuncture Accreditation Board. Successful graduates may take up a range of work opportunities related to Traditional Chinese Medicine, acupuncture, moxibustion and Tui Na, which is a rapidly expanding area. These include practice as a traditional Chinese medicine practitioner in a small business, independently or with other complementary medicine practitioners, or in conjunction with other organisations including charitable and commercial organisations as well as the NHS. In addition, students may join commercial, retail, manufacturing, research, teaching and horticultural concerns related to traditional Chinese medicine.

17. Particular support for learning (if applicable)

- ILRS facilities at Middlesex including CAL suite and internet access.
- Access to English Language and Learning Support.

- Staff from the Disabled Centre support students with disabilities.
- Biomedical laboratory facilities for the development of practical skills.
- Support for modules available on UniHub.
- Clinical Skills Laboratories at Archway campus.
- The Asanté Academy of Chinese Medicine, the training clinic for practice placements.
- Herb garden at Archway campus.
- Support for language skills from the Ming Ai Institute.

18. JACS code (or other relevant coding system)	BT31
19. Relevant QAA subject benchmark group(s)	12 Subjects Allied to Medicine

20. Reference points

- Middlesex University Corporate Plan (2008-2013)
- Middlesex University Enhancing Learning, Teaching and Assessment Strategy (2007-2012)
- Middlesex University Regulations (2008-09)
- Middlesex University Learning and Quality Enhancement Handbook (2008-09)
- Department of Natural Sciences: Departmental Strategy and Action Plan (2008)
- The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008)
- Code of Practice for the Assurance of Academic Quality and Standards in Higher Education (2004-2007)
- Report to Ministers from the Department of Health Steering Group on the Statutory Regulation of Practitioners of Acupuncture, Herbal Medicine, Traditional Chinese Medicine and Other Traditional Medicine Systems Practised in the UK (2008)
- EHTPA Accreditation Handbook (2008)
- EHTPA Accreditation Supplementary Guidance (2008)
- EHTPA Core Curriculum for Herbal and Traditional Medicine (2007)
- EHTPA Supplementary Guidance for Clinical Practice Education and

Training Standards (2008)

- British Acupuncture Accreditation Handbook (2007)
- The Standards of Practice for Acupuncture (2006)
- British Acupuncture Council Guideline for Acupuncture Education (2000)
- Health Professions Council Standards of Education and Training (2009)
- Health Professions Council Standards of Education and Training Guidance (2007)
- House of Lords Select Committee on Science and Technology: Complementary and Alternative Medicine (6th Report 2000)

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the student programme handbook and the University Regulations.

Curriculum map for Bsc (Hons) Traditional Chinese Medicine Programme

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding		Practical skills	
A1	Normal human anatomy and physiology	C1	Communication and interpersonal skills
A2	Chinese Herbal medicine	C2	Patients history taking and assessment of Patients based upon history taken
A3	Acupuncture, moxibustion and Tui Na	C3	Prescription preparation and treatment with acupuncture, moxibustion and Tui Na sills
A4	Abnormal human anatomy and physiology	C4	Demonstrate a range of clinical skills, e.g. clinical examination to elicit a diagnosis
A5	Eliciting an accurate diagnostic interpretation	C5	Development of a regime based on evidence
A6	Research methodology and evidence based practice	C6	Evaluation of treatment regime, with follow-up
		C7	Manage a clinic as a successful business
Cognitive skills		Key Skills	
B1	Ability to adopt a professional perspective in practice	D1	Communication and presentation skills
B2	Understanding of concepts and principles of TCM	D2	Teamwork and interpersonal skills
B3	Recognition of the need for an holistic approach for TCM	D3	Competence in the use of information technology
B4	Critically evaluate patient problems	D4	Competence in numeracy and problem solving techniques
B5	Application of TCM theories to practice	D5	Personal career development plans
B6	Critically appraise research literature	D6	Autonomous and reflective approach to lifelong learning

Programme outcomes																							
A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	D 6
Highest level achieved by all graduates																							
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6

Level	Module Title	Module Code by Level	Programme Outcomes																								
			A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	D 1	D 2	D 3	D 4	D 5	D 6
4	Professional and Skill Development	CMH 1134		X			X	X	X			X	X		X						X	X	X	X	X	X	X

	Introduction to Complementary and Alternative Medicine	CMH 1100		X	X		X		X	X	X				X						X	X	X	X	
	Human Sciences	CMH 1515	X		X	X	X		X		X				X							X	X	X	
	TCM Foundation and Diagnostics	CMH 1211	X	X	X	X	X		X	X	X	X	X	X	X		X		X	X	X	X	X	X	
5	Approaches to Health and Social Care Research	CMH 2203		X				X	X		X	X				X			X	X	X	X	X	X	
	Acupuncture Meridians & Points and Techniques	CMH 2211	X		X			X	X	X		X			X	X	X					X	X		X
	Materia Medica	CMH 2212		X				X	X	X		X	X		X		X					X	X	X	
	Diagnostic Skills	CMH 2110	X			X	X		X	X		X	X		X	X				X	X	X	X	X	
	Clinical Sciences	CMH 2100	X	X		X	X		X	X	X	X	X		X	X				X	X	X	X	X	
6	Clinical Acupuncture	CMH 3211	X		X	X	X		X	X	X	X	X		X	X	X	X	X		X	X	X	X	

Module Narratives

In this section you will find details of all the modules associated with your programme so that you can see what is involved in your programme and make any choices over option modules (if applicable).

The narratives are correct at the time of this handbook went to print, but details change over time (especially reading lists) and therefore you should always refer to the latest version available on the My Study area of myUniHub:

<https://myunihub.mdx.ac.uk/web/home-community/mystudy>

Title	Code	Year	Credit Rating	Module Leader
Human Sciences	CMH1515	4	30	Catherine Kerr
Introduction to Complementary and Alternative Medicine	CMH1100	4	30	Colin Nicholls
Professional and Skills Development	CMH1134	4	30	Dr Lily Holman
Chinese Medicine Foundations and Diagnostics	CMH1211	4	30	Dr Jidong Wu
Clinical Sciences	CMH2100	5	30	Paul Lowe
Approaches to Health and Social Care Research	CMH2203	5	30	Dr Sandra Appiah & Dr Celia Bell
Acupuncture Meridians & Points and Techniques	CMH2211	5	30	Dr Dan Tan
Materia Medica	CMH2212	5	30	Dr Kaicun Zhao
Diagnostic Skills	CMH2110	5	30	Dr Lily Holman
Clinical Acupuncture	CMH3211	6	30	Dr Dan Tan

Herbal Formulary	CMH3213	6	30	Dr Kaicun Zhao
Tui Na Maasage Therapy	CMH3216	6	15	Dr. Jidong Wu
Classical Texts	CMH3217	6	15	Dr Jidong Wu
Nutrition and Lifestyle Management	CMH3100	6	30	Colin Nicholls
Professional Practice Management	CMH3110	6	30	Dr Dan Tan
Clinical Herbal Medicine	CMH3214	6	30	Dr Ming Cheng
Dissertation	CMH3330	6	30	Dr Kaicun Zhao

Module Code	CMH1515
Module Title	Human Sciences
Level	4
Credit	30
Owning Subject	Complementary Health Sciences
Level Restrictions	

Aims

This module aims to provide students with the knowledge and understanding of human anatomy and physiology required to underpin their future learning in the fields of complementary medicine. The unifying theme of homeostasis is used to show how a healthy structure and function are maintained and how failures of homeostasis can result in disease.

Learning Outcomes

On completion of the module, the successful student will be able to:-

1. Outline the organisation and major functions of the human body from cell to more complex level.
2. Explain the structure and function of body surfaces and membranes, support and human movement
3. Identify and describe the regulation and integration processes of the human body focussing on homeostasis
4. Give an account of the maintenance of the body including nutrients, elimination, transportation systems, and fluid balance
5. Describe the key changes during human lifespan including puberty, reproduction and heredity
6. Demonstrate effective engagement with the scientific process by accurately observing, recording and analysing data then reporting and communicating findings and their significance.

Syllabus

Structures and functions in relation to key roles of body structures

1. Organisation of the Human Body from cell to more complex level including anatomy and terminology.

- Cells
- Tissues
- Homeostasis and health or disease state

2. Covering support and movement

- Skin structure and function
- Bones & Skeleton
- Muscles & movement

3. Regulation and integration of the Body

- Nervous control (somatic & autonomic)
- Central and peripheral nervous system and relation to stress
- Special senses
- Endocrine control

4. Maintenance of the body

- Cardiovascular functions
- Lymphatic & defence
- Respiratory functions
- Digestion & nutrition
- Elimination & fluid balance

5. Continuity of Humans

- Reproduction
- Heredity
- Lifespan

6. Contributing to laboratory practicals and exploring methods of collecting information and presenting this.

Learning, Teaching and Assessment Strategy

1. Weekly lectures will be used to extend the theoretical material using clinical based examples to assist learning.
2. Supervised practical laboratory work and home assignments will reinforce theoretical material and introduce scientific methodology and techniques.
3. Weekly self-study will be used for prior reading and preparation for group work and laboratory tasks.
4. Learning and teaching will be supported through the use of the UniHub, and other visual aids as appropriate.
5. Weekly workshop or tutorials will be available for students needing additional support with their studies.

Assessment Scheme

Formative.

1. Online quizzes
2. 1500- laboratory report with reflection sheet to be submitted electronically via Oasis in week 12 to assess learning outcomes 2, 3 and 5. Feedback to be used for summative report.

Summative

1. A portfolio comprising 8 written laboratory reports to assess learning outcomes 1- 5 (50%).
2. 1500 word laboratory report with reflection sheet to be submitted electronically via UniHub in week 24 to assess learning outcomes 1, 2, 3, 4 & 6 (50%).

Assessment Weighting

100% Coursework

Learning Materials

- Essential

Marieb E.N. (2006) *Essentials of Human Anatomy and Physiology*. (8th ed.). Benjamin Cummings.

Hinwood, B. (1997) *A textbook of Science for Health Care Professionals* (2nd ed). Stanley Thornes

- Recommended

Tortora G Derrickson. D 2010 *Introduction to the Human Body* (8th ed) . Wiley.

Martini F. Bartholomew E,(2003) *Essentials of Anatomy and Physiology*. (3rd ed) Pearson Educational Internation

Module Code	CMH1100
Module Title	Introduction to Complementary and Alternative Medicine
Level	4
Credit	30
Owning Subject	Complementary Health Sciences
Level Restrictions	
Automatic Deferral	Not Permitted.

Aims

This module aims to provide students with fundamental knowledge of Complementary and Alternative medicines in the UK. It considers a number of therapies in terms of the treatment they provide, their internal coherence and claims to safety and efficacy. Ethical, legal and professional issues will be discussed. In addition, this module aims to provide a coherent introduction to the study and practice of Western Herbal Medicine, Ayurvedic Medicine and Traditional Chinese Medicine, particularly within the context of the UK. Students will also undertake literature searching to review the ways that CAM effectiveness can be evaluated.

Learning Outcomes

On completion of this module, the successful student will be able to:

1. Review the origins, characteristics, underlying philosophy and approaches to treatment of CAM including the chosen subject specific tradition.
2. Examine the factors which contributed to the growth in popularity and usage of complementary medicine and its implications to research, ethical and legal issues.

3. Identify ways in which developing joint working between conventional medicine and CAM can benefit the patient and the practitioner.
4. Identify the key components of professional regulation and discuss how this can benefit the CAM practitioner and the chosen subject specific tradition and career.
5. Identify information sources and appraise them using established searching and referencing techniques.

Syllabus

1. Introduction to Complementary and Alternative Medicine (CAM).
2. Complementary and Alternative Medicine across the world.
3. Research in Complementary and Alternative Medicine.
4. Legal and Ethical Issues in Complementary and Alternative Medicine.
5. History of Complementary and Alternative Medicine, with emphasis on specific models, e.g. Western Herbal Medicine, Ayurvedic Medicine and Traditional Chinese Medicine.
6. Concepts and philosophies of Complementary and Alternative Medicine, with emphasis on specific models, e.g. Western Herbal Medicine, Ayurvedic Medicine and Traditional Chinese Medicine.

Learning, Teaching and Assessment Strategy

- Weekly 2-hour lecture-discussion/workshops where directed learning will be reviewed and where theoretical and practical knowledge and skills will be taught and developed in complementary therapies and subject specific outcomes
- The lectures/workshops will be supplemented by key overarching seminars with video and online UniHub teaching/podcasts and learning support. Aspects of blended learning will be used with respect to CAM modalities.
- Additionally students will receive four (1 hour tutorial/feedback) during the year to address individual learning needs.

- Directed study will foster autonomy in the planning and implementation of own learning and development of practical skills which will complement or supplement information covered in class.

Formative assessment will be used to encourage students to engage with the subject, adequately prepare them for their summative assessment and identify those students who need additional tutorial support.

Assessment

1. Coursework Essay - 1500 words assessing outcomes 2, 4 & 5 (50%)
2. Coursework Essay - 1500 words assessing outcomes 1 & 3 (50%)

Assessment Weighting

Coursework (no examination) 100%

Learning Materials

- Essential

Heller, T. et al., (Ed.) (2005) *Perspectives on Complementary and Alternative Medicine*. Routledge.

Micozzi, M.S. (Ed.) (2001) *Fundamentals of Complementary Medicine*. Churchill Livingstone.

House of Lords Select Committee on Science and Technology (2000) *Complementary and Alternative Medicine*. Sixth report. HMSO.

Porter, R. (1997) *The Greatest Benefit to Mankind – A Medical History of Humanity from Antiquity to the Present*. Harper Collins.

- Recommended

Zollman, C. et al., (Ed.) (2008) *The ABC of Complementary Medicine*.
2nd Edition, Blackwell Publishing Ltd, Oxford

Module Code	CMH1134
Module Title	Professional Skills Development
Level	4
Credit	30
Owning Subject	Complementary Health Sciences
Level Restrictions	
Automatic Deferral	Not Permitted.

Aims

The module aims to give students the skills required to become an autonomous lifelong learner and to provide them with an introduction to communication skills and case history taking. It also provides a foundation from which the identified skills can be developed throughout the course of their complementary health science programme. Developing a successful therapeutic relationship between patient and practitioner depends on the ability to communicate both verbally and non-verbally. These skills are also essential in order to take an accurate case history. Non-verbal communication skills and the principle of physical examination will be supported by introducing students to the skills of therapeutic massage, which will be taught by an appropriately qualified professional teacher.

Learning Outcomes

On completion of this module, the successful student will be able to:

1. Reflect on personal skills, learning techniques and motivation and plan for personal and professional development
2. Demonstrate the use of Information Technology and numeracy skills, including the ability to interpret data and represent data in charts, tables and graphically.

3. Identify information needs and sources of information; support discussion with appropriate references using established referencing conventions
4. Demonstrate a good understanding of general verbal and non-verbal communication skills.
5. Describe the structure of a medical case history.
6. Demonstrate an elementary knowledge of massage techniques as an introduction to the process of clinical examination
7. Describe the surface anatomy of the living human body and general assessment of musculoskeletal system. .

Syllabus

1. Introduction to Group and the Module
2. Personal Development Planning (PDP)
3. Identifying Learning Styles
4. Presentation Skills. Managing Time
5. Library Activity or Reading for Academic Purposes
6. Career Planning
7. Progress Report/Plan from Presentation Groups
8. Review of Current Programme
9. Numbers Count 1 and Numbers Count 2
10. Writing Successful Essays Incorporating Note Taking
11. Review of Learning Writing the Reflective Essay
12. Presentations
13. Communication skills: General introduction; discussion of the general skills of communication, including basic fundamentals like the handshake and forms of saying goodbye, but also an exploration of those values which would allow greater trust and openness from the patient, for example, respect and empathy.
14. Communication skills: Personality and communication. Developing self awareness and therapeutic skills. Discussion of the use of language to improve communication between patient and therapist, and the difficulties inherent in talking to people with speech or hearing problems.

15. Communication skills: The interview process; psychological perspectives of behaviour and key principles from transactional analysis.
16. Case history taking: Introduction to case history taking. The presenting complaint.
17. Case history taking: Past history (medical, surgical, childhood, obstetrics/gynaecological).
18. Case history taking: Drug history and family history. The recording of lifestyle issues (psychosocial, occupational, nutritional etc.).
19. Case history taking: Appropriate and accurate recording of information on individual physiological systems; cardiovascular, abdominal, respiratory, nervous, musculoskeletal and urinary system. Introduction to problem-orientated case records.
20. Massage: An introduction to the skills of therapeutic massage.
21. Examination of the musculoskeletal system: Examination of gait, Joints, upper limb, lower limb, spine.

Learning, Teaching and Assessment Strategy

Learning strategy will include:

- Lectures to introduce key information, concepts and theories.
- Seminars including group work (student centred) to encourage student participation and the development of problem solving, presentational and social skills.
- Practical classes to facilitate skills development and reinforce theoretical material and will include demonstrations by tutors
- Workshops to develop IT, numeracy and laboratory skills
- Role play (Videotaped) and reciprocal examination of students using groups of three students - one observer, one therapist, one simulated patient - will enable students to reflect on their own knowledge and skills and enable the development of an ability to apply theoretical concepts and knowledge to real scenarios.
- Learning and teaching will be supported using UniHub, videos and other visual aids as appropriate

- Directed study to foster autonomy in planning and implementation of learning and the development of appropriate study skills
- Formative assessment will be used to encourage students to engage with the subject, adequately prepare for their summative assessment and identify those who need additional tutorial support.

Assessment Scheme

Formative assessment

Formative assessment (Portfolio containing a Personal Development Plan, IT, Maths and chemistry exercises, message checklist, feedback of assessment) will be used to encourage students to engage with the subject, adequately prepare for their summative assessment and identify those who need additional tutorial support.

Summative:

1. Coursework (1500 words): students will be required to submit a self-evaluation report, reflecting on their first year of study and how they have demonstrated meeting the learning outcomes 1, 5, 6, 8(40%).
2. Subject specific to assess learning out comes 7 (20%).
3. Role play to assess learning outcomes 2, 3, 4 (40%).

All elements of the summative assessment must be passed.

Assessment Weighting

Coursework 100%

Learning Materials

Essential

Mitchell A& Cormack M (1998) *The Therapeutic Relationship in Complementary Health Care.* S

tella,C (2008) *The Study skills Handbook.* Palgrave Macmillan, Basingstoke -

Recommended

Cottrell, S. (2008) *Skills for Success.* Palgrave Macmillan, Basingstoke

Module Code	CMH1211
Module Title	Chinese Medicine Foundations and Diagnostics
Level	4
Credit	30
Owning Subject	Complementary Health Sciences
Level Restrictions	
Automatic Deferral	Not Permitted

Aims

This module aims to provide the fundamental knowledge of traditional Chinese medicine. Students are encouraged to discuss the detailed theories of Yin & Yang, five elements, internal organs, Qi, Blood & Body Fluid, Channels and Collateral. Basic knowledge of Pathogenic Factors and Pathogenesis will be given. The concept of the organism as a whole, diagnosis and treatment based on an overall analysis of signs and syndromes will be emphasised. In addition, the module provides an introduction to clinical training with the opportunity to observe clinical practice in a supportive environment. Based on the physiology of Chinese Medicine, the second aim is to help students learn the skills of inspection, olfaction and auscultation, inquiry and palpation; tongue and pulse diagnosis skills, as well as the way of thinking to study and identify the illness according to different systems of syndrome differentiation.

Learning Outcomes

Knowledge

On completion of this module, successful students should be able to

1. Discuss the Chinese philosophy and culture and their relationship to TCM practice.
2. Explain the relationships among different functional systems

in the body and their mutual balances.

3. Outline internal & external pathogenic factors.
4. Give an account of the theories of Yin and Yang and five elements.
5. Discuss the contents of the functions of internal organs and vital substances.
6. Discuss the concepts of channels.
7. Demonstrate an understanding of TCM approach to the promotion of health and the management of disease.
8. Understand the principles of Chinese medicine diagnostic procedure including syndrome differentiation.

Skills

1. Apply the four basic diagnostic skills including inspection, auscultation and olfaction, inquiry and palpation in the examination of patients.
2. Record all the clinical data precisely and systematically.
3. Understand and master the way of thinking of different syndrome differentiation
4. Use the different methods of syndrome differentiation to identify the different syndrome.
5. Complete an outpatient case record by applying the four basic diagnostic skills and the way of thinking of syndrome differentiation.

Syllabus

- Chinese philosophy and culture
- Origin of TCM
- Yin & Yang
- Five elements
- Internal organs
- Vital substances
- Twelve channels & eight extra channels Six exogenous factors
- Seven emotions for internal injury
- Pathogenesis
- Diagnosis concepts, principles, history
- Observation

- Listening
- Palpation and pulse taking
- Syndrome Differentiations:
 1. Eight Principles
 2. Aetiological Syndrome
 3. Qi, Blood and Body Fluids Syndrome Differentiation
 4. Internal organs Syndrome Differentiation
 5. Meridian Syndrome Differentiation(Twelve Meridian and eight extra Meridian),
- Medical Records

Learning, Teaching and Assessment Strategy

Lead lectures, small group exercise and small group work, self-directed learning using computer based learning materials, group/individual tutorial and clinical placement

Coursework: A 2000-word essay which demonstrate an understanding of TCM theories

An OSCE examination of 1 patient that include application of four basic diagnostic skills, and an out patient case record with proper syndrome analysis

Completion of attendance records and reflective practice portfolio (Pass/Fail)

Assessment Weighting

Coursework 100%

Learning Materials

Essential

Maciocia, G. (1989) *The Foundations of Chinese Medicine*. Edinburgh, Churchill Livingstone

Long Z (1998) *Diagnostics of Traditional Chinese Medicine*. Academy press, Beijing

Wu X (2000) *Traditional Chinese Diagnostics* People's Medical Publishing House, Beijing

Recommended

Geng JY, Su ZH (1995) *Practical TCM and Pharmacology - Basic Theories and Principles*, Beijing: New World Press

Kaptchuk J (1983) *The Web That Has No Weaver*. New York, Congdon & Weed Inc.

State Administration of TCM (1995) *Advanced Textbook on TCM and Pharmacology*, (Vol.I, Book one), Beijing, New World Press.

Maciocia G (1995) *Tongue Diagnosis in Chinese Medicine*. Esatland Press, London

Song TB (1998) *Pictures of Tongue Texture and Coating in Traditional Chinese Medicine*. People's Medical publishing House, Beijing

State Administration of Traditional Chinese Medicine (1995) *Advanced Textbook on Traditional Chinese Medicine and Pharmacology*. New World Press, Beijing

Zhang E (1998) *Diagnostics of Traditional Chinese Medicine*. Publishing House of Shanghai College of Traditional Chinese Medicine, Shanghai

Module Code	CMH2100
Module Title	Clinical Sciences
Level	5
Credit	30
Owning Subject	Complementary Health Sciences
Level Restrictions	
Automatic Deferral	Not permitted.

Aims

A thorough knowledge and understanding of the normal and abnormal structure and functions of the tissues, organs and systems of body and the general principles of orthodox medical treatment are essential for safe and effective complementary medicine practice. This module offers students an opportunity to study the causes, mechanisms and general pathological changes underpinning disease and to integrate this knowledge with that of normal form and function learnt in the study of human sciences. Also included is an overview of the general mechanisms of drug action, drug categories and principles of infection control that need to be taken into account by the CAM practitioner. This module emphasises causes and mechanisms of systemic diseases and the pharmacological basis of management, rather than the details of clinical presentation and diagnosis, both of which are comprehensively covered in the Diagnostic Skills module.

Learning Outcomes

On completion of this module, the successful student will be able to:

1. Discuss and analyse the issues related to the distribution of disease in the community and the prevention of disease.
2. Explore the ways that normal structure and function in the cells and tissues can be altered to produce genetic changes,

- abnormal cell growths, inflammation, tissue healing and changes in circulation.
3. Critically examine the ways that internal and external agents such as foreign proteins and micro-organisms can overcome the body's defences.
 4. Discuss the general principles and mechanisms of drug actions, including adverse reactions, side effects and yellow card reporting. Review drug therapy based on their knowledge of disease mechanisms and general pharmacological principles
 5. Explore the causes, mechanisms, pathophysiological and pathological changes related to disease seen in the body systems, as a basis for approaching the diagnosis and management.
 6. Critically apply knowledge acquired of disease mechanisms and experiences gained in clinical practice with regard to their chosen subject specific tradition.
 7. Debate how systemic diseases can result from disruption of the normal form and function and consider how therapeutic approaches (orthodox and complementary) can be used effectively.

Syllabus

- Cell stress responses and adaptations to illness. The cell and tissue response to injury. The biochemical, structural and clinical effects of injury. Sublethal/lethal injury and apoptosis.
- New growths. Terminology and classification of tumours. Benign and malignant tumours. The biology of cancer
- Outcomes of tissue injury. Acute and chronic inflammation. Repair, regeneration, resolution and healing.
- Infection. Principles and mechanisms. The clinical and laboratory diagnosis of infection. Overview of common infectious diseases
- Genetic disorders. DNA mutations. Chromosomal disorders. Autosomal, recessive and sex-linked disorders. Multifactorial inheritance.

- Immune disorders. Review of the normal immune response. Hypersensitivity reactions, immune deficiencies, autoimmunity and the immunology of cancer.
- Mechanisms of drug action. Review of cell receptors. Pharmacokinetics and pharmacodynamics.
- Adverse drug reactions, drug interactions and a brief overview of toxicology. Drugs in special situations.
- Disease in the community. Epidemiological terms, epidemiological investigations, disease prevention, morbidity and mortality.
- Blood disorders. Anaemia, blood cancers, disorders of coagulation. Ischaemia, atheroma, infarction, thrombosis and embolism. Disorders of coagulation. Shock and haemorrhage.
- Causes, mechanisms and pathological changes associated with the cardiovascular and circulatory systems, the renal system, the respiratory tract, the digestive tract and associated structures, endocrine disorders, the nervous system, connective tissues and muscles, and the male/female reproductive systems.

Learning, Teaching and Assessment Strategy

A variety of different teaching and learning strategies will be used during the module including lectures, seminars, group activities and problem based learning.

- Lectures to introduce relevant information, concepts and theories.
- Group activities including discussions and short tasks that will help further develop a deeper understanding of the processes involved in pathophysiology.
- E-learning (UniHub) will be used to deliver lecture notes and students will also be encouraged to explore research findings on Internet resources. An UniHub discussion board will be developed by the students to share queries and ideas.
- Podcasts will be developed to assist the students with their learning and understanding.

- Problem based learning using case study analysis and problem based questions.
- Private study further reading suggestions will provide guided opportunities for additional independent learning and for preparation of the assessed components of the module.
- Formative assessment

Assessment Weighting

1. Coursework – 2500 words essay, outcomes assessed 1, 3, 4 & 6 (40%)
2. Written unseen exam - 2 hrs, outcomes assessed 2, 3, 5 & 7 (60%)

All elements of the summative assessment must be passed.

Assessment Weighting

Examination 60% Coursework 40%

Exam Duration

Examination, 2 hours

Learning Materials

Essential

Galbraith, A. et al., (2007) *Fundamentals of Pharmacology*. 2nd Edition, Pearson, London.

Stevens, A & Lowe, J (2005). *Pathology*. 3rd ed. Mosby.

Recommended

Lakhani, SR., et al (2005). *Basic Pathology (An Introduction to the Mechanisms of Disease)*. 3rd ed., Edward Arnold.

Module Code	CMH2203
Module Title	Approaches to Health and Social Care Research
Level	5
Credit	30
Owning Subject	Complementary Health Sciences
Level	
Restrictions	
Automatic Deferral	No automatic deferral

Aims

To introduce students of health and social care related subjects to the process of health and social care research. It is a professional requirement for those working in health and social care related disciplines to underpin their knowledge with research and evidence-based practice. Professionals need to be able to access research findings, and through an understanding of the research process and methodology, be able to critique research and apply this knowledge to practice. The aim of this module is to develop the students' awareness the research process and to equip them with the skills required in the subject area appropriate to their target award and to offer some preparation for the final year project/dissertation.

Learning Outcomes

1. Identify and debate different sources of knowledge
2. Demonstrate the ability to search and organise a variety of information and literature sources
3. Identify and discuss the individual stages in a research journey that comprise the research process
4. Compare and contrast the strengths and weaknesses of the major research approaches and designs used in health and social care

5. Critically review a range of data collection, analysis and presentation methods
6. Demonstrate critical understanding of the relevance of the ethical dimensions arising in the process of health and social care research
7. Evaluate the strengths and weaknesses of published health and social care research
8. Construct an appropriate and workable research proposal relevant to the programme of study

*Learning outcomes will be made more specific to and discussion grounded in the student's specific subject area.

Syllabus

- Knowledge, science, research and theory
- Quantitative and qualitative research
- The research process
- Literature review
- Formulating a research question
- Research designs
- Making sense and presentation of data
- Research ethics applied to health care
- Dissemination of findings
- Evaluating research studies
- Utilisation of findings in clinical practice

Learning, Teaching and Assessment Strategy

This mode of delivery is supported through student led and teacher facilitated seminars. Students will be encouraged to work in small groups both within and outside seminar groups. A blended learning approach will be used with students accessing resource based activities using UniHub (<http://unihub.mdx.ac.uk>). All the core module content is available on My Learning (via UniHub), along with discussion groups, presentation areas and course documentation. Students will

be required to present their work in class and be an active member of My Learning.

Assessment Criteria: Students will be assessed through a portfolio of evidence, which will not exceed 4000 words. The student's engagement with research methods will form part of a portfolio of graduate skills that will span their undergraduate programme.

Formative Assessment: Each of the module learning outcomes will be assessed formatively and the nature of the assessment will be decided by the module leader. Elements of the research portfolio will be submitted formatively during the course of the module. The module leader will provide feedback based on the extent to which the student is meeting the module learning outcomes. Students may re-work any aspect of the portfolio in response to module leader's comments. The assessment task and the module leader's formative feedback will form part of the summative research portfolio.

Summative Assessment: Students are required to construct a research portfolio demonstrating through a range of assessment tasks, achievement of the module learning outcomes. The portfolio must contain a research proposal summary. Note an assessment task may demonstrate achievement of one or more learning outcomes (LO's 1-8).

Learning Materials

Generic

Aveyard, H. (2010) *Doing a literature review in health and social care. A practical guide*. Maidenhead : McGraw-Hill Open University Press. [Note: the 2007 edition is available electronically via Middlesex university library catalogue]

Blaxter, L, Hughes, C, Tight, M. (2010) *How to research*. 4th ed. [Electronic resource] Maidenhead: McGraw-Hill/Open University Press.

Bowling, A. (2009) *Research methods in health. Investing health and health services*. 3rd ed. Maidenhead: McGraw-Hill Open University Press.

Bowling, A., Ebrahim, S. (2005) *Handbook of health research methods: investigation, measurement and analysis*. [Electronic resource]. Maidenhead: McGraw-Hill Open University Press.

Grix, J. (2010) *The foundations of research*. Basingstoke : Palgrave Macmillan.

Complementary Therapies

Kane, M. (2004) *Research made easy in complementary and alternative medicine*. London: Churchill Livingstone.

Lewith, G. Wayne, J. B., Walach, H. (2002) *Clinical research in complementary therapies: principles, problems and solutions*. London: Churchill Livingstone. [Electronic resource via Google].

McPherson, H. (2008) *Acupuncture Research: Strategies for Establishing an Evidence Base*. Philadelphia: Churchill Livingstone Elsevier.

Module Code	CMH2211
Module Title	Meridians, Acupoints and Techniques
Level	5
Credit	30
Owning Subject	Complementary Health Sciences
Level Restrictions	
Automatic Deferral	Not Permitted.

Aims

The module aims to equip the students with the fundamental skills of practising acupuncture and moxibustion and to provide students with a body of fundamental knowledge of the meridian system and acupoints, so as to lay a foundation for their future clinical studies and practice of acupuncture & moxibustion, Chinese herbal medicine and Tuina

Learning Outcomes

On successful completion of the module, students will be able to:

1. Show the pathways and explain the functions of the twelve main meridians and the eight extra meridians.
2. Demonstrate the location and explain the functions of acupuncture points commonly used in clinical practice.
3. Explain the basic theories of the specific acupuncture points.
4. Demonstrate the basic body, auricular and scalp acupuncture needling techniques used in clinical practice.
5. Demonstrate the basic moxibustion, cupping and electro-acupuncture techniques used in clinical practice.
6. Apply current safe practice guidelines, ways of preventing cross infection and procedures for managing possible needling accidents.

Syllabus

1. The pathway and functions of the twelve main meridians and eight extra meridians.
2. Proportional measurement/finger measurement used in locating acupuncture points.
3. Locations and functions of commonly used body acupuncture points and local anatomical structures.
4. Basic theory of specific acupuncture points.
5. Locations and functions of commonly used auricular and scalp acupuncture points.
6. Needling techniques (insertion, depth, direction, basic/complicated manipulation skills, reinforcing /reducing manipulation skills).
7. Moxibustion techniques (direct and indirect moxibustion skills).
8. Cupping techniques.
9. Electro-acupuncture and other needling techniques.
10. Management of possible accidents involving the above techniques (syllabus numbers 5-8).

Learning, Teaching and Assessment Strategy

A variety of different teaching and learning strategies will be used during the module including the following.

1. 1 hour lectures will introduce each topic and aim to stimulate students' interest in acupuncture and moxibustion.
2. 2 hour practical classes will allow students to develop practical skills in point location, cupping and application of acupuncture needles.
3. Small group activities in the lecture and the clinical laboratory will include discussions and peer-assessed short tasks that will help further develop a deeper understanding of acupuncture and moxibustion.
4. E-learning (UniHub) will be used to deliver lecture notes and provide feedback on formative and summative assessments as appropriate. A UniHub discussion board will be developed by the students to share queries and ideas.

5. Weekly group or individual tutorials will be offered at the university or placement. The tutorials will provide students with feedback on their academic and professional performance or an opportunity to seek clarification on areas of module that they find difficult to understand.
6. Clinical practice will promote the development of psychomotor, problem solving, presentational, communication and team working skills.
7. Reflective diary and self-assessment questionnaires will encourage students to reflect on their learning to identify more effective learning strategies and clarify their understanding of the topic
8. Self-directed – further reading suggestions will provide guided opportunities for additional independent learning in preparation for class and the assessment.

Assessment Scheme

Normal university regulations apply. There is no compensation of borderline failures within TCM modules. All components of the assessment must be passed in order to complete the module.

Formative:

1. Completion of attendance records and reflective practice portfolio (Pass/Fail) to assess learning outcomes 1 to 6.

Summative:

1. Clinical Examination 50%: A 30 minutes clinical examination including needling manipulations, cupping skills, needling skills of ear & scalp acupuncture, and meridian distribution and point location, which assesses learning outcomes 1, 2, 4, 5 & 6
2. Examination 50%: A 2-hour unseen written examination including multiple choice questions, gap filling questions and brief answer questions, which assesses learning outcomes 2, 3 & 6

All elements of the module assessment must be passed in order to complete the module.

Assessment Weighting

Unseen examination 50% Clinical Examination 50%

Exam Duration

Examination, 2 hours

Learning Materials

Essential

Cheng, X.N. (Ed). (1999). *Chinese acupuncture and moxibustion*. (Revised ed). Beijing, China: Foreign Languages Press. ISBN: 7119017586.

Deadman, P., Al-Khafaji, M. & Baker, K. (2008). *The manual of acupuncture*. (2nd ed). Hove: Journal of Chinese Medicine Publications. ISBN: 0955909600.

Liu, G.W. (Ed). (1998). *A complement work of present acupuncture and moxibustion: techniques of acupuncture and moxibustion*. Beijing, China: Huaxia Publishing House. ISBN: 7508015975.

Recommended

Beijing University of Traditional Chinese Medicine. (Ed). (2005). *Acupuncture and moxibustion*. Beijing, China: Academy Press. ISBN: 7507712672.

Jin, S.Y. & Jin, W.C. (2002). *The practical chart of ear acupuncture points*. Beijing, China: People's Medical Publishing House. ISBN: 7117045337.

Jin, S.Y. & Jin, W.C. (2002). *The practical chart of scalp acupuncture point line*. Beijing, China: People's Medical Publishing House. ISBN: 7117045310.

Li, D.S. & Shi, M. (Ed). (2000). *Acupuncture-moxibustion*. Beijing, China: People's Medical Publishing House. ISBN: 717031891.

Module Code	CMH2212
Module Title	Materia Medica
Level	5
Credit	30
Owning Subject	Complementary Health Sciences
Level Restrictions	

Aims

This module aims to equip the students with profound knowledge of Chinese materia medica. This will enable students to identify common Chinese medicinal herbs and to understand their properties, functions and clinical applications. This module will also provide students with basic knowledge and techniques of modern pharmacognosy and help them to understand the active components of some key herbs.

Students will also learn basic knowledge on herb dispensary, quality control and quality assurance processes. This module also provides the updated information in the legislation and regulation of medicinal herbs and herbal products.

Learning Outcomes

1. On completion of this module, successful students will be able to: Demonstrate knowledge of common active components of herbal medicines and understand the pharmacological activities of the active components in some key herbs and their potential interactions with conventional medicine
2. Explain the general theories of Chinese materia medica and be familiar with the properties, functions and clinical applications of the commonly used Chinese medicinal herbs (~120 herbs).
3. Identify precautions, contraindications and side effects in the use of herbs for particular conditions.
4. Understand the legislations and regulations in relation to medicinal herbs and herbal products.

5. Recognise the most commonly used Chinese medicinal herbs (~100 herbs) and examine procedures for dispensing herbal medicine
6. Be familiar with the skills and procedures for herb dispensary and familiar with some techniques used in quality control of herbs and herbal products.

Syllabus

1. Botanic taxonomy and sources of Chinese medicinal herbs.
2. Morphological identification of commonly used Chinese medicinal herbs.
3. Phytochemistry and active chemical components of medicinal herbs.
4. Techniques in chemical analysis and microscopic examinations, and their applications in quality control of medicinal herbs.
5. Legislation and regulations of medicinal herbs and herbal products
6. General theories of Chinese materia medica:
 - Four properties and five flavours
 - Action mode: ascending; descending; floating; sinking.
 - Channel (meridian) tropism
 - Processing procedures and their clinical significance
 - Drugs incompatibilities
 - Administration forms and dispensary skills
7. Commonly used Chinese medicinal herbs:
 - Exterior resolving herbs
 - Heat clearing herbs
 - Purgatives
 - Herbs to clear summer heat and transform dampness
 - Diuretic and dampness draining herbs
 - Tonics
 - Interior warming herbs
 - Herbs to regulate Qi movement and remove stagnations

- Herbs to expel parasites
- Herbs to invigorate blood circulation and resolve blood stasis
- Expectorant, anti-tussive and anti-asthmatic herbs
- Tranquilising herbs Herbs to pacify liver and subdue endogenous wind
- Herbs to open the orifices
- Astringent
- Herbs for external uses

Learning, Teaching and Assessment Strategy

A variety of teaching and learning strategies will be used:

1. Theoretical material will be delivered during a weekly lecture.
2. Seminars (group discussions and clinical case studies) will be used to extend the learning of theoretical materials and deepen understanding.
3. Supervised workshops will reinforce theoretical knowledge, introduce scientific methodology and techniques.
4. Weekly group or individual tutorials will provide students with feedback on their academic and professional performance or an opportunity to seek clarification on areas of module that they find difficult to understand
5. Learning will be supported through the use of UniHub plus by encouraging use of the discussion board, uploading useful information, and providing feedback on formative and summative assessment online as appropriate.
6. Clinical practice will promote the development of psychomotor, problem solving, presentational, communication and team working skills.
7. Reflection will be encouraged, enabling students to identify more effective learning strategies and clarify understanding.

Normal university regulations apply. There is no compensation of borderline failures within TCM modules. All components of the assessment must be passed in order to complete the module.

Assessment Scheme

Formative:

1. Portfolio: Completion of clinic attendance records and reflective practice portfolio containing 1 case history. This will assess learning outcomes 2, 3 and 4 (Pass/Fail)

Summative:

1. Practical Examination (20%): identification of Chinese materia medica. Students are required to identify 40 commonly used Chinese medicinal herbs. This will assess learning outcome 5.
2. Paper Examination (50%): A 2-hour, unseen short answer question examination paper will be employed to assess the learning outcomes 1-4.
3. Coursework (30%): A 2000 word analytical report based on herb dispensing practice. This will assess learning outcomes 1, 5, 6

Assessment Weighting

Examination 70% Coursework 30%

Exam Duration

Examination, 2 hours

Learning Materials

Essential

Bensky D, Clavey S, Stoger E. (2004) *Chinese Herbal Medicine - Materia Medica* (3rd edition). Eastland Press, ISBN-10: 0939616424

Chen JK and Chen TT. (2004) *Chinese Medical Herbology & Pharmacology*. Art of Medicine Press. ISBN-10: 0974063509

Evans WC and Evans D. (2002) *Trease & Evans Pharmacognosy* (15th edition). W B Saunders.

Recommended

Zhao, ZZ (2004). *An Illustrated Chinese Materia Medica in Hong Kong*. ISBN 988-97448-2-1. World Scientific

Yan X, Zhou J and Xie G (2000). *Traditional Chinese Medicines. Molecular Structures, Natural Sources and Applications*.

Bruneton J (1995). *Pharmacognosy, Phytochemistry Medicinal Plants*.

Ou M (1994). *The Traditional Chinese Drug and Its Usage*. Hai Feng Publishing Co. China. ISBN: 962-238-199-5.

Harris JG and Harris MW (1994). *Plant Identification Terminology*. Spring Lake Publishing

Key J (1991) *Chinese Herbs - Their Botony, Chemistry, and Pharmacodynamics*. Charles E. Tuttle Company. ISBN: 0-8048-1667-0.

Zhang EQ (1988). *The Chinese Materia Medica*. Publishing House of Shanghai University of Traditional Chinese Medicine.

Module Code	CMH2110
Module Title	Diagnostic Skills
Level	5
Credit	30
Owning Subject	Complementary Health Sciences
Level Restrictions	
Automatic Deferral	Not Permitted

Aims

The module builds on the students' knowledge of the causes and mechanisms of disease and will relate to the knowledge and skills that students have acquired of the therapeutic relationship. It will provide a thorough understanding of the practical assessment of the cardiovascular, respiratory, abdominal, musculoskeletal and neurological systems and will also include the interpretation of important physical signs and theoretical material on the clinical presentations of diseases related to these body systems. Students will be able to provide a differential diagnosis for common presentations and identify conditions requiring further investigation and referral.

Learning Outcomes

On completion of this module, the successful student will be able to:

1. Demonstrate the use of appropriate diagnostic skills and techniques in a safe, respectful and confident manner. Show flexibility and adaptability in the assessment of patients based on the knowledge and skills acquired in this module.
2. Demonstrate an understanding and detailed knowledge of the clinical features of common and important diseases and the differential diagnosis of symptoms and signs related to the body systems and recognise a range of pathological conditions.

3. Select appropriate diagnostic tests in response to specific presenting symptoms and signs.
4. Complete the evaluation of a patient's health; assess conditions affecting children, the elderly, the skin and eyes, ears nose and throat.
5. Recognise common and important emergency conditions requiring immediate referral for diagnostic and therapeutic reasons and be aware of further investigations needed.

Syllabus

1. The cardiovascular system. Review of history taking. Assessment of skin colour and condition, pulses, peripheral bruits, blood pressure, jugular venous pressure. Inspection, palpation and auscultation of the apex beat, heart sounds, lung bases and peripheral oedema. Recognition of sinus rhythm.
2. Interpretation of physical findings including clubbing and cyanosis. Clinical features of heart failure, ischemic heart disease, hypertension, valvular disease, congenital disease, pericardial disorders and peripheral vascular disease.
3. Differential diagnosis of chest pain palpitations, shortness of breath, oedema, ascites, changes in blood pressure, lower limb pain.
4. The respiratory system. Review of history taking. Assessment of: respiratory rate, percussion, palpation. Recognition of: bronchial sounds, additional sounds (wheezing, crackles and pleural rubs). Bronchial breathing. Pulmonary oedema. Peak flow rate measurement.
5. Interpretation of respiratory physical findings including clubbing and cyanosis. Clinical features of chronic obstructive pulmonary diseases, bronchial cancer, pneumonia, tuberculosis, other lung infections and vascular disorders of the lungs.
6. Differential diagnosis of clubbing, cough, cyanosis, sputum production and haemoptysis.
7. The abdomen. Review of history taking. Nutritional assessment, including weight changes. Changes in abdominal girth. Examination: including inspection of abdomen, superficial and deep palpation, assessment of the liver, spleen and kidneys,

- percussion, auscultation of bowel sounds and examination of hernial sites.
8. Interpretation of important abdominal findings, including the recognition of gastrointestinal bleeding and changes in bowel habit. Clinical features of oesophageal, gastric and small and large bowel disorders, hernias, appendicitis, acute and chronic liver disease, gall bladder disorders and pancreatic disease.
 9. Differential diagnosis of abdominal pain, nausea and vomiting, constipation, diarrhoea. Gastrointestinal bleeding, indigestion.
 10. Clinical features of urinary tract diseases including nephritis, nephrotic syndrome, acute and chronic renal failure, urinary tract infection, urinary tract obstruction and urogenital cancer.
 11. Differential diagnosis of dysuria and frequency, haematuria, polyuria, incontinence.
 12. The nervous system. Review of history taking. Assessment of: orientation, gait, cranial nerves, ophthalmoscopy, motor system including tone, power, co-ordination and reflexes and the sensory system
 13. Interpretation of important neurological findings. Clinical features of cerebrovascular disease, headache, brain tumours, upper and lower motor neurone disorders, multiple sclerosis, epilepsy, dementia, basal ganglia disorders (Parkinson's disease), infections (meningitis) and peripheral neuropathies.
 14. Differential diagnosis of convulsions, fatigue, headache, facial pain, coma, pins and needles, tremor, working difficulty, vertigo, dizziness and blackouts.
 15. Musculoskeletal system. Review of history taking. Assessment of posture, gait, joints and musculatures of the upper limbs, lower limbs and spine, including inspection, palpation and active and passive movements of the joints.
 16. Interpretation of important physical findings. Clinical features of rheumatoid arthritis, osteoarthritis, the spondylarthropathies and gout. Disorders of connective tissues and muscles.
 17. Clinical and laboratory tests, including diagnostic pathology, radiology, electrocardiography and body imaging. Clinical and laboratory tests, including diagnostic pathology, radiology, electrocardiography and body imaging.

Learning, Teaching and Assessment Strategy

1. A variety of different teaching and learning strategies will be used during the module including lectures and group activities using problem based learning.
2. Lectures to introduce relevant information, concepts and theories.
3. Group activities including discussions and short tasks that will help further develop a deeper understanding of diagnostics and differential diagnostics.
4. Practical classes will facilitate skills acquisition and will include demonstrations by tutors and reciprocal examination of students (groups of 3 students; one therapist, one observer and one simulated patient).
5. Learning and teaching will be supported using UniHub, videos and other visual aids as appropriate.
6. Private study – further reading suggestions will provide guided opportunities for additional independent learning and for preparation of the assessed components of the module. Students will be supported in acquisition of skills with provision of practice opportunities.

Assessment Scheme

Formative

1. Self-directed assessment using problem-solving work sheets to help students prepare for summative examination component.
2. Feedback on skills acquisition by tutor in preparation for OSCE.

Summative

1. Objective structured clinical examination (OSCE) 50%. To assess Learning outcomes 1 and 4.

2. 2-hour unseen written question paper-50%. To assess application of facts and knowledge (Learning outcomes 2,3,4,5)
All elements of the summative assessment must be passed.

Assessment Weighting

Seen examination-Practical OSCE 50% Unseen examination 50%

Exam Duration

Examination, 2 hours

Learning Materials

Essential

Bickley, Lynn. S., (2008). *Bates' Guide to Physical Examination and History Taking*. 10th ed. Lippincott.

Epstein, O., Perkin, G., De Bono, D., Cookson, J. (2008). *Clinical Examination*. 4th ed. Mosby.

Graham Douglas. (2009) *MacLeod's Clinical Examination* 12th ed. Livingstone.

Other textbooks for reference:

Kumar, P. & Clarke, M (2009) *Clinical Medicine* 7th ed. W.B.Saunders

Module Code	CMH3211
Module Title	Clinical Acupuncture
Level	6
Credit	30
Owning Subject	Complementary Health Sciences
Level Restrictions	
Automatic Deferral	Not permitted.

Aims

This module aims to equip student with theoretical knowledge and practical skills of Chinese acupuncture to treat various clinical conditions. This module will examine in depth the clinical aspects of Traditional Chinese Medicine (TCM) acupuncture and moxibustion and provide students with typical clinical cases and examine in detail the approaches and applications of TCM clinical acupuncture.

Learning Outcomes

On successful completion of the module, students will be able to:

1. Safely assist and practise under supervision in the examination and diagnosis of patients.
2. Explain the aetiology, pathogenesis and pattern differentiation for commonly encountered cases in the areas of internal, surgical, dermatological, gynaecological, paediatric and eyes/ears/nose diseases; suggest treatment proposals accordingly.
3. Safely and effectively implement the treatment plan by using appropriate acupuncture techniques.
4. Evaluate the outcomes of their treatment and modify their treatment plans accordingly

5. Critically reflect on the complex cases and suggest safe and sound solutions and referral options, if needed.
6. Demonstrate good ethical practices when dealing with difficult and complex cases and seek advice or refer patients appropriately.

Syllabus

1. TCM Internal Medicine - Fever (Fa Re), Common Cold/Influenza (Gan Mao), Cough (Ke Sou), Asthma (Xiao Chuan) Chest Blockage (Xiong Bi), Palpitation (Xin Ji), Insomnia (Bu Mei), Sleepiness (Duo Mei), Depression (Yu Zheng), Epilepsy (Jian Zheng), Stomach Pain (Wei Tong), Vomit (Ou To), Diarrhoea (Xie Xie), Abdominal Pain (Fu Tong), Constipation (Bian Bi), Hypochondriac Pain (Xie Tong), Headache (Tou Tong), Vertigo (Xuan Yun), Stroke (Zhong Feng) Oedema (Shui Zhong), Dysuria (Long) and Anuria (Bi), Stranguria (Lin Zheng), Lumbago (Yao Tong), Seminal Emission (Yi Jing), Impotence (Yang Wei), Diabetes (Xiao Ke), Blockage Syndrome (Bi Zhang), Atrophy Syndrome (Wei Zhang)

2. TCM Dermatology - Dermatomycosis/Tinea (Xuan), Eczema (Shi Zhen), Psoriasis (Yin Xiao Bing) and Neurodermatitis (Shen Jing Xing Pi Yan), Urticaria (Yin Zhen), Cutaneous Pruritus (Pi Fu Sao Yang Zhen), Acne (Zhuo Chuang), Contact Dermatitis (Jie Chu Xing Pi Yan) and Trichomadesis (Tuo Fa).

3. TCM - Gynaecology and Obstetrics Irregular Menstruation (Yue Jing Bing), Morbid Leukorrhoea (Dai Xia Bing), Pregnancy Diseases (Ren Shen Bing) – Morning Sickness (E Zhu), Bleeding (Tai Lou) and Threatened Abortion (Tai Dong Bu An). Post-Natal Diseases (Chan Hou Bing) – Persistent Lochia (E Lu Bu Jue) and Hypogalactia (Que Ru). Other Gynaecological Diseases (Fu Ke Za Bing) - Lower Abdominal Pain (Xiao Fu Tong and Shao Fu Tong), Hysteroptosis/Uterine Prolapse (Zi Gong Tuo Chui), Hysteria (Zang Zao) and Infertility (Bu Yun Zheng).

4. TCM Paediatrics - Convulsion (Jing Feng), Mumps (Zha Sai), Pertussis/Whooping Cough (Bai Ri Ke), Syndrome: Malnutrition (Gan Ji), Hyperactivity (Er Tong Duo Dong Zheng) and Enuresis (Yi Liao).

5. TCM Ear Nose and Throat - Tinnitus and Deafness (Er Ming Er Long), Purulent Ear (Ting Er), Nasal Congestion (Bi Yuan), Nosebleed (Bi Niu), Sore Swollen Throat (Yan Hou Zhong Tong), Loss of Voice (Shi Yin)

Learning, Teaching and Assessment Strategy

Learning strategies will include:

1. Core lectures will be delivered weekly introducing each subject area.
2. External lecturers will be invited to give seminars on specific subject areas.
3. During delivery of module, peer-assessed group activities will be introduced, including case studies, discussions and presentations.
4. E-learning (UniHub) will be used to deliver learning materials and provide feedback on formative and summative assessments, as appropriate. A discussion board will be developed by the students to share queries and ideas.
5. Group or individual tutorials will be available at the university or placement. The tutorials will provide students with feedback on their academic and professional performance, or an opportunity to seek clarification on module areas that they find difficult to understand.
6. Clinical practice will promote the development of psychomotor, problem solving, presentational, communication and team working skills.
7. Reflective diary and self-assessment questionnaires will encourage students to reflect on their learning, to identify more effective learning strategies and clarify their understanding of the topic.
8. The list of learning materials below gives students self-directed further reading suggestions. These provide guided opportunities for additional independent learning in preparation for classes and assessments.

Assessment Scheme

Normal university regulations apply. There is no compensation of borderline failures within TCM modules. All components of the assessment must be passed in order to complete the module.

Formative:

i. Completion of clinical attendance records and reflective practice portfolio (Pass/Fail). To assess learning outcomes 1-6

Summative

i. Examination (40%): A 1.5-hour short answer question paper including the causes, pathological mechanisms, symptoms and syndrome differentiations of common TCM internal conditions and case studies. To assess learning outcomes 1-6.

ii. Clinical Examination (40%): A 1.5 hour clinical examination including one completed treatment and one case report following interviewing patient. To assess learning outcomes 1-4

iii. Complete one case study of 1500 words by week 20. To assess learning outcomes 2-6 (20%)

Assessment Weighting

Unseen examination 40% Clinical Case Studies 20% Clinical Examination 40%

Exam Duration

Examination, 1.5 hours

Learning Materials

Essential

Cheng, DA (1996) *Acupuncture and moxibustion formulas & treatments*. Boulder, USA: Blue Poppy Press. ISBN: 0936185686.

Flaws, B & Sionneau, P (2005) *The treatment of modern Western*

medical diseases with Chinese medicine. (2nd ed). Boulder, USA: Blue Poppy Press. ISBN: 1891845209.

Liu, GW (Ed). (2006) *Clinical acupuncture and moxibustion.* Beijing, China: Huaxia Publishing House. ISBN: 7508040198.

Recommended

Maclean, W & Lyttleton, J (1998) *Clinical handbook of internal medicine: volume 1.* Penrith, Australia: University of Western Sydney. ISBN: 1875760938.

Maclean, W & Lyttleton, J (2002) *Clinical handbook of internal medicine: volume 2.* Penrith, Australia: University of Western Sydney. ISBN: 0957972008.

You, S.X. (Ed). (2004). *Concise traditional Chinese internal medicine.* Nanjing, China: Jiangsu Science and Technology Publishing House. ISBN: 7534539277.

Zhang, DB (1994) *Acupuncture cases from China: a digest of difficult and complicated case histories.* Edinburgh: Churchill Livingstone. ISBN: 044304788X.

Zhou, ZY & Jin, HD (1997) *Clinical manual of Chinese herbal medicine and acupuncture.* Edinburgh: Churchill Livingstone. ISBN: 0443051283.

Zong, CY & Cheng, LH (Ed) (2006) *English-Chinese prescriptions of Chinese acupuncture and moxibustion.* Shanghai, China: Shanghai University of Traditional Chinese Medicine Press. ISBN: 7810109383.

Module Code	CMH3213
Module Title	Herbal Formulary
Level	6
Credit	30
Owning Subject	Complementary Health Sciences
Pre-requisites	CMH2212
Level Restrictions	
Automatic Deferral	Not Permitted

Aims

This module aims to equip students with comprehensive knowledge of the Chinese herbal formulary and enable them to prescribe proper herbal formula to meet the needs of patients with different clinical conditions. This module will provide students the principles and methods to prescribe a herbal formula according to clinical syndrome differentiation in TCM. The main themes of this module include the composition, structure, functions and clinical indications of common classical herbal formularies and their modifications and administration.

Learning Outcomes

1. Explain treatment methods used in Chinese medicine
2. Understand the principles of composing herbal recipes to achieve treatment aims
3. Demonstrate clear knowledge of prescribing herbal formulae tailored to the ongoing needs of individual patients.
4. Justify a choice of treatment method and formulary for particular syndromes.
5. Compare and contrast herbal formulas.
6. Effectively apply the rules of herb combinations in different clinical situations.
7. Modify the traditional formulase or create new ones to meet clinical requirements to meet the needs of various clinical situations.

8. Critically assess the selection of formulae and herb combinations based on syndrome differentiation.

Syllabus

1. Introduction to Herbal Formularya.

- Eight therapeutic methods.
- Formula structure.
- Modification.
- Preparation and Formulations

2. Exterior-relieving formulas

3. Purgative formulas

4. Harmonising formulas

5. Heat-clearing formulas

6. Tonic formulas

7. Astringing formulas

8. Sedative formulas

9. Interior-warming formulas

10. Qi-regulating formulas

11. Blood-regulating formulas

12. Dampness-dispelling formulas

13. Phlegm-dispelling formulas

14. Wind-extinguishing formulas

15. Dryness-treating formulas

16. Digestant formulas

17. Parasite-expelling formulas

18. Formulas for opening the orifices

19. Simple Mandarin conversation related to Traditional Chinese Medicine

Learning, Teaching and Assessment Strategy

A variety teaching methods will be used:

1. Theoretical material will be delivered during a weekly lecture.
2. Seminars will include group discussions and clinical case studies to extend the learning of theoretical materials.

3. Learning will be supported by UniHub: learning material will be uploaded and feedback on formative and summative assessments will be provided online as appropriate.
4. Clinical practice will promote the development of psychomotor, problem solving, presentational, communication and team working skills.
5. Reflective diary and self-assessment questionnaires will encourage students to reflect on their learning to identify more effective learning strategies and clarify their understanding of theoretical materials.
6. Self-directed – further reading suggestions will provide guided opportunities for additional independent learning in preparation for class and the assessment. Formatively assessed home assignments will be set through out the year to prepare students for their summative assessment.

Assessment Scheme

Formative:

1. The Portfolio: Completion of clinic attendance records and reflective practice portfolio containing 1 case history. This will assess learning outcome 1-3.

Summative:

1. Written Examination (50%): The 2-hour examination will test students' theoretical knowledge and practical ability in application of Chinese herbal formula. Multiple choices, gap fillings, true or false, and short answer questions will be employed in the written examination. Learning outcomes 1, 2 and 4-8 are assessed.
2. Coursework (50%): Students are required to write a literature review article of 3000 words on Chinese herbal formulas, including composition, principles and clinical applications. The assignment will assess learning outcomes 1-3, 5 and 8.

All elements of the module assessment must be passed in order to complete the module.

Assessment Weighting

Unseen examination 50% Coursework 50%

Exam Duration

Examination, 2 hours

Learning Materials

Essential

Scheid V, Bensky D, Ellis A, Barolet R (2009). *Chinese Herbal Medicine Formulas and Strategies*, 2nd Edition, Eastland Press, Seattle, ISBN-10: 093961667X

Chen JK. and Chen TT. (2008) *Chinese Herbal Formulas and Applications*. Art of Medicine Press. ISBN-10: 0974063576

Recommended

Yang Y (2001). *Chinese Medical Formulae*. People's Medical Publishing House, Beijing, ISBN 7-117-04302-4

Li QY et al. (1998) *Formulas of Traditional Chinese Medicine*. Academic Press, Beijing, ISBN 7-5077-1270-2

State Administration of Traditional Chinese Medicine (1995), *Advanced Textbook on TCM and Pharmacology, Vol.II* (Book 2). New World Press, Beijing.

Zhang EQ. et al (1991), *Prescriptions of Traditional Chinese Medicine*, Publishing House of Shanghai College of Traditional Chinese Medicine, Shanghai, ISBN 7-08101-112-9/R.111

Short code	CMH3216
Title	Tuina Massage Therapy
Level	UG Level 6
Credit points	15
Start term	Winter
Subject	Complementary Health Sciences
Module Leader	Dr. Jidong Wu
(a) Pre-requisite	CMH1211, CMH2211
Automatic deferral	Not permitted

Aims

Tuina is one of the main branches of traditional Chinese Medicine and, in China, is taught and practised alongside acupuncture and Chinese herbal medicine. This module of study is designed to provide students and existing practitioners of acupuncture and traditional Chinese medicine with a sound understanding of the principles and theories of Tuina massage therapy and a comprehensive training in commonly used Tuina massage techniques. Emphasis will be placed on appropriate diagnosis and application of Tuina therapeutic approaches to clinical cases, on developing practical skills and on sound evaluation of the safety and effectiveness of treatments.

Learning outcomes

On completion of this module, the successful student will be able to:

1. Demonstrate a comprehensive understanding of the underlying principles and theories of traditional Chinese Tuina therapy.
2. Competently apply appropriate Tuina techniques to various conditions and demonstrate an ability to critically evaluate the applications of Tuina techniques, the therapeutic actions and clinical indications as well as clinical effectiveness.
3. Make appropriate judgements on the suitability of applying Tuina therapy in various complicated conditions.
4. Demonstrate a clear understanding of contraindications for Tuina

- therapy and proper referral and patient management in such cases.
5. Demonstrate an awareness of the safety issues relating to both patient and practitioner.
 6. Identify approaches appropriate for evaluating the effects and outcomes of Tuina treatment.

Syllabus

1. Principles and theories of Tuina therapy.
2. Commonly used Tuina manipulation techniques:
3. Clinical applications of Tuina therapy:
 - a) Musculoskeletal conditions: including neck pain/stiffness, shoulder pain/frozen shoulder, leg pain/sciatica, lumbar pain.
 - b) Internal conditions: including headache, stomach pain; stress, asthma, insomnia
4. Safe practice of Tuina including contra-indications

Learning, Teaching and Assessment strategy

1. Lead lectures will be delivered to introduce topics.
2. Student led-seminars under teacher's guidance will provide students with the opportunity to discuss topics and present information relevant to the module. The seminars will help improve their communication skills and deepen their understanding of Tui na therapy.
3. Practical exercises of Tuina manipulation techniques.
4. Group or individual tutorials will be available as necessary. The tutorials will provide students with feedback on their academic performance or an opportunity to seek clarification on areas of module that they find difficult to understand.
5. Self-directed reading and formative assignments provide students an opportunity for additional independent learning in preparation for class and the assessment
6. E-learning UniHub will be used to deliver supporting learning material and provide feedback as appropriate. A discussion board will be developed by the students to share queries and ideas.

Assessment:

1. Case studies (50%): 2,000 word case analysis assessing learning outcomes 1, 2, 4 and 6.
2. Practical OSCE (50%): 30 minute practical OSCE assessing learning outcomes 2, 3, 5 and 6

Assessment weighting	
Coursework (no examination)	50 %
Practical OSCE	50 %
Timetabled examination required	YES
Length of exam	0.5 hours

Learning materials

Essential

Shen, G.Q. & Yan, J.T. (2004). *Illustrations of Tuina*. Beijing: Shanghai Scientific & Technical Publishers (ISBN: 7-5323-7120-4).

Jin, H.Z. (ed). (2002). *Chinese Tuina massage*. Shanghai: Publishing House of Shanghai University of Traditional Chinese Medicine (ISBN: 7-81010-651-1).

Recommended

S. Pritchard & A. Croysdale (2010). *Tui Na: A Manual of Chinese Massage Therapy* Churchill Livingstone. (ISBN 0443069034).

J Li. (2011) *Tuina/Massage Manipulations: Basic Principles and Techniques*. Singing Dragon (ISBN 1848190581)

Module Code	CMH3217
Module Title	Classical Texts
Level	6
Credit	15
Owning Subject	Complementary Health Sciences
Pre-requisites	CMH2211 and CMH2212
Level Restrictions	
Automatic Deferral	Not permitted.

Aims

The module aims to provide students with an overview and in depth discussions on key classical texts of Chinese medicine to enhance students' foundational knowledge in TCM philosophy and to facilitate their further learning in TCM. It will explore the essence of classical TCM knowledge in making diagnosis and prescriptions to give an advanced appreciation of the core principles of TCM and their applications in clinical practice.

Learning Outcomes

On completion of this module, the successful student will be able to:

1. Assess how philosophic ideals affect TCM fundamental knowledge and physiology.
2. Explain the concepts of mankind and nature correspondence.
3. Explain the core concepts of TCM - identification and differentiation.
4. Criticize how and why ancient TCM practitioners created certain principles of treatment for common diseases.
5. Compare current scientific understanding with the ancient classical theories on common diseases and their development.

Syllabus

1. Examination of the Origin of TCM philosophy

2. The History of the Classical Texts and their theoretical perspectives: a). Huang Di Nei Jing; b). Shang Han Lun; c). Jin Gui Yao Lue; d). Wen Bing Tiao Bian
3. Concepts of holism and individuals and their environment.
4. Rationale of differentiation and treatment based on an overall symptoms analysis

Learning, Teaching and Assessment Strategy

Learning strategies will include:

- I. Lead lectures will introduce topics.
- II. Student led-seminars under teacher's guidance will provide students with the opportunity to discuss topics and present information relevant to the module. Student presentations will be peer-assessed. The seminars will help improve their communication skills and deepen their understanding of the classical texts.
- III. E-learning (UniHub) will be used to deliver learning material and provide feedback as appropriate. A discussion board will be developed by the students to share queries and ideas.
- IV. Group or individual tutorials will be available as necessary. The tutorials will provide students with feedback on their academic performance or an opportunity to seek clarification on areas of module that they find difficult to understand.
- V. Self-directed - formatively assessed home assignments will be given at intervals through out the module. The assignments will prepare students for their summative assessment.

Assessment Scheme

Formative:

- i. Short test on Neijing (week 6) to assesses learning outcomes 1-2.
- ii. Short test on Shang Han Lun and Jin Gui Yao Lue (week 10) to assesses learning outcomes 3-5.

Summative:

- i. Coursework (100%): A 2,500-words assignment to demonstrate reasoned knowledge of the Classical Texts. To assesses learning outcomes 1-5.

All elements of the module assessment must be passed in order to complete the module.

Assessment Weighting

Coursework (no examination) 100%

Learning Materials

Essential

Wu, L. Wu, Q. (2005). *Yellow emperor's canon of internal medicine*. Beijing: China Science & Technology Press.

Recommended

Huang JP (1995) *Methodology of Traditional Chinese Medicine*, New World Press, Beijing

Maoshing N.I. (1995) *Translation on the Yellow Emperor's Classic of Medicine*. Neijing Suwen, Shambhala, Boston and London

Luo XW (1987) *Translation on Zhang Zhongjing's synopsis of Prescriptions of Golden Chamber*. New World Press, Beijing

Liu Guohui (2001) *Warm Diseases - A Clinical Guide*. Eastland Press

2000 *Warm Disease Theory Wen BingXue*. Paradigm

Module Code	CMH3100
Module Title	Nutrition and Lifestyle Management
Level	6
Credit	30
Owning Subject	Complementary Health Sciences
Pre-requisites	CMH2100
Level Restrictions	
Automatic Deferral	Not permitted.

Aims

This module aims to provide a comprehensive introduction to nutrients, individual nutrient needs, dietary assessment and the use of food to promote health from a nutritional therapy point of view. Students will gain an understanding of how a functional approach to nutritional assessment and dietary advice can be integrated into different CAM therapy approaches, and how nutritional advice fits within the broader context of lifestyle management. This integrated approach also considers the effect of emotional status and physical activity upon physiology and health.

Learning Outcomes

1. Demonstrate a comprehensive knowledge and understanding of nutrition standards and guidelines and the principles on which these are based.
2. Critically appraise the research evidence linking health issues to diet and lifestyle and the potential benefits of dietary and lifestyle change on health.
3. Critically assess the principles of mind-body medicine and the effects of emotional status on physiology and health.
4. Demonstrate the ability to assess dietary intake and nutritional status and give appropriate dietary and lifestyle advice.

5. Appraise the nutritional management of common disorders in practice according to a specific complementary health discipline
6. Show a comprehensive awareness of safety issues surrounding dietary and lifestyle advice in practice.

Syllabus

1. Introduction to Nutrition and its evidence base; food components and food pyramids.
2. Micro and macronutrients; functions, food sources, deficiency signs and symptoms.
3. Dietary Reference Values (DRVs); nutritional needs at different life stages.
4. Food labelling; food safety; food preparation and effects of different cooking methods on nutrient availability.
5. Concepts of a 'healthy' diet; nutrition standards and guidelines; different types of diet (cultural/religious).
6. Dietary evaluation: anthropometric measures; BMI; waist-hip ratio; 24 hour recall; calculation of calorific and energy needs.
7. Food choices from farm to fork; individual dietary planning; dietary assessment software.
8. Functional approach to nutritional assessment and advice: the evidence base for nutrition; factors affecting compliance with diet and lifestyle advice; limits to competence.
9. Nutritional recommendations to support healthy digestion (including probiotics and food intolerance), dietary advice and OTC supplement recommendations; review of limits to competence, safety issues, and CPD in this area.
10. Comparative philosophies of nutrition: Western Herbal Medicine, Traditional Chinese Medicine, Ayurveda.
11. The nutritional management of some common disorders in practice according to a specific discipline (students will study the approach specific to their own discipline, i.e. Ayurveda, Western Herbal Medicine, Traditional Chinese Medicine etc).
12. Lifestyle management and lifestyle choices: (a) the principles of mind-body medicine; psychoneuroimmunology; (b) physical activity and health.
13. Discipline-specific approaches and stress reduction techniques.

Learning, Teaching and Assessment Strategy

- Weekly teaching sessions will be used to cover theoretical aspects of the syllabus and build on aspects of the syllabus that will be covered with directed reading.
- The weekly teaching sessions will include group work and interactive discussions.
- Supervised practical work and home assignments will reinforce theoretical material and introduce methodology and techniques.
- Weekly self-study will be used for directed reading, reviewing research evidence and undertaking tasks linked to the learning outcomes and acquiring of skills and competencies.
- Learning and teaching will be supported using UniHub, videos and other visual aids as appropriate.

Assessment scheme

A. Formative

1. Dietary assessment (24 hour recall)
2. Class presentations and debates (peer group assessment)

B. Summative

Students will be expected to demonstrate achievement of the intended learning outcomes through completion of two written assignments (each contributing 50%) of the overall marks).

The two parts of the summative assessment are as follows:

1. Clinical case history incorporating dietary and nutrient evaluation and advice: 2500 words (to assess learning outcomes 1, 2, 4, 6).
2. Discipline-specific case history: 2500 words (to assess learning outcomes 3, 4, 5, 6).

All elements of the module assessment must be passed.

Assessment Weighting

Coursework (no examination) 100 %

Learning Materials

Essential

Geissler, C. and Powers, H. (2009) *Fundamentals of Human Nutrition: For Students and Practitioners in the Health Sciences* (1st ed.) Elsevier Churchill Livingstone.

McCance and Widdowson's (2002) *The Composition of Foods* (6th ed.) RSC & FSA

- Strongly recommended

Jones, D. (ed.) (2006) *Textbook of Functional Medicine*. Institute for Functional Medicine (ISBN 9773713-0-1) (CNELM is licensed to copy specific chapters)

Rakel, D. (2002) *Integrative Medicine* (2nd ed.) W.B. Saunders and Co. (ISBN-13: 978-1-4160-2954-0) -

Recommended

Balch, P. and J.F. (2007) *Prescription for Nutritional Healing: A Practical A-Z Reference to Drug-free Remedies Using Vitamins, Minerals, Herbs and Food Supplements*. Avery Publishing

Clayton, P. (2004) *Health Defense* (2nd ed.) Accelerated Learning Systems Ltd

Daruna, J.H. (2004) *Introduction to Psychoneuroimmunology*. Academic Press

Greenhalgh, T. (2010) *How to Read a Paper: The Basics of Evidence-Based Medicine* (4th ed.) London: Wiley Blackwell

Hardman, A. and Stensel, D. (2003) *Physical Activity and Health: The Evidence Explained*. Routledge

Lean, M.E.J. (2006) Fox and Cameron's *Food Science Nutrition and Health* (7th ed.) Hodder Arnold

Lindeberg, S. (2010) *Food and Western Disease*. Wiley-Blackwell

Mateljan, G. (2006) *The World's Healthiest Foods*. George Mateljan Foundation

Murray, M. & Pizzorno, J. (2003) *Encyclopaedia of Natural Medicine*. Little Brown

Nicholle, L. and Woodriff Beirne, A. (ed.) (2010) *Biochemical Imbalances in Disease: A Practitioner's Handbook*. London: Singing Dragon

Pizzorno, J., Murray, M. and Joiner-Bey, H. (2001) *The Clinician's Handbook of Natural Medicine*. Elsevier

Also: Nutrition Practitioner (online journal from CNELM)

Module Code	CMH3110
Module Title	Professional Practice Management
Level	6
Credit	30
Owning Subject	Complementary Health Sciences
Pre-requisites	CMH2110
Level Restrictions	
Automatic Deferral	Not permitted.

Aims

This module provides opportunities for gaining relevant knowledge and skills for contributing to the establishment of a professional practice in complementary medicine. It aims to broaden and deepen the students' understanding of, and encourage critical and reflective thought, on business development and management, ethical, regulatory and legal aspects of professional conduct, and psychological aspects of the therapeutic relationship. The module also includes first aid training, now a requirement of a number of professional bodies and workplaces.

Learning Outcomes

On completion of this module, the student will be able to:

1. Compose elements of a business plan incorporating awareness of issues faced by a small business and relevant financial data.
2. Critically appraise methods of marketing and publicity suitable for complementary health practitioners.
3. Articulate the main principles used in analysis of medical ethical issues and critically analyse arguments for and against particular views in medical ethics.
4. Identify key legal aspects of medicine and critically discuss responsibilities and accountabilities of the professional practitioner within the current regulatory framework

5. Appreciate key concepts in health psychology, including relationships between personality, stress and health, and their significance in therapeutic practice and practitioner self-care.
6. Critically reflect on self and listening and communication skills relevant to clinical practice and be aware of other psychological variables in a therapeutic relationship.
7. Respond effectively in an emergency using key life-saving skills for dealing with the unconscious patient, shock and significant blood loss.

Syllabus

BUSINESS SKILLS

1. The small business sector in the UK; common reasons for success or failure of new small businesses. Judging the market.
2. The entrepreneurial process; the business plan for a clinic; sources of advice and finance for small businesses; the legal and fiscal environment.
3. Accounts and bookkeeping; marketing and publicity: advertising, accessing the media, giving talks, stationery and other means of publicity.
4. Managing a small business; business forecasting; assessing suitable premises.

MEDICAL LAW AND ETHICS

1. Principles of negligence and consent. Medical relevance. The torts of negligence and consent to treatment.
2. Principles of contract, misrepresentation and regulation. The principle of justice: the formal principle (treat equals equally and unequal's unequally) and the rival criteria (e.g. need, merit, ability to pay). Is there a just allocation of health care resources? Is there a right to health care, and if so to how much and what? Scope of justice. Justice and complementary medicine.

3. The principle of non-maleficence (doing no harm) and beneficence (doing good): links with ethical theories; applications, e.g. to issues of killing and letting die. Avoiding doing harm as a practitioner of complementary medicine, e.g. in referring, or not referring, patients to general practitioners.
4. The principle of respect for autonomy: links with theories of ethics; applications to medical practice. Autonomy and complementary medicine, e.g. in the practitioner/patient relationship. Conflicts between autonomy and beneficence. Beneficence and complementary medicine, e.g. the need for research into the efficacy of treatments.
5. Regulatory frameworks and patient protection. Topical cases illustrating ethical and legal issues in medical practice. Responsibility and accountability of the practitioner in complementary health care.

PSYCHOLOGICAL MEDICINE

1. Introduction of health psychology concepts and relation to practitionership; personality and its interrelationship with stress, lifestyle, health and illness.
2. Stress, stress responses and coping. Stress management for the practitioner and client.
3. Listening, counselling and communication skills; interpersonal skills and non-verbal communication; contracts, confidentiality, and boundaries.
4. Who and where to refer; what psychological therapies are available, a theoretical framework for their understanding. Self awareness and self care for the practitioner.
5. Loss, cancer, death and dying, and other topics related to client situations.

FIRST AID

Treatment in an emergency. The unconscious patient and the recovery position. Resuscitation techniques. Dealing with significant blood loss and shock. Further training in first aid opportunities.

Learning, Teaching and Assessment Strategy

1. Learning strategies will include lead lectures, practical case study, group work, discussion and private study.
2. Students will be encouraged to draw scenarios from their own experience in the clinical setting.
3. Individual and group work may be used for preparation of the business plan.
4. Private study will foster autonomy in the planning and implementation of own learning and development of reflective and evaluative skills. E-learning (UniHub) will be used to deliver lecture notes and students will also be encouraged to explore research findings on Internet resources. An UniHub discussion board will be available for students to share queries and ideas.

Formative assessment

Students are able to work on business skills plans and gain feedback on drafts. Discussion of possible case studies for ethical analysis will also provide feedback to be incorporated into summative work. Students on the First Aid training have opportunities to practise skills and gain feedback on performance prior to final assessment of practical skills. Self-assessment and formative self-feedback are encouraged in relation to psychological aspects of practice, although not graded. (Outcomes 5, 6)

Summative

1. Preparation of elements of a business plan (50%) Outcomes 1, 2. (2500 words.)
2. Essay on ethical and legal aspects of the therapeutic relationship in professional practice (50%) Outcomes 3, 4. (2500 words.)
3. Completion of practical first aid training course Outcome 7. Attendance at the First Aid course is compulsory.

All elements of the module assessment must be passed.

Assessment Weighting

Coursework 100%

Learning Materials

Essential

Barrow, Colin (2002) *The complete small business guide: A sourcebook for new and small businesses*. Capstone publishing.(or other text on setting up a small business)

Brazier, M. (2003) *Medicine, patients and the law*. Third edition. London: Penguin.

Stone, J. (2002) *An ethical framework for complementary and alternative therapists*. Routledge.

Module Code	CMH3214
Module Title	TCM Clinical Medicine
Level	6
Credit	30
Owning Subject	Complementary Health Sciences
Pre-requisites	CMH2212 and CMH3213
Level Restrictions	
Automatic Deferral	Not permitted.

Aims

This module aims to equip students with in-depth knowledge of the TCM approaches and the application of Chinese herbal medicine to common clinical conditions. It will provide students with typical clinical cases, examine them in detail and where possible, the TCM conditions are compared with clinically comparable conditions in Western medicine.

Learning Outcomes

On completion of this module, successful students will be able to:

1. Integrate TCM theory with practice in TCM clinical medicine.
2. Practise TCM examinations safely and with confidence under supervision.
3. Demonstrate knowledge of TCM physiology, aetiology, pathology, diagnosis, syndrome differentiation and principles of treatment for the common conditions.
4. Select the correct formulas for the treatment of common conditions in TCM clinical medicine.
5. Evaluate the outcomes of their treatment and modify their treatment plans accordingly.

6. Reflect critically on difficult and complex cases, suggest safe and sound solutions, seek advice and refer these cases appropriately.

Syllabus

1. TCM Internal Medicine Fever (Fa Re), Common Cold/Influenza (Gan Mao), Cough (Ke Sou), Asthma (Xiao Chuan), Rheum and Phlegm (Tan Yin), Pulmonary Tuberculosis (Fei Lao) Chest Blockage (Xiong Bi), Palpitation (Xin Ji), Insomnia (Bu Mei), Sleepiness (Duo Mei), Amnesia (Jian Wang), Perspiration Syndrome (Han Zheng), Bleeding Syndrome (Xue Zheng), Depression (Yu Zheng), Psychosis/Depressive (Dian) and Maniac (Kuang), Epilepsy (Jian Zheng) Stomach Pain (Wei Tong), Vomit (Ou To), Diarrhoea (Xie Xie), Dysentery (Li Ji), Abdominal Pain (Fu Tong), Constipation (Bian Bi) Hypochondriac Pain (Xie Tong), Jaundice (Huang Dan), Abdominal Masses and Gatherings (Ji Ju), Tympanites (Gu Zhang), Headache (Tou Tong), Vertigo (Xuan Yun), Stroke (Zhong Feng) Oedema (Shui Zhong), Dysuria (Long) and Anuria (Bi), Stranguria (Lin Zheng), Lumbago (Yao Tong), Seminal Emission (Yi Jing), Impotence (Yang Wei), Diabetes (Xiao Ke) Blockage Syndrome (Bi Zhang), Atrophy Syndrome (Wei Zhang)

2. TCM External Medicine Pyogenic Infection of the Skin - Sores (Chuang) and Ulcers (Yang) and Their Complications. Subcutaneous Diseases - Scrofula (Luo Li) and Flowing Phlegm (Liu Tan). Breast Diseases Mastitis (Ru Yong), Breast Nodules (Ru Pi) and Breast Cancer (Ru Ai). Goiter (Ying), Tumour (Liu) and Cancer (Ai). Haemorrhoids (Zhi) and rectal prolapse (Tuo Gang). Shank Ulcer (Lian Chuang), Bed Sores (Ru Chuang) and External Traumatic Injuries (Die Da Sun Shang).

3. TCM Dermatology Dermatomycosis/Tinea (Xuan), Eczema (Shi Zhen), Psoriasis (Yin Xiao Bing) and Neurodermatitis (Shen Jing Xing Pi Yan), Urticaria (Yin Zhen), Cutaneous Pruritus (Pi Fu Sao Yang Zhen), Acne (Zhuo Chuang), Contact Dermatitis (Jie Chu Xing Pi Yan) and Trichomadesis (Tuo Fa).

4. TCM Gynaecology and Obstetrics Irregular Menstruation (Yue Jing Bing), Morbid Leukorrhoea (Dai Xia Bing), Pregnancy Diseases (Ren Shen Bing) Morning Sickness (E Zhu), Bleeding (Tai Lou) and Threatened Abortion (Tai Dong Bu An). Post-Natal Diseases (Chan Hou Bing) Persistent Lochia (E Lu Bu Jue) and Hypogalactia (Que Ru). Other Gynaecological Diseases (Fu Ke Za Bing) - Lower Abdominal Pain (Xiao Fu Tong and Shao Fu Tong), Hysteroptosis/Uterine Prolapse (Zi Gong Tuo Chui), Hysteria (Zang Zao) and Infertility (Bu Yun Zheng).

5. TCM Paediatrics Measles (Ma Zhen), Rubella (Feng Zhen), Chickenpox (Shui Dou), Convulsion (Jing Feng), Mumps (Zha Sai), Pertussis/Whooping Cough (Bai Ri Ke), Syndrome: Malnutrition (Gan Ji), Hyperactivity (Er Tong Duo Dong Zheng) and Enuresis (Yi Liao).

6. TCM Traumatology Causes and Mechanisms of Injuries. Internal and External Treatments of Injuries. Concepts of Fracture and Dislocation. Concept of Sinew Injuries. Concept of Internal Injuries.

Learning, Teaching and Assessment Strategy

A variety teaching methods will be used:

1. Theoretical material will be delivered during a weekly lecture.
2. Seminars will include group discussions and clinical case studies to deepen understanding of the subject.
3. Learning will be supported by UniHub: learning material will be uploaded and feedback on formative and summative assessments will be provided online as appropriate.
4. Clinical practice will promote the development of psychomotor, problem solving, presentational, communication and team working skills.
5. Reflective diary and self-assessment questionnaires will encourage students to reflect on their learning to identify more effective learning strategies and clarify their understanding of theoretical materials.

6. Self-directed - further reading suggestions will provide guided opportunities for additional independent learning in preparation for class and the assessment. Formatively assessed home assignments will be set through out the year to prepare students for their summative assessment.

Normal university regulations apply. There is no compensation of borderline failures within TCM modules. All components of the assessment must be passed in order to complete the module.

Assessment Scheme

Formative:

1. Completion of attendance records and reflective practice portfolio (Pass/Fail). To assess learning outcome 1 to 6

Summative:

1. Examination (40%): A 2-hour short answer question paper including the causes, pathological mechanisms, symptoms and syndrome differentiations of common TCM internal conditions and case studies. To assess learning outcome 1-6.
2. Coursework (30%): 2 clinical case studies (1,500 words each, one on TCM internal medicine and any other TCM branch) from clinical practice. To assess learning outcome 1, 3, 5 and 6
3. Clinical Examination (30%): A 1.5 hour clinical examination including one completed treatment and one case report following interviewing patient. To assess learning outcome 1, 2 and 4.

All elements of the module assessment must be passed in order to complete the module.

Assessment Weighting

Unseen examination 40% Coursework - Clinical Case Studies 30%
Clinical Examination 30%

Exam Duration

Examination, 2 hours

Learning Materials

Essential

Peng B (2000) *Traditional Chinese Internal Medicine*. People's Medical Publishing House, Beijing.

Xu X (1994) *The English-Chinese Encyclopaedia of Practical Traditional Chinese Medicine*. Higher Education Press, Beijing.

Zhang E (1991) *Clinic of Traditional Chinese Medicine*. Publishing House of Shanghai College of Traditional Chinese Medicine, Shanghai.

Recommended

Cao J, Su X, Cao J (1990) *Essentials of Traditional Chinese Paediatrics*. Foreign Languages Press, Beijing

Chen K (1994) *Traditional Chinese Medicine Clinical Case Studies*. Foreign Languages Press and New World Press, Beijing.

Flaws B (1997) *Handbook of Traditional Chinese Medicine Paediatrics*. Churchill Livingstone, Edinburgh

Maciocia G (1994) *The Practice of Chinese Medicine*. Churchill Livingstone, Edinburgh.

Maciocia G (1997) *Obstetrics and Gynaecology in Chinese Medicine*. Churchill Livingstone, Edinburgh

Maclean W, Lyttleton J (1998) *Clinical Handbook of Internal Medicine Volume 1: Lung, Kidney and Heart*. University of Western Sydney. Sydney.

Maclean W, Lyttleton J (2002) *Clinical Handbook of Internal Medicine Volume 2: Spleen and Stomach*. University of Western Sydney. Sydney.

She D, Wu X (1995) *Manual of Dermatology in Chinese Medicine*. Eastland Press

State Administration of Traditional Chinese Medicine (1995) *Advanced Textbook on Traditional Chinese Medicine and Pharmacology*. New World Press, Beijing.

Xie Z (1993) *Traditional Chinese Internal Medicine*. Foreign Languages Press, Beijing.

Xu X (1994) *The English-Chinese Encyclopaedia of Practical Traditional Chinese Medicine*. Higher Education Press, Beijing.

Module Code	CMH3330
Module Title	Dissertation
Level	6
Credit	30
Other Restrictions and Requirements	.
Owning Subject	Complementary Health Sciences
Level Restrictions	
Automatic Deferral	Not permitted.

Aims

This module aims to synthesise learning from the students' undergraduate programme providing an opportunity for students to study independently and investigate a topic in depth. It fosters academic curiosity, an inquiry based approach, the employment and application of research skills thus facilitating the development of a higher level of theorising. Students will select a topic of personal interest they wish to study further and will manage their own learning during this module, with the support of an allocated supervisor for this period of independent study.

Learning Outcomes

1. Critically appraise the fundamental theories and concepts along with contemporary debates underpinning the subject, illustrating understanding of the relationship between theory and research.
2. Demonstrate the systematic searching, organisation, handling, critical selection, analysis and synthesis of a wide variety of different data and information sources.
3. Critically review and evaluate the arguments evident in the literature and/or alternative sources of evidence pertaining to the chosen topic of study.
4. Articulate the research questions or hypothesis/es, select and justify the choice of research methodology and methods

- appropriate to conduct such inquiry and consider their scientific rigour in reliability and validity.
5. Exhibit critical insight into ethical concerns which may arise when planning, conducting and disseminating both primary and secondary research.
 6. Construct critical and reasoned argument which analyses, evaluates and challenges research findings, justifies propositions and elucidates alternatives.
 7. Draw meaningful, logical and informative conclusions with emergent recommendations for the future development of theory, practice or policy and the identification of areas requiring further research. Study, through the dissemination of research findings.

Syllabus

As the culmination of the student's undergraduate programme the syllabus for this module is a synthesis of their subject knowledge and the application of the research skills they have developed during their programme. This module will also illustrate the student's achievement of the graduate and employability skills of effective learning, communication, teamwork, numeracy, information technology and personal and career development.

Learning, Teaching and Assessment Strategy

This module is the culmination of the undergraduate programme and demonstrates the development of both the students' subject knowledge and graduate skills.

The overall learning experience for this module will demonstrate the students effective learning skills and ability to manage and direct their own learning independently. Facilitation and support for this learning will be largely through individual supervision with an allocated supervisor from the subject team who shares an interest in the topic under investigation.

To support the learning process and further facilitate learning from constructive formative feedback a 'learning log' to support the students learning will be utilised throughout the year.

The learning log will include a range of formative learning opportunities as detailed below, however, the log itself will form a summative component of the overall module assessment, and is required to be appended in the submission of the summative work.

The Learning Log will comprise of:

Supervision Record: Students will be required to meet with their supervisors on a minimum of five occasions during the module. The process of supervision will be recorded in the learning log detailing what the student has achieved and facilitating the setting of future goals. It clarifies the student and supervisors roles in the development of the work, how the supervisor facilitates the student's learning, and the extent to which the student both requires, and utilises the supervision opportunities available.

Specialist Support: As part of the supervision process the supervisor may recommend that the student seeks further specialist knowledge or advice. This may be from a range of sources such as clinical specialists, government agencies, charities, or attendance at specific lectures or seminars. Such specialist support will be detailed in the learning log.

Confirmation of Ethical Approval: Confirmation that ethical approval has either been granted or is not required will be documented in the learning log and endorsed by the supervisor or proof of approval from the appropriate ethics committee.

Presentation: Students will be given the opportunity to present their developing work to a group of peers from their programme
Peer Review: The presentations will provide the opportunity for peer review of the students work, and using guidelines provided in the students will offer feedback on the work presented.

Workshops: A programme of subject specific workshops will provide a guide to developing and writing the research project.

E-Learning: Materials to support student learning in their final year projects will be available on UniHub.

Assessment Criteria

Summative Assessment: One of the following assessments will be utilised to demonstrate achievement of the module learning outcomes. The assessment undertaken may be prescribed or restricted for different programmes to meet research governance requirements of some Professional, Statutory and Regulatory Bodies. Where this is the case only the available assessments will be indicated in the programme/module handbook.

A 5000-7000 word Dissertation, the title and methodology of which must be agreed with the supervisor in advance and which may be presented as:

1. **The preparation of an Article for Publication** Prepare an article for publication in an academic journal utilising the Journal's published refereed guidelines, with a supporting critical reflective report detailing the development process and challenges arising.
2. **Desktop and Secondary Analysis Review of the Literature** A critical discussion and review of the literature utilising a rigorous 'desktop' research process in a secondary analysis review of a wide range of primary sources pertaining to the subject under investigation.
3. **Empirical Research Project** Undertake an empirical research study on a topic agreed with your supervisor ensuring adherence to research governance processes.
4. **Laboratory Based Experimental Study** Undertake a laboratory based experimental project on a topic agreed with your supervisor ensuring adherence to research governance processes.

Assessment Weighting

100% Coursework

Learning Materials

Bell, J. (2005). *Doing your research project*. (4th ed). Berkshire: OU Press.

Levin, P. (2005). *Excellent dissertations*. Maidenhead: OU Press.

Thomson, A. (2001). *Critical reasoning*. London: Routledge.

Learning materials specific to the students individual area of study will be discussed with supervisor as part of the learning process. Where there are subject specific materials to be recommended, these will be inserted as additional reading matter into the programme/module handbook