



**MSc/PGDip Professional Practice: Ayurvedic  
Medicine**

**Student Programme Handbook  
2012/13**

**School of Health and Education**

**Programme Leader: Paul Lowe**

**Student Name:**

## Information in alternative formats

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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

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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 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.

This handbook must be read in conjunction with the University Regulations which are available online at; [www.mdx.ac.uk/regulations](http://www.mdx.ac.uk/regulations)

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 Paul Lowe.

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## University and Programme Academic Calendar

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This is your calendar for the 2012/13 academic year. **2012/2013 London Academic Calendar - Undergraduate September starters**

### 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

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**

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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**

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

You can view your academic calendar on the 'My Middlesex' pages of UniHub:

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

## WELCOME TO THE SCHOOL

### **Welcome from the Dean**

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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 social sciences, with several leading consultants in their fields, as well as key government advisers. Education 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](http://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 your Student Office which can be found the Town Hall at Hendon and Furnival Building at Archway. 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: Jan Williams

Campus: Hendon

Address: School of Health and Education  
Hendon Campus  
The Burroughs  
Hendon  
London  
NW4 4BT

Telephone: +44(0)20 8411 5426

Web: <http://www.mdx.ac.uk/aboutus/Schools/hssc/index.aspx>

# WELCOME TO YOUR PROGRAMME

## Programme Leader's Welcome

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A warm welcome is extended to all postgraduate students joining the MSc/PGDip Professional Practice: Ayurvedic Medicine programme. We hope that you find this handbook helpful and informative. It is designed to provide the key details you will need to know to engage fully in your studies, and includes outlines of modules that students on this programme need to take. If you are unclear about any aspect of the programme the teaching staff will be able answer your queries.

The four year Integrated masters programme in Ayurvedic medicine at Middlesex is now well established and we have many graduates who are successfully establishing themselves in practice as well as in other areas such as the phytopharmaceutical industry, teaching and research. A substantial proportion of Ayurvedic medicine students are undertaking a career change, and already have degree-level qualifications in other fields. As a result of changes in education funding, it has become increasingly difficult for people in this position to embark upon a second undergraduate degree. It is for these students that we have created the MSc/PGDip Professional Practice: Ayurvedic Medicine.

Graduates of this professional programme will be fully equipped to practise as safe and competent Ayurvedic practitioners, who can provide integrative, science-based herbal treatment. The philosophy of the subject area is to provide a 'bridge' between the traditional and the progressive perspective of health. This approach is mandated both by public demand and by the forthcoming introduction of legislation by the Department of Health to regulate the education and practice of the herbal profession.

The programme team wish you every success in your studies.

Paul Lowe  
Programme Leader

## Programme staff list and contact details

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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 UniHub; <https://myunihub.mdx.ac.uk/web/home-community/mymiddlesex>

### Teaching staff

**Dr Sandra Appiah** PhD – Lecturer in Bio-sciences. Module Leader for Herbal Sciences.  
Room T211 First floor, Town Hall Annex, Hendon Campus  
Tel: 020 8411 5665  
E-Mail: [s.appiah@mdx.ac.uk](mailto:s.appiah@mdx.ac.uk)

**Dr. Celia Bell** BSc MSc PhD –Head of Department of Natural Sciences. Room T143, First floor, Town Hall Annex, Hendon Campus  
Tel: 020 8411 6710  
E-Mail: [c.bell@mdx.ac.uk](mailto:c.bell@mdx.ac.uk)

**Dr Lily Holman** MSc PhD MB - Senior Lecturer in Clinical Science. Module Leader of Professional Skills Development, Diagnostic Skills.

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Room 15, Ground floor, Charterhouse Building, Archway Campus  
Tel: 020 8411 6095  
E-Mail: [l.holman@mdx.ac.uk](mailto:l.holman@mdx.ac.uk)

**Peter Jarrett** – BA, MA – Clinical Support  
Room 19, Ground floor, Charterhouse Building  
Tel: 020 8411 2783  
E-Mail: [p.jarrett@mdx.ac.uk](mailto:p.jarrett@mdx.ac.uk)

**Paul Lowe** – Senior Lecturer in Complementary Health Sciences. Module leader for Introduction to Complementary Medicine, Human Sciences, Clinical Sciences, Appreciation of Complementary Therapies.  
Room 7, Ground floor, Charterhouse Building, Archway Campus  
Tel: 020 8411 6525  
E-Mail: [p.lowe@mdx.ac.uk](mailto:p.lowe@mdx.ac.uk)

**Colin Nicholls** BA DipPhyt MCPP MBBA – Programme Leader for Herbal Medicine. Medical Herbalist. Module Leader of Herbal Materia Medica and Pharmacy, Nutrition and Lifestyle Management, and Module Co-ordinator for the Dissertation, Link Tutor for clinical training. .  
Room 9, Ground floor, Charterhouse Building, Archway Campus.  
Tel: 020 8411 6874  
E-Mail: [c.nicholls@mdx.ac.uk](mailto:c.nicholls@mdx.ac.uk)

**Vinaxi Popat** – Senior Technician, Staples Building, Archway Campus.  
Room 19, Ground floor, Charterhouse Building  
Tel: 020 8411 4204  
E-Mail: [v.popat@mdx.ac.uk](mailto:v.popat@mdx.ac.uk)

**Leeann Bradley** – Departmental and Programme Administrator, Archway Campus, Room 4, Ground Floor Charterhouse Building,  
Tel: 020 8411 4132  
E-Mail: [L.F.Bradley@mdx.ac.uk](mailto:L.F.Bradley@mdx.ac.uk)

#### **Staff Associated with the Archway Herbal Clinic:**

TEL: 020 8411 4411

**Neil Pellegrini** BSc (Hons) Herbal Medicine – Clinic Manager.  
E-Mail: [neil.pellegrini@archwayherbal.co.uk](mailto:neil.pellegrini@archwayherbal.co.uk)

#### **Learning resources**

**Paul Howell** Clinical Librarian - University Liaison, Archway Healthcare Library, Archway, Holborn Union Building, 0207 288 3587, [P.Howell@mdx.ac.uk](mailto:P.Howell@mdx.ac.uk)

**Jamie Halstead** Health Librarian, Hendon, S110 The Sheppard Library, 0208 411  
[J.Halstead@mdx.ac.uk](mailto:J.Halstead@mdx.ac.uk)

#### **Staff Roles and Availability**

We hope that all students will feel able to make an appointment to see any of the tutors or supervisors to discuss issues or problems that might arise during their programme of study. The following list should help you to contact the correct person:

**Programme Issues:** Paul Lowe (Programme Leader) is responsible for the general organisation and conduct of the programme.

**Module issues:** Module leader or Module co-ordinator (see staff list above). A module leader / co-ordinator is responsible for the smooth running of the module and students are advised to contact the respective module leader / co-ordinator in the first instance if they experience any difficulties with the module.

<b>Module issues</b>	Contact the module leader in the first instance if you have any queries regarding the module.
<b>Programme issues</b>	Paul Lowe, Programme Leader Contact to discuss your overall programme.
<b>Assessment matters</b>	Speak with the relevant module leader first.
<b>Clinical training matters (Academic)</b>	Module Leader and Clinic Link Tutor – Mauroof Athique
<b>Garden matters</b>	Peter Jarrett. Contact for information and activities relating to the Herbal Medicine garden.
<b>Laboratory matters</b>	Vinaxi Popat. Contact for day to day arrangements in the laboratories.

Staff can be contacted by telephone or by E-mail as above. Please note that some members of staff are part time at the University and will not be available at all times due to practice and other commitments. All of the clinic tutors are part time and will make arrangements to be available to students as necessary.

## Herbal Medicine Programme Information

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### Herbal Medicine - A Caring Profession

Herbal medicine can provide gentle but powerful treatment for a wide range of health problems. When used appropriately herbal medicines have the potential to prevent or reverse illness and to promote good health. They can also be effectively used to enhance performance and quality of life. The herbal practitioner has a wide range of therapeutic opportunities from which to choose when selecting treatment for patients.

Medical herbalists are generalists who seek to understand the patient as a psycho-socio-physiological whole. Herbal practice therefore attempts to address the needs of the patient across a broad spectrum that ranges from the physiological and pathological to the emotional and spiritual. The practice of herbal medicine involves both the sciences and the arts. As with most forms of medicine, generalised scientific knowledge e.g. of pathological processes, mode of action of plant constituents, etc., is applied within the context of the individual case. Each individual case - the patient and their needs as a whole - demands effective responses from the practitioner that draw upon discrete areas of expertise e.g. communication skills, awareness of the role of the therapeutic relationship, knowledge of diagnostic features of disease, actions/dosage/cautions of medicinal plants. A keen awareness of when to refer for thorough medical investigation is also essential.

Accompanying the dramatic growth in public use of, and interest in, herbal medicine during the last few decades, scientific research into plant medicines has begun to produce clear evidence that herbal medicines - complex, natural and synergistic in action - are safe and can be as, or more, effective than chemical medicines - simple, isolated and unilateral in action - in treating certain areas of ill-health, notably chronic diseases. In the light of these developments herbal medicine *and* medical herbalists have an important and growing contribution to make to health care provision in the 21<sup>st</sup> century.

To conclude: the overarching aim of the programme is to support the development of herbal medicine as a specialised health care discipline, and to create the optimal educational conditions where students are able to gain the knowledge, competences, experience and life-skills necessary to embark on and sustain a career in herbal medicine, providing safe, effective and ethical treatment for their patients.

### Aims and Objectives

The programme aims are:

- (1) To create the optimal educational conditions whereby students are able to gain the competence and experience to effectively treat patients using herbal medicine.
- (2) To ensure that students are competent to provide safe, legal and ethical treatment for their patients.
- (3) To provide the skills, knowledge and understanding necessary for students to embark on and sustain a professional career in herbal medicine.
- (4) To support the development of herbal medicine as a specialised health care discipline and encourage continuing professional development and research.
- (5) To enable students to practice professionally and independently as members of a professional body and to fulfill all legal requirements.

The programme objectives are that by the end of the programme successful students will be able to:

- i. Demonstrate thorough knowledge and application of key areas of herbal medicine, including botanical sciences and therapeutics, herbal pharmacology and herbal pharmacy.
- ii. Demonstrate knowledge and understanding of biomedical sciences including normal structure and functioning in health, pathological processes, clinical presentations, diagnosis and management in illness.
- iii. Establish an effective therapeutic relationship, using appropriate communication and diagnostic skills and thorough case history taking, to examine a patient and accurately evaluate their state of health.
- iv. Recognise medical emergencies, and pathologies beyond their competence (or legal status) to treat, reviewing the range of referral options available and acting appropriately.
- v. Effectively use herbal medicines, having the skills to ensure accurate identification, manufacture, dispensing and application in practice with understanding of potential interactions.
- vi. Develop an appropriate management and treatment plan including a herbal prescription which shows understanding of individual needs.
- vii. Understand the professional, legal, ethical and business requirements involved in herbal practice and be able to fulfil the statutory requirements of a herbal practitioner.
- viii. Appreciate and contribute to the development of herbal medicine as a scientific area of study and research and maintain ongoing professional development including a reflective approach to practice.
- ix. Recognise the role of herbal medicine within medicine as a whole - both complementary and conventional, and the contribution it can make as a specialist health care discipline.

## **Programme Outline**

The MSc/PGDip Professional Practice: Ayurvedic Medicine programme 'map' is shown diagrammatically in this handbook. All students must complete the prescribed list of modules in order to graduate. Students who exit with a PGDip Professional Practice: Ayurvedic Medicine will be eligible to apply for membership of the professional organisations.

All Ayurvedic Medicine modules, except for the clinical training modules, are currently taught at the Archway campus by staff within the School of Health and Education and from other schools within the University where appropriate. Clinical training modules take place at the Archway Herbal Clinic Herbal Clinic at the Archway Campus, Clerkenwell Building, Highgate Hill, London N19 5NF.

This course incorporates work in potentially hazardous laboratory environments. Students are expected to comply with all local rules and guidance 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.

*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.*

## **Introduction to the Archway Herbal Clinic**

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The Archway Herbal Clinic is a charitable organisation originally set up by the National Institute of Medical Herbalists which provides clinical training in herbal practice for the Herbal Medicine programme. The Archway Herbal Clinic opened in 1996 and has provided herbal treatment to thousands of patients since then. Originally set up to provide high quality treatment and professional clinic training, the Clinic has also offered short courses, seminars and talks for doctors, other healthcare professionals and the general public. Clinic supervisors are all experienced practitioners, and have themselves undertaken appropriate training. There are two consulting rooms, a seminar room, a laboratory, a dispensary, and a kitchen area for use by students and staff. The Clinic offers reduced rate consultations and treatment to the public and students. Students must complete the requisite number of clinical training hours (see Programme Structure Diagram) in order to graduate.

### **Archway Herbal Clinic**

Clerkenwell Building  
Archway Campus, Highgate Hill  
London N19 5LW  
Telephone: 020 8411 4411  
Fax: 020 8411 4415  
Email: [reception@archwayherbal.co.uk](mailto:reception@archwayherbal.co.uk)

## **Bridging Materials – ‘Getting started’ and ‘My Programme’**

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Prior to starting 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.

The ‘Getting started’ materials are designed to give you an insight into studying at Middlesex University, what is expected of you as a Middlesex student and also what to expect from the University. Information on the services and facilities to support your studies and transition to student life can also be found here.

‘My Programme’ materials provide an introduction to many aspects of your programme including your programme team, the first year modules you will be studying, assessments methods in year 1 and also hints and tips from previous students studying the programme.

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

## Programme Structure Diagram

### FULL TIME ROUTE

Year 1	<p>CMH4444</p> <p>Clinical Diagnostics</p> <p>20 credits (including 50 clinical hours)</p>	<p>CMH4443</p> <p>Integrated Clinical Sciences</p> <p>60 credits</p>	<p>CMH4442</p> <p>Professional Development and Research</p> <p>20 credits</p>	<p>CMH4441</p> <p>Principles of Complementary Health Sciences</p> <p>20 credits</p>	<p><b>Exit with a generic (untitled) School PG Cert (60 credits) OR PGDip (120 credits)</b></p>
Year 2	<p>WBS4713</p> <p>Materia Medica</p> <p>10 credits (including 50 clinical hours)</p>	<p>WBS4762</p> <p>Clinical Herbal Medicine</p> <p>60 credits (including 50 clinical hours)</p>	<p>WBS4714</p> <p>Nutrition</p> <p>10 credits</p>	<p>WBS4740</p> <p>Clinical Practice</p> <p>40 credits</p> <p>350 clinical hours. It is up to individuals to complete the above required hours at their own pace</p>	<p><b>Exit with a PGDip Professional Practice in Herbal Medicine. (240 credits)</b></p>
Year 2	<p>WBS4763 Negotiated Work Based Learning Project 60 credits</p>				<p><b>Exit with an MSc Professional Practice in Herbal Medicine. (300 credits)</b></p>

## PART TIME ROUTE

### P/T - Number of years

Diagram illustrating an Example of part-time mode

MSc/ PGDip Professional Practice: **Herbal Medicine**  
**Chinese Herbal Medicine**

Year 1	CMH4444 Clinical Diagnostics  20 credits (including 50 clinical hours)	CMH4442 Professional Development and Research  20 credits	CMH4441 Principles of Complementary Health Sciences  20 credits	<b>Exit with a generic (untitled) School PG Cert (60 credits)</b>
Year 2	CMH4443 Integrated Clinical Sciences  60 credits	WBS4714 Nutrition  10 credits		<b>Exit with a generic (untitled) School PG Dip (at least 120 credits)</b>
Year 3	WBS4713 Materia Medica  10 credits (including 50 clinical hours)	WBS4762 Clinical Herbal Medicine  60 credits (including 50 clinical hours)		<b>Exit with a generic (untitled) School PG Dip (at least 120 credits)</b>
Year 4	WBS4740 Clinical Practice  40 credits  <i>350 clinical hours. It is up to individuals to complete the above required hours at their own pace</i>			<b>Exit with a PGDip Professional Practice in Herbal Medicine. (240 credits)</b>
	WBS4763 Negotiated Work Based Learning Project 60 credits			<b>Exit with an MSc Professional Practice in Herbal Medicine. (300 credits)</b>

### Notes:

**1. PGDip Professional Practice in Ayurvedic Medicine OR Herbal Medicine OR Chinese Herbal Medicine:**

The following modules are compulsory and must be passed in order to be awarded this title (including evidence of completed attendance and attainment of clinical competencies for the required 500 hours of clinical practice or 450 hours of clinical practice for students on the Chinese Herbal medicine route if already holding a BSc in Acupuncture).

WBS4713 Negotiated WBL Project: Materia Medica (10 credits)

WBS4762 Negotiated WBL Project: Clinical Herbal Medicine (60 credits)

WBS4714 Negotiated WBL Project: Nutrition (10 credits)

WBS4740 Negotiated WBL Project: Clinical Practice (40 credits)

***In addition, the following module is compulsory and must be passed in order to be awarded this title, with the exception of students holding a BSc in Acupuncture who are doing the MSc Professional Practice in Chinese Herbal Medicine.***

CMH4441 Principles of Complementary Health Sciences (20 credits)

**2. MSc Professional Practice in Ayurvedic Medicine OR Herbal Medicine OR Chinese Herbal Medicine**

In addition to the above modules, to exit with an MSc Professional Practice in Ayurvedic Medicine or Herbal Medicine or Chinese Herbal Medicine the following module must also be passed:

WBS4763 Negotiated Work Based Learning Project (60 credits)

**3. PGDip/Masters Work Based Learning Studies (Complementary Health Sciences): Exit Award only.**

Failure to complete or pass WBS4740 Negotiated WBL Project: Clinical Practice (40 credits) or failure to evidence completion and attainment of clinical competencies for the required clinical practice hours would result in the student exiting with the award title of PGDip/Masters Work Based Learning Studies (Complementary Health Sciences) as long as the following applies: a minimum of 50% of the credits passed must be from WBL modules.

**Change to levels of modules and programmes**

Middlesex University has changed the way it describes the levels of its modules and programmes. The university has adopted the widely used Framework for Higher Education Qualifications (FHEQ) levels, as defined in the table below. The new level structure will be now fully adopted across the university.

Description	New Middlesex University / FHEQ levels	Current Middlesex University levels
Foundation level	3	0
Certificate level	4	1
Intermediate level	5	2
Honours level	6	3
Masters level	7	4
Doctoral level	8	5

## Module Information

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You can find a list of the modules you are registered for within the My Learning portlet on the My Study page on UniHub; <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 so you should log in and check each module regularly.**

## Assessment schedule

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Please see individual module handbooks for 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.

The period of assessment is normally at the end of each academic year and the university sets up a common final deadline for coursework and the timetable for the formal summative examination. However, Please note module leaders may set an assessment deadline that is earlier than the University deadline. Following the assessment period, the University Assessment Boards meet to consider and agree the results of each module.

Assessment schedules and related information can also be found from your UniHub <https://myunihub.mdx.ac.uk/web/home-community/mystudy>.

## Attendance requirements

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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 a 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 the Your Study pages of UniHub; <http://www.unihub.mdx.ac.uk>. The University regulations about attendance are available on line at: <http://www.mdx.ac.uk/aboutus/Strategy/regulations/sectioncpg.aspx>

## **Clinical Training Attendance**

As the MSc/PGDip Professional Practice: Herbal Medicine 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 the Archway Herbal Clinic and individual module descriptions. Students are reminded that regular attendance at the Archway Clinic is essential.

Students are expected to keep a copy of attendance records themselves in addition to their attendance sheets which should be handed in to the Clinical Training and Placement Co-ordinator once the required days for each module are completed.

### **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 Archway Clinic of Herbal Medicine 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.

## **Assessment schedule**

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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.

## **Professional, statutory and/or regulatory body requirements**

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### **The National Institute of Medical Herbalists (NIMH)**

The National Institute of Medical Herbalists is the UK's largest professional organisation of herbal medicine. Established in 1864, the Institute maintains high standards of practice and patient care, and works to promote the benefits of herbal medicine. All members of the Institute are governed by a comprehensive Code of Ethics and Disciplinary Procedure and are covered by full professional insurance.

The MSc/PGDip Professional Practice: Herbal Medicine is accredited by the European Herbal and Traditional Medicine Practitioners Association (EHTPA). On completing the programme, graduates are eligible to join the Institute of Medical Herbalists. Application forms for membership are available from:

The Secretary, National Institute of Medical Herbalists  
Elm House, 54 Mary Arches Street  
Exeter EX4 3BA  
Tel: +44 (0) 1392 426022  
Fax: +44 (0) 1392 498963

E-mail: [info@nimh.org.uk](mailto:info@nimh.org.uk)  
Website : <http://www.nimh.org.uk/>

Applicants are required to submit two character references and proof of completion of the required clinical training hours. On acceptance into Membership new members register on the NIMH New Members Scheme (NMS), a scheme designed to support members in establishing themselves in professional practice. Taken over 1 - 2 years, the key role of the NMS is to link new members with a mentor - an experienced herbal practitioner - who can provide advice and support on a range of issues and problems, and to promote continuing professional development through attendance at a number of seminars and the presentation of case histories.

There is a **NIMH Student Liaison Officer**, who is usually invited to come and meet students each year. Affiliate NIMH membership is available to students which includes 4 mailings per year with newsletter and other material of interest, attendance at seminars is possible at reduced rates.

### **The College of Practitioners of Phytotherapy (CPP)**

The College of Practitioners of Phytotherapy (CPP) is a professional membership organisation of phytotherapists that sets the highest standards of practice in herbal medicine. Its umbrella body is the European Herbal and Traditional Medicine Practitioners Association: [www.ehtpa.eu](http://www.ehtpa.eu). The CPP continues to set the standard worldwide as the body for ensuring the highest quality research, education and practice. Its core focus is on continuing professional education in herbal medicine and in the development of phytotherapy as a credible and dynamic modern healthcare modality. Members are required to attend its Continuing Professional Development seminars and are regularly updated with news and reviews via an online password-protected newsletter. All members are governed by a comprehensive Code of Ethics and Disciplinary Procedure and are covered by full professional insurance.

Upon completion of the MSc/PGDip Professional Practice: Herbal Medicine programme, graduates are eligible to apply to join the CPP. Applicants are required to submit a reference from two current CPP members. Application/referee forms for membership are available from:

Pam Bull, College of Practitioners of Phytotherapy  
9 Hythe Close, Polegate  
East Sussex, BN26 6LQ  
Tel: +44 (0)1323 484353  
E-mail: [pamela.bull@btopenworld.com](mailto:pamela.bull@btopenworld.com)  
Websites: <http://www.phytotherapists.org>  
CPP Living Library: [www.herblibrary.org](http://www.herblibrary.org)

### **Professional Standards**

Middlesex University is committed to the highest professional standards in Complementary Medicine and every effort will be made to comply with standards as advised by the relevant professional bodies. All students successfully completing the programme of PGDip/MSc Professional Practice: Herbal Medicine will have met the EHTPA accredited programme requirements in full including the agreed clinical training hours. Students on the programme are expected to adhere to professional standards of behaviour throughout their time at the University and are given advice on relevant aspects of legal and ethical duties.

### ***EHTPA Core Curriculum***

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In order to meet the standards of the EHTPA we are required to demonstrate that our programme encompasses the learning outcomes identified in the EHTPA Core Curriculum (<http://ehtpa.eu/standards/curriculum/index.html>). The tables in Appendix B show where the learning outcomes are met in the PGDip Professional Practice: Herbal Medicine.

### **Frequently Asked Questions**

*What if I want to provide herbal treatment for other people while I am a herbal medicine student?*

Clearly students will wish to gain a range of experience of practice in treating self and others whilst on the MSc/PGDip Professional Practice: Herbal Medicine programme. The EHTPA-accredited programme at Middlesex University provides for over 500 hours of clinical training including clinic practice, placements in various settings with qualified staff and supervision. In addition the lecturers and tutors on the programme include fully qualified and actively practising medical herbalists who can pass on their experience. At the time of writing the legal situation is likely to change because of proposals for the introduction of a national register for medical herbalists and herbal practitioners. In the meantime it is important that students of herbal medicine recognise their ethical and professional responsibilities. This includes recognition that a student should not represent themselves as a fully qualified practitioner in any way, nor attempt to gain any monetary or other reward in doing so. Although students are encouraged to develop their clinical expertise on themselves and family and friends, any attempts to treat others must only be made with the clearest understanding that the student is not fully qualified or covered by insurance.

Students are advised:

- (1) Professional programmes such as the MSc/PGDip Professional Practice: Herbal Medicine at Middlesex University aim to provide clinical training to a high level and to ensure that ethical, legal and safety concerns for patients are met. The programme is accredited by the European Herbal and Traditional Medicine Practitioners Association (EHTPA), and includes substantial opportunities for clinical practice in a supervised training context.
- (2) Neither the University nor the EHTPA will condone students practising as medical herbalists prior to achieving their recognised qualification. Such unqualified practice is not regarded as a professional approach to the use of herbal medicine. Students should not advertise or represent themselves as herbal practitioners and should not offer or provide herbal advice or medicine for any monetary or other reward.
- (3) Students should at all times make clear to friends, family and others who may request treatment, that they are in training and not qualified or insured to provide herbal medicine treatment. Students may continue to provide other health care services for which they are qualified provided these do not conflict with their study programme.
- (4) Lecturers, tutors and supervisors will ensure that ethical and legal issues relating to practice are raised and considered during the course. The questions dealt with here are raised in the first semester of the programme and at the Clinic. In cases of uncertainty regarding their position, students should seek further advice from the Programme Leader or their Clinic Tutor/ Supervisor.

*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 such requirements into the programme when appropriate.

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

#### *What is 'fitness to practise'?*

There are ongoing discussions about the means of establishing 'fitness to practise' for all health professionals. These discussions involve the Department of Health and the professional organisations, relevant accreditation bodies and the higher education institutions. In these discussions 'fitness to practise' largely refers to three things:

- (1) successful completion of a recognised qualification
- (2) demonstration of health and 'of good character'
- (3) ongoing updating with relevant training and experience

Some of these issues were discussed in The Regulation of the Non-Medical Healthcare Professions (July 2006) available from the Department of Health.

#### *How is 'good character' determined?*

At present the notion of 'good character' is not fully defined and ways to measure attitudes are difficult to establish. In the meantime the emphasis is placed on conduct appropriate for a health practitioner, including behaviour and the outward expression of attitudes. This can be assessed initially at interview and by drawing on references and application details. In the future there is likely to be use of the Criminal Records Bureau (CRB) enhanced disclosure. During the course students are expected to behave at all times in a manner consistent with professional codes of conduct. Concerns about the fitness to practise of an individual should be passed to the Programme Leader who will determine whether further action should be taken through disciplinary procedures or advice from the professional body.

#### *What about future regulation?*

The University supports the introduction of appropriate regulation for herbal practitioners. The MSc/PGDip Professional Practice: Herbal Medicine is designed to meet likely regulation requirements on the basis of successful completion of all modules. This Programme is professionally accredited by the European Herbal and Traditional Medicine Practitioners Association (EHTPA).

#### *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 issues if a student makes personal medical and other information known in the presence of tutors and peer students. Thus we

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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 Handbook and Clinic Records**

The Clinical Handbook is given to students at the start of the Clinic attendance and includes guidelines on assessment, clinic/centre regulation, dress code, and attendance requirements. It contains details of the competences required for completion of the module and a copy of the pro-forma report from which lists the competencies in detail, together with guidelines and details of the standard required at the end of each period of training.

Students are required to keep a record of each consultation and examination performed and the standards attained in it. This will be verified and countersigned by the clinic supervisor. This will be drawn on to write the pro-forma report at the end of the module, following discussion in a tutorial of any areas of concern to either the student or supervisor. This record (*formative assessment*) will be completed by the Centre Supervisor and forwarded to the Programme Leader.

Students are encouraged to keep a "Reflective Journal" of all their clinical experience and other relevant information, e.g. prescriptions, visits, patient progress, etc., within their journal in the form of a portfolio.

### **Careers Advisory Service**

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Today's job market is full of opportunities but is also rapidly changing and developing to meet the needs of employers in the 21<sup>st</sup> Century. Gaining work experience and developing the employability skills that employers look for is an important part of your career planning and development and will help towards your future career success.

The Careers Advisory 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 service provides a range of facilities which include:

- careers information,
- individual guidance appointments,
- drop-in advice sessions,
- careers seminars and workshops,
- employer presentations,
- careers fairs,
- other campus based careers events,
- alumni links to support you with your career development.

The Careers Advisory Service pages on UniHub (<http://www.unihub.mdx.ac.uk> Work and Careers page) contain an on-line job vacancy service, JobsPlus, where opportunities notified by employers for full time, part time, voluntary work or work experience are posted. If you are unable to visit on campus you can use 'MeG' an e-guidance service through which you can email your queries to a careers advisor.

The main careers library is based at Hendon and careers advisors are available on most campuses offering a flexible service to support the needs and any specific requirements of

all students. To check opening times and availability of careers advisors on your campus or to book an appointment please refer to the information on UniHub;  
<http://www.unihub.mdx.ac.uk>

### **Careers Advisors**

Careers advisors can assist you with planning your academic programme and personal development in relation to your career goals from your first year to final year. This includes exploring career and study options, self awareness and decision making. The advisors can also help you to:

- find full and part-time employment,
- write CVs and covering letters
- complete application forms,
- prepare for interviews, psychometric tests and assessment centres,
- identify voluntary and work experience opportunities
- research postgraduate/further study and funding

Careers advisors also work with tutors to deliver and support careers related activities related to your programme, such as graduate career opportunities and the employment market, employability skills, pre-placement preparation, and postgraduate study options.

# LEARNING, TEACHING AND ASSESSMENT

The learning, teaching and assessment approaches used throughout your programme will encourage you to be actively involved in your learning and to co-operate with other students. We aim to give you prompt feedback on your learning as well as opportunities to reflect upon and learn from that feedback.

You will be actively involved in a range of learning, teaching and assessment approaches as part of the MSc/PGDip Professional Practice: Herbal 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.

The programme philosophy assists you to become an autonomous lifelong learner and actively involve you in your own learning. You will be encouraged and supported to develop the necessary self-learning skills and to reflect on the learning achieved. Reflection of past and current experiences will also be undertaken.

In addition to the LTA strategies mentioned above, a wide range of learning and teaching strategies specific to Herbal Medicine will be employed to meet your needs, it is known that individuals learn in different ways and by providing a range of approaches in the right learning environment, you will be able to maximise your full potential. The approaches include:

- Lectures to introduce key information, concepts and theories.
- Small group, problem solving seminars (case presentations) and tutorials to increase knowledge and enhance presentational and communication skills.
- Training in Herbal Medicine skills through structured teaching in clinical skills.
- Clinical placements to approved clinics, and
- Interactive computer-based sessions, with the World Wide Web adding to the development of computer literacy and communication skills.

Assessment is an integral part of learning and you may hear it referred to as formative or summative. Formative assessment is primarily developmental in nature and is designed to give you feedback on your performance and how it can be improved. As a result you will get detailed feedback but will not receive a grade for formative assessment. Formative assessment is an important part of the learning process, and has been shown to contribute to enhancement of learning and raising of standards.

Summative assessment is designed to measure the extent to which a learner has achieved the intended learning outcomes of a module. The summative component of an assessment task is designed solely to provide a measure of the achievement of a learning outcome by a learner. Summative assessment should assess achievement of all learning outcomes in a secure, fair and accurate manner.

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.

### **Assessment for the MSc/PGDip Professional Practice: Herbal Medicine Programme**

Assessment regulations for the MSc/PGDip Professional Practice: Herbal Medicine programme are the same as the University's Assessment Regulations - see Guide and Regulations - except as follows:

Failure of the final clinical examination will lead to failure of the programme as a whole. The final clinical examination shall be assessed by a senior and appropriately qualified herbal practitioner, and a medically qualified practitioner.

In exceptional circumstances only, a student may be excluded from the Archway Herbal Clinic and required to transfer to another programme of study. Grounds for such a requirement, which would be subject to the normal university appeals procedure, would be:

- a. where *severe* infringement of the Clinic Regulations had occurred, (which will not differ unnecessarily from the University's Code of Conduct) including certain cases of discrimination or harassment of a patient, student or member of the clinic staff, and
- b. where in the view of the Clinic Advisory Committee it would be inappropriate for the student to continue in Clinical Training.

### **Clinical Training Assessment**

There are various elements to the assessment of each of clinical training, the details of which are given in the module descriptions that follow. Note that written assignments and the portfolio must be submitted to the Student Office (Archway Campus) in person or by post 4 weeks before the advised University coursework deadline for each semester. The work will be dated and receipted in the usual way and you are reminded that you should keep a

copy of the receipt for your own protection (or certificate of posting). Reassessed coursework must be submitted by the next University coursework deadline.

Students on the programme are continuously assessed whilst in Herbal Practice by Clinic tutors. These are qualified and experienced members of staff, who will facilitate learning, supervise practice and assess student's level of attainment. At each stage knowledge, understanding and skills are considered which are specifically related to the learning outcomes of the relevant module. A tutor pro-forma report will be completed for each student at the end of each semester. The tutor report provided during the year will be an interim report and the tutor report at the end of the year will be the final report.

Students will only be eligible for assessment if they have completed the required clinical training hours.

### **Clinical training**

Clinical training is designed to take the student of herbal medicine from a point where he or she is starting to gain relevant academic knowledge, and is inexperienced in practice, to the point where the student is competent to begin independent herbal practice. Students who successfully complete their clinical training will have shown that they are able to integrate and apply the relevant skills and knowledge acquired during the programme in a safe and effective manner.

Clinical training will guide the student in developing their skills in:

- relating confidently and effectively with patients
- case history taking
- diagnostic procedures, clinical examination, and patient evaluation
- producing, and presenting to the patient, appropriate treatment plans
- developing audit methods to assess treatment progress
- clinic management

Students will also be expected to maintain and consolidate knowledge and skills, a process also essential in professional practice. They will be guided in setting and achieving learning objectives (skills and knowledge) necessary to attain the competences for each module.

### **Clinic attendance**

Students will have undertaken a minimum of 500 hours of clinical experience on completion of the programme. These figures are for direct contact hours, and do not include independent study time. All clinical training hours must be completed – see details in the individual module descriptions. Students are reminded that regular attendance at the Archway Clinic is essential.

Clinical training is done in small groups of up to 8 students. Students who are part-time, or returning after a period of withdrawal, will need to provide advance confirmation of their intentions to join clinical training modules in order to allow for planning of clinic groups. If this applies to you then you should contact the Clinical Support Technician Peter Jarrett at P.Jarrett@mdx.ac.uk before the end of the academic year to arrange to be included at Clinic in the following year.

## **Student Responsibilities and Progress in Clinic**

Students should be aware of the needs of patients at all times, and of the responsibility for ensuring that the clinic is run in the best interests of all involved in the process of clinical training. This means that students need to:

- contribute positively to the educational development of their group, collectively and individually
- identify and pursue the best interests of patients
- maintain the effective administration of the clinic, as a therapeutic and educational centre.

However, responsibility for all decisions affecting the conduct of the consultation, patient management and choice of treatment rests with the Clinic Supervisor.

Attention is drawn to the importance placed on the *recognition of the limits to competence* of herbal practitioners. Intelligent awareness of these limits, which should be acquired during both academic and clinical aspects of the programme, is an essential indicator of the competence of the student as a prospective practitioner.

Students' progress in acquiring the skills necessary for herbal practice will be monitored by clinic tutors. Students have tutorial meetings with their clinic tutor each semester to discuss progress or difficulties that may arise from time to time.

## **Clinical Handbooks and Clinical Records**

The Clinic Student Manual is provided at the start of Clinic attendance and includes Clinic regulations, Health and Safety information, dispensary and prescription protocols etc. The Clinical Practice module handbook is given to students when they begin the module and includes guidelines on assessment and attendance requirements. It contains details of the competences required for completion of the module and a copy of the assessment report form which lists the competences in detail, together with guidelines and details of the standard required at the end of the module.

Clinic tutors will keep a record of each consultation and examination performed, and the standard attained in it. This will be drawn on to write the assessment report at the end of the module, following discussion in a tutorial of any areas of concern to either student or tutor. This record may be inspected by students at any time.

Students are encouraged to record relevant information, e.g. prescriptions, so that throughout clinical training they accumulate a body of resource material of particular value once they are in professional herbal practice.

## **Learner Development Unit**

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The Learner Development Unit (LDU) is a team of specialists in academic writing and English language development, numeracy and dyslexia support. You will see us at different times throughout your academic career.

If necessary, we can provide you with an individual programme of support, which could involve intensive courses, self-study materials and close monitoring of your progress. Help with maths is available from our 'Maths, Stats & Numeracy Support' team, in the form of embedded, small group, online and individual provision.

Often we will be in your School working alongside your subject lecturers to help you understand what's expected of you on your programme. We are likely to work with you in this way on the writing process, preparing for presentations, making the most of feedback, etc.

### **Learner Development Profile (LDP)**

During induction week we generate a LDP for each new Middlesex student. This helps us to find out in which areas we can support you. You will then receive tailored recommendations on which of our wide range of academic language courses, workshops, and materials are most useful to you.

### **Dyslexia support**

If you are dyslexic, you can receive specialist help from our Dyslexia/SpLD Support team, who work closely with the Disability Support Service. You will also find support at the University's Learning Resources Centres, which are equipped with assistive technologies and services, and have disability support representatives.

### **Student Learning Assistants (SLAs)**

We also coordinate the University's SLAs a group of highly motivated student peer-mentors who are here to help other students in their studies. You may see them helping out in tutorials or seminars, or you may see them offering help with academic writing. You can read more about SLAs online at [www.sla.mdx.ac.uk](http://www.sla.mdx.ac.uk).

### **Contact details**

Information on what we do can be found on the Your Study page of UniHub; <http://www.unihub.mdx.ac.uk> or you can contact us on 020 8411 5116 or at [LDU@mdx.ac.uk](mailto:LDU@mdx.ac.uk).

If you have questions about specific teams within LDU, please contact:

Academic writing and English language	Maths, Stat & Numeracy Support	Dyslexia Support
020 8411 4609	020 8411 6280	020 8411 6073
<a href="mailto:LDU@mdx.ac.uk">LDU@mdx.ac.uk</a>	<a href="mailto:numeracy@mdx.ac.uk">numeracy@mdx.ac.uk</a>	<a href="mailto:dystutor@mdx.ac.uk">dystutor@mdx.ac.uk</a>

## **Learning Resources**

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Learning Resources (LR) provides library and academic computing services to support student learning. Middlesex University has a Learning Resource Centre (library) on each campus. The Museum of Design and Domestic Architecture (MODA) is also part of Learning Resources. Details of all our services, facilities and resources can be found on the Your Study pages of UniHub; <http://www.unihub.mdx.ac.uk>

### **Learning materials and resources**

LR provides electronic and print books and journals, DVDs, CDs, etc to support you in your studies. We also provide materials listed in your module handbooks. You can access these resources via My Library on UniHub; <https://myunihub.mdx.ac.uk/web/home-community/mystudy>.

Our series of Library Subject Guides at <http://libguides.mdx.ac.uk> have been designed to assist students in their studies. Each one supports an individual subject area and includes links to resources such as websites, blogs etc, as well as general help with studying and researching topics for your coursework.

### **Equipment and facilities**

The libraries (Learning Resources Centres) supply the computers and other equipment you will need for study on the programmes at that site. This could include video cameras, Mac computers, and DVD players; printing and copying facilities; small study rooms with projectors so you can practice presentations; or space to cut, paste and cover your project report.

### **Help and support**

The Learning Resources staff are here to help and support you throughout your studies providing IT and media support and help with your information and or research needs. We provide one-to-on support at the Enquiry Desk, group training in library workshops and online help through the Web Helpdesk (<http://webhelpdesk.mdx.ac.uk>) and Ask a Librarian <http://askalibrarian.mdx.ac.uk>

You can get specialist subject support from your Liaison Librarian (<http://libguides.mdx.ac.uk>) who also provides information and research skills workshops relevant to your subject. Librarians work closely with your lecturers to ensure that the resources and support that you need are available. Contact your librarian if you require individual support or if you would like to suggest a book/DVD etc for the library.

Opening hours for the Archway library can be found in your Key Contacts on UniHub; <https://myunihub.mdx.ac.uk/web/home-community/mymiddlesex>

## **Programme Specific Resources**

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### **Herbal Medicine Garden**

A Medicinal Herb Garden is located in and around the courtyard of the Herbal Clinic on the Archway Campus. The garden's role as a learning resource is enhanced by a website featuring over 250 indexed photographs of species grown in the garden, along with some monographs on the plants.

It is intended that students will start using the Medicinal Plant garden as a resource from the beginning of their course, and as it is developed on the Archway Campus. Plant identification skills can be developed through visits to this and other gardens, and a keener appreciation of the needs of different plants in terms of location and cultivation. Student participation in the running of the garden is encouraged, including involvement in planning, cultivation and harvesting. Individual research projects of a more specific nature can also be accommodated. Particular queries can be addressed to Peter Jarrett, ext 2783. Pictures of plants from the garden can be accessed at <http://www.hebes.mdx.ac.uk/teaching/learning/Garden/index.htm>.

### **Archway Clinic of Herbal Medicine**

Clinical training is provided at the Archway Clinic of Herbal Medicine on the Archway Campus. This is an ongoing arrangement for Herbal Medicine and you will be informed about the rota of attendance.

## **Clinical training**

Clinical training is designed to take the student of Herbal Medicine from a point where he or she is starting to gain relevant academic knowledge and is inexperienced in practice to the point where the student is competent to begin independent Herbal Medicine practice.

Students who successfully complete the clinical training modules will have shown that they are able to integrate and apply the relevant skills and knowledge acquired during the programme in a safe and effective manner.

Clinical training will guide the student in developing their skills in:

- relating confidently and effectively with patients
- case history taking
- diagnostic procedures, clinical examination, and patient evaluation
- producing, and presenting to the patient, appropriate treatment plans
- developing audit methods to assess treatment progress
- clinic management

Students will also be expected to maintain and consolidate knowledge and skills, a process also essential in professional practice. They will be guided in setting and achieving learning objectives (skills and knowledge) necessary to attain the competences for each module

## **Assessment Feedback**

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This programme brings together theory and practice in the development of a fully competent herbal practitioner. In line with this aim there are a wide variety of teaching approaches intended to promote learning. Clinic-based observation, seminars, group work and discussion, and tutorials underpin the clinical training.

Assessment feedback provides the opportunity for you to engage with feedback on your assessed work, to reflect on it, and to use this 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 offered and discussed in classroom sessions either collectively or individually. It may also be more formal and delivered for example in written or audio form from peers or academic staff. Understanding your feedback is very important, and to achieve this you are encouraged to discuss feedback with your peers and academic staff.

All forms of assessment are part of the learning process, both formative and summative. Receiving feedback on your work is an essential and important part of your learning, and all programmes will therefore provide regular opportunities to assess your work formatively and provide feedback on it. The nature of the formative assessment and the feedback will vary from Programme to Programme. You will find further information in the University Regulations detailed under the Code of Assessment Practice. Arrangements for the provision of feedback shall include the minimum provision detailed in section M of the University Regulations and shall be included in the relevant module handbook.

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

Feedback on assessed work will be offered in a variety of forms and all work will be marked and moderated in line with the University Regulations Code of Assessment Practice:

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

The aim of assessment is to enhance your learning as well as to test the extent to which you have acquired the necessary knowledge, understanding and skills. A range of assessment strategies have been developed to ensure that the learning outcomes for each module have been achieved. Many of the modules will include both elements of formative and summative assessment. Formative assessment is an informal process which allows students to assess their own progress and to gain useful feedback from the module tutor or supervisor on academic and practical performance and areas to develop. Summative assessment is formal and normally occurs towards the end of each module. A grade is then attributed to your work and forms part of your final assessment profile. Note that Herbal Practice modules are not graded. Each module description provides details of the summative assessment involved in that module.

A wide range of assessment methods is used within the programme, including essays, case studies, projects, laboratory tasks, individual and group reports, presentations, seen and unseen exams, and clinical exams. All assessment elements of each module must be passed in order to satisfactorily complete the module. Where practicable, assessment tasks are designed not only to demonstrate the acquisition of knowledge or skills, but also to promote learning and to produce material, written or otherwise, that will be of vocational value during the early stages of the students' career.

The period of assessment normally includes final deadlines for course work and a formal examination period. Following this period of assessment the University Assessment Boards meet to consider and agree the results of each module.

**Note that individual modules may set assessment deadlines which differ from the main University deadlines. In all cases the assessment calendar for each module will be available in the module handbook at the start of the year. No extensions will be given and students are advised to refer to the Assessment Regulations in the Regulations**

#### **Return of coursework**

You are expected to keep a copy of your coursework. As the marked copy is not normally returned to you, retention of a copy is important so that you can relate feedback to your work. Where work is returned to a student this should be clearly indicated in Programme handbooks along with deadlines after which it is disposed of if not collected (normally six months).

#### **Submission and receipt of coursework**

Your module handbooks have full details of how to submit your coursework and how you will get a receipt confirming you have submitted it.

#### **Marking, second marking and marking 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. A standard anonymous coursework cover sheet is at the end of your module handbook. 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.

### **Copies of past examination papers and other forms of assessment**

<http://www.unihub.mdx.ac.uk>. Multiple choice question papers are not available on this database. In some cases, for example where there are copyright restrictions, it may not be possible to publish past examination papers. In this case please ask the relevant Module Leader for information.

## **Reviewing your progress**

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There are a number of resources and activities built into 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 resources as they are designed to assist your transition into University life.

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

Opportunities for one-to-one discussions will be provided 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.

## **Progressing on your programme**

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### **Academic Levels and Module Level Descriptors**

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

<b>Description</b>	<b>Middlesex University/ FHEQ* levels</b>
Foundation level	3
Certificate level	4
Intermediate level	5
Honours level	6
Masters level	7
Doctoral level	8

\*Framework for Higher Education Qualifications

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

**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.**

### **Grading Scale**

The University has a 1-20 grading scale, **with grade 1 being the highest grade.**

### **Classification by distribution of grades**

For the award of Distinction or Merit, the dissertation must be in the class. Remaining graded credit must be distributed as in the table below:

	<b>Class of qualification</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>Distribution of grades</b>	Distinction (1-4)			50%
	Merit or better (5-8)		50%	
	Pass or better (9-16)	100%		

Please note that your programme may not permit compensation in particular modules as the learning outcomes form a core component of your study. These modules are clearly identified in the Programme Specification in the Appendix A.

It is important to note that further administrative grades are also used to indicate deferrals and academic misconduct etc. The full scale with more information can be found in the Assessment Regulations section on the Your Study pages of UniHub; <http://www.unihub.mdx.ac.uk>

### **Grade criteria**

When assigning grades to your assessment the 20 point grading scale is used in conjunction with the University grade criteria guide, as well as the module descriptors mentioned earlier. The grade criteria guide describes what standards and competencies you must achieve for each grade and is available online at:

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

### **Re-assessment and further information about the regulations**

As well as providing an explanation of the grading scheme the Your Study pages on UniHub (<http://www.unihub.mdx.ac.uk>) also contain useful information on some of the following areas:

- what happens if you don't pass (re-assessment),
- progression,
- deferrals,
- extenuating circumstances,
- results,
- coursework
- exams

If you have any questions about what your grades or status mean then you should look at these pages first and/or talk to your Achievement Advisor.

### **Assessment Boards and results**

At the end of each academic year your results 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.

Once the Assessment Board has met you will be able to view your results and progression status on the My Study page of UniHub; <https://myunihub.mdx.ac.uk/web/home-community/mystudy>. If any results are still provisional then they will be clearly labelled as such. You can find out more information about Assessment Boards on the Your Study pages on UniHub <http://www.unihub.mdx.ac.uk>

**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.**

### **Diploma supplement**

All students are issued with a diploma supplement which replaces the traditional transcript and is a 'supplement' to a qualification certificate. Your diploma supplement will include the modules you have taken, grades achieved and state your qualification with the classification and title but additionally it contains information on the nature, level, context, content and status of the studies undertaken and successfully completed. Diploma supplements are intended to help external parties such as current or future 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 the 'Letters and Forms' section on UniHub: <https://myunihub.mdx.ac.uk/web/home-community/myadminandfinances>

### **Certificates**

When you graduate your final qualification certificate will be issued by the University and will 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, please see the Communication section later in this handbook for details on how to do this.

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/sectionepg.aspx>

### **Deferral**

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

Deferral requests should be submitted to the School of Health and Social Sciences Student Office 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 examination period.** The deferral form is available in the Letters and Forms section of UniHub (Admin and Finances page): <https://myunihub.mdx.ac.uk/web/home-community/myadminandfinances>

If you have any questions about deferrals please contact the HSSc Data and Assessment unit, tel: 020 8411 6060 email: [Unihelp@mdx.ac.uk](mailto:Unihelp@mdx.ac.uk)

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

### **Automatic deferral**

For this programme, automatic deferral is not permitted. All deferral applications must be submitted to the student office for approval.

## 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 read the information on extenuating circumstances on the Your Study pages on UniHub;

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

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.**

To submit a claim for extenuating circumstances you need to complete the relevant form, attach supporting documentary evidence and submit both to the HSSc Data and Assessment unit, tel: 020 8411 6060 email: [Unihelp@mdx.ac.uk](mailto:Unihelp@mdx.ac.uk). 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 in the Letters and Forms section of UniHub (Admin and Finances page):

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

If you have any questions about extenuating circumstances please contact the HSSc Data and Assessment unit, tel: 020 8411 6060 email: [Unihelp@mdx.ac.uk](mailto:Unihelp@mdx.ac.uk)

## Academic misconduct

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Plagiarism is the presentation by a student, as his or her own work, of a body of material (written, visual or oral) which is wholly or partly the work of another. In fact, 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 will take serious action against any student who plagiarises whether through negligence, foolishness or deliberate intent. 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://www.unihub.mdx.ac.uk>

Academic misconduct also covers cheating in examinations.

**IMPORTANT: An administrative fee of £100 will be charged to any student found guilty of academic misconduct.**

It is important that you are aware of what constitutes misconduct and therefore the full regulations on academic misconduct are available on line at:

<http://www.mdx.ac.uk/aboutus/Strategy/regulations/sectionf.aspx>

## The University Regulations

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As a student of Middlesex University you agree to abide by the University Regulations when you enrol. It is important that you know what is contained within them and where to find key

items of information. The regulations are available online at [www.mdx.ac.uk/regulations](http://www.mdx.ac.uk/regulations) however in most cases you will find that the information on the Your Study pages on UniHub easier to use and should refer to this in the first instance; <http://www.unihub.mdx.ac.uk>

The assessment and progression regulations for taught programmes of study can be found in Section E of the regulations;

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

Section E covers:

- The calendar of assessment
- Progression
- Qualifications and classification, including methods of determining classification of qualifications
- The 20 point grading scheme
- Reassessment in and deferral of modules
- Publication of results
- Production of certificates and issuing of diploma supplements / transcripts.

In other sections of the University Regulations you can also find the procedures and regulations in relation to the following areas:

- Infringement of Assessment Regulations – Academic Misconduct (Section F) including collusion and plagiarism
- Appeal Regulations and Procedures (Section G)
- Student Conduct and Discipline
- Student Complaints and Grievance Procedures
- Equal Opportunities
- University Membership / Membership of the Student's Union

# COMMUNICATION

Communication between you and the University is vital not only for you to get the best from your programme but also to benefit from the full university experience. At Middlesex, we use a range of tools to ensure that all required information is easily available to you, in a timely manner both on and off campus.

## Student website – UniHub

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The University's primary source of information is the student website UniHub which can be accessed at; <http://www.unihub.mdx.ac.uk> both on and off campus. The site has the latest news and events from around the University along with a lot of useful information about academic and support services. This website is your first port of call for all generic Middlesex information.

The site also has a password protected section myUniHub (accessed from the UniHub home page) which is your personal area and contains a lot of information compiled specifically for you. 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, paying your fee and updating your contact details. MyUniHub also offers a range of Facebook-style online communities, academic and social, that you can join; <https://myunihub.mdx.ac.uk/web/home-community/mycommunities>

### Login details

As a Middlesex student you will be using UniHub on a constant basis. 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 ID 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 can find both your IT User ID and your student number on your student ID card.

In case of any problems please log a support call with the web helpdesk:

<http://webhelpdesk.mdx.ac.uk>

## Email

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As an enrolled student you have your own university email address. Your tutors, the student support team, the Learning Resource Centre 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). We'll also use this account to email you about different events and activities which will enhance your time at university and also help you to make new friends.

Your email address is your IT User ID and is in the form *aannn@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/web/home-community/mymiddlesex>

For quick guides on using your account and the network go to the Your Study pages on UniHub; <http://www.unihub.mdx.ac.uk>

If you have difficulties accessing your email please log a support call with the web helpdesk;  
<http://webhelpdesk.mdx.ac.uk>

## **Text messages**

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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 by using the facility on UniHub;  
<https://myunihub.mdx.ac.uk/web/home-community/myadminandfinances>

### **Feedback**

Middlesex is also committed to ensuring communication tools allow students to provide feedback as well as receive information. See section [Quality of your programme and experience](#) to find out more about ways to give your feedback.

## **Accessing your own records including your timetable and letter requests**

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As already mentioned once you have logged in you can access your personal area, myUniHub. Here you can enrol, re-enrol and view timetables, module registrations, results and other information.

### **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 UniHub;  
<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 one of the School of Health and Social Sciences Student Offices with official supporting documentation (marriage certificate, passport etc).

### **Letter Requests**

You can request a number of standard letters from the University including those for Council Tax exemptions and to confirm your status as a student via the Letters and Forms section of UniHub; ; <https://myunihub.mdx.ac.uk/web/home-community/myadminandfinances>

Please note that only full time students are eligible for Council Tax exemptions for more information check with the local Council where you live.

For visa letters please refer to International Student Support in the next section of this handbook.

## **Data Protection and Privacy**

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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.

# 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

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### 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 (published on their doors) or by email or telephone.

### Student Support Team

Do not hesitate to approach the student support team if you have a query or need advice on any of the following:

- Programme regulations advice
- Revising or recording module registrations
- Submission of coursework
- Assessment deferral requests
- Recording extenuating circumstances
- Recording reasons for unavoidably being absent
- Arranging to interrupt your studies, change or withdraw from your programme
- Advice on where to make a suggestion or a complaint

### Contact details

Uni Helpdesk, tel: 0208 411 6060 email [Unihelp@mdx.ac.uk](mailto:Unihelp@mdx.ac.uk)

### Achievement Advisor 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 3<sup>rd</sup> 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](mailto:Unihelp@mdx.ac.uk) who will guide you through the process.

## Support services around the University

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### 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>

## **The Student Welfare Advice Team (SWAT)**

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SWAT offer financial, practical and legal assistance. There are advisors available on a drop-in basis on every campus who can help with issues such as:

- Student loans and grants
- Fee assessment queries
- Welfare benefits
- Debt and money management
- Housing issues
- Immigration matters – including advice on student and post work visas (see International Student Support below)
- General issues

Advisors are available for private consultation and offer personalised advice to accommodate for your distinct needs. The advisors are based on all the main campuses and provide a service which is non-judgemental and strictly confidential, which means they will not discuss any of the details of your visit unless you give them permission to do so.

The SWAT also run workshops which are relevant to specific groups of students a recent example includes 'Finance for Lone Parents'. Look out for posters advertising what's coming on campus.

In addition the SWAT also produces information leaflets which cover key areas relevant to students. These are called 'Rough Cuts' and can be downloaded in PDF format from UniHub.

If a SWAT advisor can't help you, then rest assured they will point you in the right direction. You can contact your advisor using your Key Contacts page on UniHub (<https://myunihub.mdx.ac.uk/web/home-community/mymiddlesex>) or using the details below:

## International Student Support

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All members of the Student Support Team in the School of Health and Social Sciences Student Offices are dedicated to supporting international students, who make up over 20% of students in the University.

If you are an international student then before you arrived at Middlesex you should have read the orientation information on the Getting Started page on UniHub however if you have not then you should read this as soon as possible: <http://www.unihub.mdx.ac.uk>

Outside of your first few weeks you can also find information dedicated to support you on the Support Services page: <http://www.unihub.mdx.ac.uk>

### International Student Liaison Team

The team are based within the Centre for International Education and organise the 'Welcome to Middlesex' orientation programme which includes a number of social activities. The team can also offer advice and support to international students as well as a varied and exciting social programme, which include discounted theatre tickets and day and weekend trips organised throughout the year. They also produce an 'Out and About' booklet which includes information on social activities and events both on and off campus and current news which is emailed monthly.

### Contact details

Chrissy Savva or Rowena Bunting  
Telephone: +44 (0) 208 411 5422/ 4592  
email: [c.savva@mdx.ac.uk](mailto:c.savva@mdx.ac.uk) or [r.bunting@mdx.ac.uk](mailto:r.bunting@mdx.ac.uk)

### Visa and Immigration Advisor - SWAT

You can also get specialist advice and support, particularly relating to visa renewals, from the Visa and Immigration Advisor, who works in collaboration with the Student Welfare and Advice Team (SWAT) Money and Welfare advisors.

### Contact details

Christine Struwe  
Room CG08, Hendon  
email: [c.struwe@mdx.ac.uk](mailto:c.struwe@mdx.ac.uk)  
Telephone: +44 (0)208 411 5917/ 5326

## Disability Support Service

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If you have a long term medical condition, physical difficulty, sensory impairment, mental health problems or a specific learning difficulty (e.g. dyslexia) that you feel could impact on your studies, and would like information about support provision that can be made available, please contact the University's Disability Support Service.

You are encouraged to make your situation known at the earliest opportunity to ensure due provision is made. Support can include, but is not restricted to:

- Advice on Programme related study needs,
- Arranging support such as note takers and personal assistants,
- Liaison with tutors and funding authorities
- Arranging special provision for examinations
- Undertaking needs assessments for students applying for support through the Disabled Student's Allowance (DSA).

**Confidentiality will be respected and relevant details will only be disclosed with your permission.**

**Contact details:**

Telephone +44(0)208 411 4945;

email [disability@mdx.ac.uk](mailto:disability@mdx.ac.uk)

web: <http://www.unihub.mdx.ac.uk> (Support Services page)

Please also refer to the [Personal Evacuation Plans](#) below.

## **Financial Issues**

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### **Tuition Fee Payment**

You are responsible for ensuring that your fees are paid on time. If you have a problem you must alert the University. We want you to be able to focus on your studies, and the sooner that you let us know you're experiencing difficulty, the more chance there is that we will be able to help you.

If you are having difficulty in paying your fees you should contact the Credit Control Team as soon as possible by telephone on 020 8411 6400 option 3 or by email at [stufin\\_credcon@mdx.ac.uk](mailto:stufin_credcon@mdx.ac.uk). You can also seek advice from your SWAT advisor.

The University has a strict policy on fee payment. **If you do not pay your fees or provide proof of sponsorship when due you may be deregistered or have a financial hold automatically placed upon your record. This can prevent you from accessing certain University services and from viewing parts of your student record.** This can include but is not restricted to:

- UniHub
- Library Lending
- Disclosure of your module grades
- Letter Requests, etc
- Access to classrooms and library buildings

Information on how to pay your fees or show proof of scholarship is available from the Support Services pages on UniHub: <http://www.unihub.mdx.ac.uk>

You can also access your financial account details, make online payments and find further information at: <https://myunihub.mdx.ac.uk/web/home-community/myadminandfinances>

### **Tuition fee payment in cases of withdrawal, interruption or transfer**

Tuition fee charges are determined on the basis of enrolment and not actual attendance. Charges will be incurred until such time as an official notification of withdrawal, interruption or transfer to another institution has been received from you and submitted to the HSSc Student Office. See the Your Study pages on UniHub <http://www.unihub.mdx.ac.uk> to find more advice on attendance and withdrawal.

### **Financial Support**

The University understands that at times students may experience financial difficulties and so we have a range of financial support options available to help fund or part fund your studies which include:

- Access to Learning Fund and Bridging Loans

- Bursaries
- Fee support for part time students
- Scholarships

Full information, application forms and guidance documents can be found online on the Support Services pages of UniHub. However if you need to discuss methods of financial support you should seek advice from your SWAT Advisor.

## **Health, Safety and Welfare**

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Information and advice regarding health, safety and welfare is available on Your Support Services page on UniHub <http://www.unihub.mdx.ac.uk>. Here you will find useful information on:

- Health related issues such as registering with a doctor, dentist or optician. A summary of key infectious disease and a range of health matters such as minor illnesses, alcohol, drugs and travel.
- Health and safety issues such as the University's Health and Safety policy, first aid arrangements, fire procedures, accident reporting procedures and how to raise concerns. Also, several other key health and safety related policies such Alcohol and Substance Misuse and No Smoking.
- Personal safety related issues such as, reporting and dealing with crime. These are supported by useful numbers to contact while on campus or in halls.

You are strongly advised to **register with a local doctor on enrolment** if you have moved away from home. More detailed guidance on the above will be brought to your attention at the start of your studies.

### **Personal Evacuation Plans**

If you have specific long or short-term disabilities, it may be that you will require a specific plan to be agreed and in place so that you can evacuate, or be evacuated from University buildings safely during an emergency. If you think you need to discuss an evacuation plan, please contact the School Student Office in the first instance. Otherwise, if you are registered as disabled, you should independently be contacted by the School safety representative early in the new term to agree an emergency plan.

## **QUALITY OF YOUR PROGRAMME AND EXPERIENCE**

### **Quality assurance and enhancement of your programme**

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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). A key feature of these processes is the input from external subject experts (External Examiners) who ensure that Middlesex qualifications are comparable to those of other UK universities, and that the programme curriculum, teaching, assessment and resources are appropriate (see below for more information).

You also have a very important role in enhancing our programmes by feeding back on a regular basis via student surveys, Boards of Study and other formal and informal mechanisms. Your feedback plays a major role in programme monitoring and review.

The University, and its programmes, are subject to periodic audit or review by external quality agencies such as the Quality Assurance Agency for Higher Education (QAA). These audits and reviews place confidence in the quality and standards of provision as operated at Middlesex. The outcome of the most recent (2009) QAA audit of quality of programmes delivered in-house were that confidence can reasonably be placed in the soundness of the University's current and likely future management of the academic standards of its provision, and, of the quality of the learning opportunities available to students. QAA review and audit reports can be viewed at: [www.qaa.ac.uk](http://www.qaa.ac.uk).

## External Examiners

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External Examiners play a central role in assuring the quality and enhancement of your programme. They are experienced, senior academics or industry professionals with expertise in the field who are appointed by and report to the University. Their role is to act as independent moderators and to consider student work with impartiality. By drawing on their expertise and experience External Examiners provide one of the principal means by which the University ensures the programme remains comparable to national standards. The impartiality of External Examiners is paramount to ensuring equity for students and furthermore to ensuring the fair application of the regulations.

The duties of External Examiners include the following:

- To attend meetings of the Assessment Board of which they are a member.
- To comment when consulted on the content and form of all assessments.
- To scrutinise all work which has been recommended for first class/distinction grades, or for failure by internal examiners and a representative sample of work in each classification (where applicable).
- To advise on the appropriateness and effectiveness of the internal assessment processes, the relevant assessment regulations and procedures in respect of module assessments, the desirability of any recalibration or (exceptionally) remarking of assessed work, and the appropriateness of the standards against which the assessment process has taken place.

Additionally each External Examiner is required to produce a report at the end of the academic year in which they comment on:

- programme design, content and standards,
- student performance (general comments, no individuals are named),
- assessments: structure, design and marking,
- effectiveness and quality of feedback to students on their work,
- Assessment Boards; organisation and operation,
- role of the External Examiner,
- recommendations or actions for change and
- areas of good practice which should be shared.

These reports are an integral part of the University's monitoring procedures and are considered by the School as well as being an item for discussion at Boards of Study which is where student representatives are given the opportunity to view the report. If you are not a

student representative but would like to see the External Examiners' report then you should contact your programme leader in the first instance.

## **Feedback from you**

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### **Board of Study**

The purpose of a Board of Study is to provide a forum for discussion between your student representatives and the staff involved in all aspects of your programme. The membership for a Board of Study includes:

- Student representatives
- Director of Programme/ Head of Department
- Academic staff aligned to the delivery of the programme or modules
- Support services representatives

You elect student representatives to be members of the Board at the start of each academic year to ensure that all the various interests on the programme are adequately represented.

Your student representative represents the programme or year group and is responsible for notifying the Board of issues which have been brought to them by you. You should be aware of the function of the Board of Study and should ensure that you inform your representative of any matters of concern or suggestions for improvement in good time.

Minutes are made of the discussion and decisions of each Board meeting and these are circulated to members with outcomes. The minutes are included with the Programme Quality Monitoring Report which is considered by the School. The points raised at the meeting are carefully recorded so action can be taken upon them, and are available online on your UniHub.

Progress on actions from each BoS is reported at the next scheduled BoS.

### **Terms of reference**

Full terms of reference are available in the Learning and Quality Enhancement Handbook which is available online at:

<http://www.mdx.ac.uk/aboutus/Strategy/quality-standards/index.aspx>

### **Dates**

All programme student representatives are invited to attend the School Board of Studies which occurs twice per year. Dates of meetings will be confirmed at the start of the year.

## **Student representatives**

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Being a student representative can be immensely rewarding as much of the experience you gain can be linked to personal development and employability. The employment 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 representative you get to put skills into action, such as communication, leadership, teamwork, problem solving, time management etc.

The student representatives are selected, either by election or self-nomination, by the end of week 2 each year. There are two student representatives for the MSc/PGDip Professional Practice: Herbal Medicine (one per study year). If you are elected as a student representative your role will be to gather the views and opinions of the students you represent, to present these at the meetings you attend and to feed back the results and information to other students following the meeting.

Student representatives attend Board of Study meetings but also Student Rep Focus Groups run by the MUSU. The Student Rep Focus groups are run by the MUSU Vice President Academic and allow reps to bring issues to the Students' Union. 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.

When you have attended the training and carried out your roles and responsibilities you will receive a certificate showing that you have obtained certain skills. Throughout the year there will also be other training opportunities where you can develop your skills further. In addition to certification you will also have the chance to be nominated for the MUSU Star Awards for Rep of the year.

Student representation allows every student the opportunity to feedback to the Union and the University on how their programme is running. If you decide to become a student representative then, if elected, this will give you the chance to make a real contribution to your programme and help create change at all levels which will benefit the experience you and your fellow students have at Middlesex.

More information about student representation, including training dates, is available on line at; [http://www.musu.mdx.ac.uk/student\\_representation](http://www.musu.mdx.ac.uk/student_representation)

## **Student representation on School Board and/or other School committees**

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All elected student representatives are also invited to attend the HSSc School Board of Study and students may also be invited to attend other school and University committees and working groups.

## **Programme Feedback Survey**

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The Programme Feedback Survey takes place towards the end of the academic year and is anonymous. The aim of this feedback process is to give you the opportunity to give your views on the quality of your programme of study and your satisfaction overall. It is important that you complete this survey as it helps us to identify what you think is going well but additionally what we can improve which will have a real impact on your experience as a student.

You can expect to receive a report on any issues that have been identified which will also describe the measures being taken to resolve any problems. Such a report will be discussed during Boards of Study and will, where necessary, be reported upon during the quality/annual monitoring process. The whole feedback process will also be reviewed on a regular basis, to ensure that that it is effective in helping provide a good quality experience for students.

### **Other surveys and feedback**

From time to time the University or MUSU will distribute surveys or run events to elicit your views on the quality of the services offered by the University and your student experience on areas other than your programme of study. These surveys will be completely anonymous.

We will try not to send you too many surveys, but if you do receive one then please remember that your responses do count and they do make a difference.

## **You Said We Did**

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We are keen to make sure you are aware how important your feedback is and the difference it can make. Therefore You Said We Did was launched in September 2010 to let all students across the University know what has been done to improve some of the issues most important to you. For example we have reduced the number of passwords you have to remember and introduced minimum standards for assessment and feedback in response to the feedback we get from various surveys including the NSS and the Programme Feedback Survey,

You can read the latest information on the Your Middlesex page of UniHub <http://www.unihub.mdx.ac.uk>

## **Suggestions and Complaints**

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We welcome your suggestions on how we might improve your experience of university life, 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 informal and formal procedures step by step up the management structure of the University. Full details of these steps are available in the University Regulations ([www.mdx.ac.uk/regulations/](http://www.mdx.ac.uk/regulations/)) within the Student Complaints and Grievance Procedures.

You can find further information about making a complaint or a suggestion on the Give us Your Feedback page on UniHub; <http://www.unihub.mdx.ac.uk>.

If something goes wrong we aim to put it right as quickly as possible. Your suggestions and comments are therefore essential.

# APPENDICES

## Appendix A. Module Narratives

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You are advised to refer to <https://myunihub.mdx.ac.uk/web/home-community/mystudy> for updated Module Information such as reading lists.

CMH4441	Principles of Complementary Health Sciences
CMH4442	Professional Development and Research
CMH4443	Integrated Clinical Sciences
CMH4444	Clinical Diagnostics
WBL4713	Negotiated Work Based Learning Project Materia Medica
WBL4714	Negotiated Work Based Learning Project Nutrition
WBL4740	Negotiated Work Based Learning Project Clinical Practice
WBL4762	Negotiated Work Based Learning Project Clinical Herbal Medicine
WBL4760	Negotiated Work Based Learning Project

<b>1.</b>	<b>Short code</b>	<b>CMH4441</b>
<b>2.</b>	<b>Title</b>	<b>Principles of Complementary Health Sciences</b>
<b>3.</b>	<b>Level</b>	<b>7 (PG)</b>
<b>4.</b>	<b>Credit points</b>	<b>20</b>
<b>5.</b>	<b>Start term</b>	<b>201210</b>
<b>6.</b>	<b>Subject</b>	<b>Complementary Health Sciences</b>
<b>7.</b>	<b>Module Leader</b>	<b>Kaicun Zhao</b>
<b>8.</b>	<b>Accredited by</b>	
<b>9.</b>	<b>Module restrictions</b>	
	<b>(a) Pre-requisite</b>	
	<b>(b) Programme restriction</b>	
	<b>(c) Level restrictions</b>	
	<b>(d) Other restrictions or requirements</b>	
<b>10</b>	<b>Automatic deferral</b>	<b>Not permitted</b>
<b>11</b>	<b>Aims</b>	<p>This module aims to equip students with a clear and in depth understanding and appreciation of the theories underlying the traditional medical systems being studied (Acupuncture, Chinese Herbal Medicine, Ayurvedic Medicine and Herbal Medicine). They will gain insight into pathogenic factors, pathogenesis and principles of diagnosis specific to their chosen discipline, and will become familiar with the concept of the organism as an integrated whole. Chinese Herbal Medicine, Ayurvedic Medicine and Herbal Medicine students will acquire knowledge of botany and of the phytochemistry and pharmacology of the common active constituents of herbal medicines. The module also provides up-to-date information on legislation and regulation affecting the sector.</p>
<b>12</b>	<b>Learning outcomes</b>	<p>On successful completion of this module, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Critically explore and demonstrate an in depth understanding of the underpinning philosophy of the traditional medical practice and medical system being studied.</li> <li>2. Investigate the functions of organs and the relationship between different functional systems in the body, critically debating this according to the particular discipline being studied.</li> <li>3. Critically evaluate the approach of their subject discipline to health promotion and disease management.</li> <li>4. Critically examine and apply the principles of diagnosis in their subject discipline.</li> <li>5. Analyse and debate the issues surrounding the most recent</li> </ol>

	<p>legislation/regulation concerning their subject discipline.</p> <p><b><i>Chinese Herbal Medicine, Ayurvedic Medicine and Herbal Medicine students:</i></b></p> <p>6. Critically compare medicinal plants from a botanical perspective. Demonstrate an in depth understanding of how the common active constituents of a number of key herbs determine the pharmacological activities of those herbs and critically evaluate the underpinning research evidence.</p> <p><b><i>Acupuncture students:</i></b></p> <p>6. Critically examine the concept of meridians, collateral systems, and meridian differentiation.</p>
<p><b>13</b></p>	<p><b>Syllabus</b></p> <p>• The philosophy underpinning traditional medical systems. Physiological principles of Acupuncture/Chinese Herbal Medicine/Ayurvedic Medicine/Herbal Medicine. Pathological principles of Acupuncture/Chinese Herbal Medicine/Ayurvedic Medicine/Herbal Medicine. Diagnostic techniques of Acupuncture/Chinese Herbal Medicine/Ayurvedic Medicine/Herbal Medicine. Analysis and pattern differentiation in traditional medical diagnosis. Current legislation and regulation regarding (a) herbal medicine (b) acupuncture.</p> <p><b><i>Chinese Herbal Medicine/Ayurvedic Medicine/Herbal Medicine students:</i></b></p> <p>Taxonomy and botany of medicinal plants Phytochemistry and pharmacology of medicinal plants</p> <p><b><i>Acupuncture students:</i></b></p> <p>Meridians, collateral systems, and meridian differentiation.</p>
<p><b>14</b></p>	<p><b>Learning, Teaching and Assessment Strategy</b></p> <p>•</p> <ol style="list-style-type: none"> <li>1. 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 and technology-enhanced learning.</li> <li>2. The teaching sessions will include group work and interactive discussions.</li> <li>3. Home assignments will reinforce theoretical material.</li> <li>4. 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.</li> </ol>

	<b>Learning and teaching will be supported using UniHub, videos and other visual aids as appropriate.</b>	
<b>15</b>	<b>Assessment weighting</b> Coursework 1 (2000 word essay): 70% (to assess learning outcomes 1-5) Coursework 2: (1000 word essay): 30% (to assess learning outcome 6)	
	<b>Unseen paper examination</b>	
<b>16</b>	<b>Timetabled examination required</b>	
<b>17</b>	<b>Length of exam</b>	
<b>18</b>	<p>Learning Material</p> <p><b>Essential</b></p> <p><b>Chinese Herbal Medicine &amp; Acupuncture</b></p> <p>Maciocia, G (2005) <i>The Foundations of Chinese Medicine</i>. Edinburgh: Churchill Livingstone</p> <p>Maciocia, G (2003) <i>Diagnosis in Chinese Medicine: A Comprehensive Guide</i>. Edinburgh: Churchill Livingstone</p> <p>Wu X (2000) <i>Traditional Chinese Diagnostics</i>. Beijing: People's Medical Publishing House</p> <p><b>Ayurvedic Medicine</b></p> <p>Athavale, VB (2003) <i>Ayurveda – The Science of Living</i>. Varnasi, India: Chaukhamba Sanskrit Pratishtan</p> <p>Dash, B (1995) <i>Fundamentals of Ayurvedic Medicine</i> (7<sup>th</sup> ed.). Konark</p> <p><b>Herbal Medicine</b></p> <p>Heinrich, M., Barnes, J., Gibbons, S., Williamson, M.W. (2004) <i>Fundamentals of Pharmacognosy and Phytotherapy</i>. Edinburgh: Churchill Livingstone</p> <p>Mills, S. &amp; Bone K. (2000). <i>Principles and Practice of Phytotherapy: Modern Herbal Medicine</i>. Edinburgh: Churchill Livingstone</p>	

1.	<b>Short code</b>	<b>CMH4442</b>
2.	<b>Title</b>	<b>Professional Development and Research</b>
3.	<b>Level</b>	<b>7</b>
4.	<b>Credit points</b>	<b>20</b>
5.	<b>Start term</b>	<b>201210</b>
6.	<b>Subject</b>	<b>Complementary Health Sciences</b>
7.	<b>Module Leader</b>	<b>Dr. Sandra Appiah</b>
8.	<b>Accredited by</b>	
9.	<b>Module restrictions</b>	
	<b>(a) Pre-requisite</b>	
	<b>(b) Programme restriction</b>	
	<b>(c) Level restrictions</b>	
	<b>(d) Other restrictions or requirements</b>	
10.	<b>Automatic deferral</b>	<b>Not permitted</b>
11.	<b>Aims</b>	<p>This module affords the student opportunities for accruing knowledge and skills that contribute to the establishment of professional practice within the field of complementary medicine. It aims to reinforce prior knowledge that the student has with respect to approaches to research. It will also enhance understanding of business management, together with the ethical, regulatory and legal aspects of professional practice leading to the development of a therapeutic relationship.</p>
12.	<b>Learning outcomes</b>	<p>On completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Critically evaluate the importance of professional development through the construction of a reflective portfolio electronically.</li> <li>2. Debate methodological approaches (qualitative and quantitative) to research in complementary medicine and critically appraise how different research methods can be applied in this field.</li> <li>3. Critically discuss the ethical and legal aspects of medicine and research along with the responsibilities and accountabilities of the professional practitioner within the current regulatory framework.</li> <li>4. Evaluate critically the therapeutic relationship and its significance to professional practice and practitioner self-care.</li> <li>5. Critically apply relevant methods to the development of a research proposal and a business plan.</li> </ol>

13.	<p><b>Syllabus</b></p> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>• Quantitative and qualitative research designs</li> <li>• Presentation and interpretation of data</li> <li>• Critical evaluation of research studies</li> <li>• Utilisation of findings in clinical practice</li> <li>• Designing research proposals</li> </ul> <p><b>Business skills</b></p> <ul style="list-style-type: none"> <li>• The small business sector in the UK; common reasons for success or failure of new small businesses.</li> <li>• The entrepreneurial process; the business plan for a clinic; sources of advice and finance for small businesses; the legal and fiscal environment.</li> <li>• Accounts and bookkeeping; marketing and publicity: advertising, accessing the media, giving talks, and means of publicity.</li> <li>• Managing a small business; business forecasting; assessing suitable premises</li> </ul> <p><b>Ethical and legal foundations of good practice</b></p> <ul style="list-style-type: none"> <li>• The torts of negligence and consent to treatment.</li> <li>• Principles of contract, misrepresentation and regulation.</li> <li>• The principle of non-maleficence (doing no harm) and beneficence (doing good)</li> <li>• Autonomy and complementary medicine, e.g. in the practitioner/patient relationship and links with theories of ethics. Conflicts between autonomy and beneficence.</li> <li>• Regulatory frameworks and patient protection; ethical and legal issues in medical practice.</li> <li>• Research ethics applied to health care.</li> </ul> <p><b>Therapeutic relationships</b></p> <ul style="list-style-type: none"> <li>• Evaluate the key elements of therapeutic relationships</li> <li>• Stress management for the practitioner and client.</li> <li>• Listening, counselling and communication skills; interpersonal skills and non-verbal communication; contracts, confidentiality, and boundaries.</li> <li>• Who and where to refer; what psychological therapies are available, a theoretical framework for their understanding. Self awareness and self care for the practitioner.</li> <li>• Loss, cancer, death and dying, and other topics related to client situations.</li> </ul>
14.	<p><b>Learning, Teaching and Assessment Strategy</b></p> <ul style="list-style-type: none"> <li>• Learning strategies will include lead lectures, practical case studies, group work, discussion and private study.</li> <li>• Small student groups will be encouraged both within and outside seminar groups.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will be encouraged to develop and draw from their own experiences to aid in their learning.</li> <li>• Private study will foster autonomy in the planning and implementation of own learning and development of reflective and evaluative skills.</li> <li>• A blended learning approach will be used with students accessing resource based activities using UniHub. All the core module content is available on UniHub (<a href="http://unihub.mdx.ac.uk">http://unihub.mdx.ac.uk</a>).</li> </ul> <p><b>Formative Assessment:</b> Each of the module learning outcomes will be assessed formatively. The assessment task and the formative feedback will form part of the summative portfolio. As part of formative work, the student will upload to 'Pebblepad' through the electronic portfolio.</p> <p><b>Summative Assessment:</b> Students are required to construct a reflective portfolio demonstrating through a range of assessment tasks the achievement of the module learning outcomes. The portfolio will contain:</p> <ol style="list-style-type: none"> <li>1. A research proposal (1500 words) (LOs 2, 3 and 5) (30%)</li> <li>2. A business plan (1500 words) (LOs 2 and 5) (30%)</li> <li>3. <b>Drawing on the content of their electronic professional portfolio as evidence, students will be required to critically analyse and reflect on how they have met learning outcomes 1 and 4 of the module (1500-2000 words) (40%)</b></li> </ol>				
15.	<table border="1"> <tr> <td><b>Assessment weighting</b></td> <td><b>Coursework 100%</b></td> </tr> <tr> <td><b>Unseen paper examination N/A</b></td> <td></td> </tr> </table>	<b>Assessment weighting</b>	<b>Coursework 100%</b>	<b>Unseen paper examination N/A</b>	
<b>Assessment weighting</b>	<b>Coursework 100%</b>				
<b>Unseen paper examination N/A</b>					
16.	<b>Timetabled examination required N/A</b>				
17	<b>Length of exam N/A</b>				
18.	<p><b><u>Learning Material</u></b></p> <p><b>Essential</b> Aveyard, H. (2010) <i>Doing a literature review in health and social care. A practical guide</i>. Maidenhead : McGraw-Hill Open University Press. [Note: the 2007 edition is available electronically via Middlesex university library catalogue].</p> <p>Barrow, Colin (2002) <i>The complete small business guide: A sourcebook for new and small businesses</i>. Capstone publishing (or other text on setting up a small business).</p> <p>Bowling, A. (2009) <i>Research methods in health. Investing health and health services</i>. 3rd ed. Maidenhead: McGraw-Hill Open University Press.</p> <p>Forshaw, M., Wersch, A. V., and Cartwright, T. (2009) <i>Complementary medicine and health psychology</i>. Maidenhead: Open University Press.</p> <p>Stone, J. (2002) <i>An ethical framework for complementary and alternative therapists</i>. Routledge.</p>				

**Recommended**

Aldred, E. M. (2007) *A guide to starting your own complementary therapy practice*. London: Churchill Livingstone.

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

Dimond, B. (1998) *The legal aspects of complementary therapy practice*. London: Churchill Livingstone.

Harold, S. A. (2008) *Marketing Your Complementary Therapy Practice: 101 Tried and Tested Ways to Attract and Retain Clients*. How to Books Ltd. Oxford.

Jenkins, N. (2003) *Business Practice for Therapists*. Hodder Arnold Publications.

Johns, C. (2004) *Becoming a reflective practitioner*. 2<sup>nd</sup> ed. Blackwell publishing.

Mason, K. and McCall Smith, A. (2002) *Law and medical ethics*. 6<sup>th</sup> ed. London: Butterworths.

Montgomery J (2003) *Health Care Law*. Oxford: Oxford University Press.

Ogden, J. (2007) *Health psychology*. 4th ed. Open University Press.

Rungapadiachy, D. M. (2003) *Interpersonal communication and psychology for health care professionals*. Butterworth Heineman.

1.	<b>Short code</b>	<b>CMH4443</b>
2.	<b>Title</b>	<b>Integrated Clinical Sciences</b>
3.	<b>Level</b>	<b>7</b>
4.	<b>Credit points</b>	<b>60</b>
5.	<b>Start term</b>	<b>201210</b>
6.	<b>Subject</b>	<b>Complementary Health Sciences</b>
7.	<b>Module Leader</b>	<b>Paul Lowe</b>
8.	<b>Accredited by</b>	
9.	<b>Module restrictions</b>	
	<b>(a) Pre-requisite</b>	
	<b>(b) Programme restriction</b>	
	<b>(c) Level restrictions</b>	
	<b>(d) Other restrictions or requirements</b>	
10.	<b>Automatic deferral</b>	<b>Not permitted</b>
11.	<b>Aims</b>	<p>The aim of this module is to equip the student with a thorough knowledge and understanding of normal and abnormal structure (and function) of the human body that is essential to ensure safe effective practice. This module affords the student an opportunity to study human anatomy, physiology and general pathological mechanisms underpinning disease. As part of learning for this module, the student will gain a greater depth of understanding through the emphasis of the aetiology and pathogenesis of systemic diseases in conjunction with the pharmacological aspects of drugs used to treat these diseases. It will also explore issues related to the 'scope of practice' and what it means to be a 'safe practitioner'.</p>
12.	<b>Learning outcomes</b>	<p>On completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Explore the organisation and major functions of the human body from cells to tissues in a complex systematic approach, and interpret these in terms of possible pathological changes.</li> <li>2. Review the language of anatomy and organisation of the body with a systematic approach, leading to a critical appraisal of how structure is related to function showing how the body systems are regulated and integrated (particularly with respect to homeostasis).</li> <li>3. Appraise critically investigations that are undertaken to determine normal and abnormal function using effective engagement with the scientific process by accurately observing, recording and analysing data then reporting and communicating findings and their significance.</li> <li>4. Critically analyse issues related to the distribution of disease in the community and the promotion of health with reference to human lifespan. Analyse the way that human lifespan can affect</li> </ol>

	<p>cellular/tissue structure and function to produce genetic change, abnormal cell growths and inflammation with healing.</p> <ol style="list-style-type: none"> <li>5. Critically examine the ways that internal and external agents such as foreign proteins and micro-organisms can evade the body's defences.</li> <li>6. Discuss the general principles and mechanisms of drug actions, including adverse reactions, side-effects and yellow card reporting. Critically debate and analyse drug therapy based upon the knowledge of disease processes and general pharmacological principles.</li> <li>7. Critically apply knowledge of disease mechanisms with regard to the chosen subject specific tradition.</li> </ol>
<p><b>13.</b></p>	<p><b>Syllabus</b></p> <p>Organisation of the Human Body from cell to more complex level including anatomy and terminology.  Covering support and movement  Regulation and integration of the Body  Maintenance of the body  Continuity of Humans  Exploring methods of collecting information and presenting this.  Cause of disease and disease in the community  Cell stress responses and adaptations to illness  New Growths  Outcome of tissue injury  Infection and infection control, immune disorders and genetic disorders  Mechanisms of drug action and adverse drug reactions  Blood disorders – infarction, thrombosis, embolism and shock  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</p>
<p><b>14.</b></p>	<p><b>Learning, Teaching and Assessment Strategy</b></p> <ol style="list-style-type: none"> <li>1. A variety of different teaching and learning strategies will be used during the module including lectures and group activities using problem based and through technology enhanced learning.</li> <li>2. Lectures to introduce relevant information, concepts and theories through guided student and case vignettes to reinforce a life long learning perspective for clinical practice.</li> <li>3. E-learning (UniHub) will be used to deliver lecture notes and students will also be encouraged to explore research findings on Internet resources. A UniHub discussion board will be developed by the students to share queries and ideas.</li> <li>4. Podcasts will be developed to assist the students with their learning and understanding.</li> <li>5. Peer assisted interprofessional teaching and learning, integrated</li> </ol>

	<p>with Ayurvedic medicine, Herbal medicine, Chinese herbal medicine and Acupuncture students will enable team work and development of peer support.</p> <p>6. Practical classes will facilitate acquisition of scientific skills and writing.</p> <p>7. Learning and teaching will be supported using e-workbook, videos and other visual aids as appropriate.</p> <p>8. Private study – further reading suggestions will provide guided opportunities for additional independent learning and for preparation of the assessed components of the module.</p> <p><b>Assessment Scheme</b> Formative</p> <ul style="list-style-type: none"> <li>• Self-directed assessment using problem based learning work sheets to help students prepare for summative examination component.</li> <li>• Formative scientific report based upon data interpretation.</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>• Course work (50%) – a 5000 word essay related to pathophysiological processes encountered and related to chosen subject specific tradition 50%. To assess Learning outcomes 1, 3, 4, &amp; 5.</li> <li>• Examination (50%) - 3 hour unseen written question paper. To assess application of facts and knowledge relating normal form and function to changes taking place during disease processes. To assess Learning outcomes 2, 6, 7 &amp; 8.</li> </ul>	
<b>15.</b>	<b>Assessment weighting</b>	
	<b>Coursework</b>	50 %
	<b>Unseen paper examination</b>	50 %
<b>16.</b>	<b>Timetabled examination required</b>	YES
<b>17</b>	<b>Length of exam</b>	3 hours
<b>18.</b>	<b>Learning Material</b>	
	<p><b>Essential</b> Galbraith, A. et al., (2007) <i>Fundamentals of Pharmacology</i>. 2<sup>nd</sup> Edition, Pearson, London.</p> <p>Marieb E.N. (2006) <i>Human Anatomy and Physiology</i>. (10<sup>th</sup>ed.). Benjamin Cummings, NY.</p> <p>Stevens, A &amp; Lowe, J (2008). <i>Core Pathology</i>. Mosby. London.</p> <p><b>Other textbooks for reference:</b> Kumar, P. &amp; Clarke, M (2009) <i>Clinical Medicine</i> 7<sup>th</sup> ed. W.B.Saunders, NY.</p> <p>Lakhani, SR., et al (2005). <i>Basic Pathology (An Introduction to the Mechanisms of Disease)</i>. 3rd ed., Edward Arnold, London.</p>	

1.	<b>Short code</b>	<b>CMH4444</b>
2.	<b>Title</b>	<b>Clinical Diagnostics</b>
3.	<b>Level</b>	<b>7</b>
4.	<b>Credit points</b>	<b>20</b>
5.	<b>Start term</b>	<b>201210</b>
6.	<b>Subject</b>	<b>Complementary Health Sciences</b>
7.	<b>Module Leader</b>	<b>Dr. Lily Holman</b>
8.	<b>Accredited by</b>	
9.	<b>Module restrictions</b>	
	<b>(a) Pre-requisite</b>	
	<b>(b) Programme restriction</b>	
	<b>(c) Level restrictions</b>	
	<b>(d) Other restrictions or requirements</b>	
10.	<b>Automatic deferral</b>	<b>Not permitted</b>
11.	<b>Aims</b>	<p>The aim of this module is to enable the student to apply the underlying principles of clinical examination skills to the practice of physical assessment. It provides a thorough grounding in 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.</p>
12.	<b>Learning outcomes</b>	<p>On completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate advanced knowledge and skills in interviewing, and the ability to take a well-structured case history.</li> <li>2. Critically apply a comprehensive knowledge of anatomy and physiology to the physical assessment of body systems.</li> <li>3. Critically analyse and demonstrate an in depth knowledge of the nature of holistic assessment and the application of theoretical models to the process of assessment.</li> <li>4. Demonstrate structured clinical skills and knowledge to facilitate an accurate and safe patient assessment and critically reflect on their own performance.</li> <li>5. Critically appraise screening investigations and interpret findings to aid in differential diagnosis.</li> <li>6. Synthesise and interpret at an advanced level, investigations and assessment information to reach conclusions that are based on evidence, clinical judgement and risk assessment.</li> </ol>

<p><b>13.</b></p>	<p><b>Syllabus</b></p> <p>Case History Taking:  Interview techniques,  Principles of good history taking,</p> <p>Physical Assessment Techniques and Approaches:  The cardiovascular system  The respiratory system  The gastrointestinal and urinary tracts  The neurological system  The Musculoskeletal system  Skin, eye, ear, nose and throat</p> <p>Recognition and interpretation of abnormalities within cardiovascular, respiratory, abdominal, neurological, musculoskeletal, eye and ENT system/areas.</p> <p>Clinical decision making for differential diagnosis.</p> <p>Referral and management of the patient</p> <p>There are 50 clinical hours attached to this module.</p>
<p><b>14.</b></p>	<p><b>Learning, Teaching and Assessment Strategy</b></p> <ol style="list-style-type: none"> <li>1. A variety of different teaching and learning strategies will be used during the module including lectures and group activities using problem based learning.</li> <li>2. Lectures to introduce relevant information, concepts and theories through guided student and case scenario development to develop and reinforce a life long learning perspective for clinical skills.</li> <li>3. Peer assisted interprofessional teaching and learning will enable team work and development of peer support.</li> <li>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).</li> <li>5. Learning and teaching will be supported using e-workbook, videos and other visual aids as appropriate.</li> <li>6. Students will be given the opportunity to practice clinical assessment under supervision with lecturer and peer feedback. This will be complemented by the use of simulation aids and on line video material. Students will then be given the opportunity to develop their skills in the practice setting.</li> <li>7. 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.</li> </ol>

	<p><b>Assessment Scheme</b></p> <p>Formative</p> <ol style="list-style-type: none"> <li>1. Self-directed assessment using problem-solving e-workbook to help students prepare for summative examination component, e-feedback will be given through 'PebblePad'.</li> <li>2. Feedback on skills acquisition by tutor in preparation for OSCE.</li> </ol> <p>Summative</p> <ol style="list-style-type: none"> <li>1. 30 minute Objective Structured Clinical Examination (OSCE)-50%. To assess Learning outcomes 1, 2, 3, 4</li> <li>2. Two-hour unseen written question paper-50%. To assess application of facts and knowledge (Learning outcomes 5, 6)</li> </ol>	
<b>15.</b>	<b>Assessment weighting</b>	
	<b>Clinical practice examination (OSCE)</b>	50 %
	<b>Unseen paper examination</b>	50 %
<b>16.</b>	<b>Timetabled examination required</b>	YES
<b>17</b>	<b>Length of exam</b>	2 hours
<b>18.</b>	<p><b>Learning Material</b></p> <p><b>Essential</b></p> <p>Bickley, Lynn. S., (2008). <u>Bates' Guide to Physical Examination and History Taking</u>. 10th ed. Lippincott.</p> <p>Epstein, O., Perkin, G., De Bono, D., Cookson, J. (2008). <u>Clinical Examination</u>. 4th ed. Mosby.</p> <p>Graham Douglas. (2009) <u>MacLeod's Clinical Examination</u> 12th ed. Livingstone.</p> <p><b>Other textbooks for reference:</b></p> <p>Kumar, P. &amp; Clarke, M (2009) <u>Clinical Medicine</u> 7<sup>th</sup> ed. W.B.Saunders</p>	

1.	<b>Short code</b>	<b>WBS4713</b>
2.	<b>Title</b>	<b>Negotiated Work Based Learning Project-Materia Medica</b>
3.	<b>Level</b>	<b>7</b>
4.	<b>Credit points</b>	<b>10</b>
5.	<b>Start term</b>	<b>Autumn</b>
6.	<b>Subject</b>	<b>Work Based Learning Studies</b>
7.	<b>Module Leader</b>	<b>Colin Nicholls</b>
8.	<b>Accredited by</b>	
9.	<b>Module restrictions</b>	
	<b>(a) Pre-requisite</b>	<b>CMH4441</b>
	<b>(b) Programme restriction</b>	
	<b>(c) Level restrictions</b>	
	<b>(d) Other restrictions or requirements</b>	
10.	<b>Automatic deferral</b>	<b>Not permitted</b>
11.	<b>Aims</b>	<p>This module aims to equip the students with knowledge of the most commonly used herbs in Chinese Herbal Medicine, Ayurvedic Medicine or Western Herbal Medicine. This will enable students to identify common medicinal herbs and to understand their properties, functions and clinical applications. This module will also provide students with knowledge of modern pharmacognosy and help them to assess the active components of some key herbs. Students will also be able to explain the key aspects of quality control and quality assurance processes.</p>
12.	<b>Learning outcomes</b>	<p>On completion of this module you will be able to:</p> <ol style="list-style-type: none"> <li>1. Systematically analyse and critically evaluate the research evidence and traditional data on medicinal herbs, and their application to clinical practice (KU1, CS1, CS3).</li> <li>2. Debate the issue of quality control and quality assurance in herbal medicine production in relation to ethical practice (KU2).</li> <li>3. Recognise the most commonly used medicinal herbs and reflect on their use within clinical practice (CS2).</li> <li>4. Communicate herbal knowledge effectively within a clinical setting (PS2, PS3).</li> <li>5. Reflect on your own personal and professional development within a clinical context (PES1, PES2).</li> </ol>

13	<p><b>Syllabus</b></p> <ul style="list-style-type: none"> <li>• Morphological identification of commonly used herbs.</li> <li>• Phytochemistry and pharmacology of medicinal herbs.</li> <li>• Actions, indications and contraindications of commonly used medicinal herbs.</li> <li>• General theories relating to materia medica within the subject speciality.</li> <li>• Categorisation of medicinal herbs within the subject speciality.</li> <li>• Quality control and quality assurance in herbal medicine production.</li> </ul>
14	<p><b>Learning, Teaching and Assessment Strategy</b></p> <p>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 and technology-enhanced learning. The teaching sessions will include group work and interactive discussions, and home assignments will reinforce theoretical material. Frequent use of case studies will relate classroom teaching to clinical practice. 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.</p>
15	<p><b>Assessment weighting</b></p> <p>Students are required to:</p> <ul style="list-style-type: none"> <li>• pass an unseen written exam on materia medica (LO 1-3)</li> <li>• pass a practical herb recognition exam (LO 4)</li> <li>• complete 50 hours' clinical practice (LO 5, 6)</li> </ul>
	<p><b>Unseen paper examination</b> 80%</p>
	<p><b>Practical exam</b> 20%</p>
16	<p><b>Timetabled examination required</b> Yes</p>
17	<p><b>Length of exam</b></p> <p>Unseen paper examination (1.5 hours) Practical exam (30 minutes)</p>
18	<p><b>Learning Material</b></p> <p><b>Essential</b></p> <p><b><i>Chinese Herbal Medicine</i></b></p> <p>Bensky D, Gamble A. (2004) <i>Chinese Herbal Medicine - MateriaMedica</i> (3rd ed.). Eastland Press. ISBN: 978-0939616428</p> <p>Evans WC and Evans D. (2009) <i>Trease &amp; Evans' Pharmacognosy</i> (16th ed.). Saunders Elsevier. ISBN: 978-0-7020-2933-2</p>

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

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

### ***Ayurvedic Medicine***

Gogte, Vaidya V.M. (2000) *Āyurvedic Pharmacology & Therapeutic Use of Medicinal Plants*. Delhi: BharatiyaVidyaBhavan.

Karnick, C.R. (1994) *Pharmacopoeial Standards of Herbal Plants*. Varnasi: Sri Satguru Publications.

Mishra , L.C. (Ed) (2004) *Scientific Basis for Āyurvedic Therapies*. CRC Press.

Rastogi, Ram P. & Mehrotra, B.N. (1993) *Compendium of Indian Medicinal Plants*. Vol. 1-8. Lucknow: Central Drug Research Institute.

Sharma, P.V. (2002) *Cakradatta: A Treatise on Principle and Practice of Āyurvedic Medicine*. Chaukhamba Publishers.

### ***Herbal Medicine***

Aldred, E.M. (2009) *Pharmacology: A Handbook for Complementary Healthcare Professionals*. Edinburgh: Churchill Livingstone

**Mills, S. & Bone, K. (1999). *Principles and Practice of Phytotherapy: Modern Herbal Medicine*. Edinburgh: Churchill Livingstone**

1.	<b>Short code</b>	<b>WBS4714</b>
2.	<b>Title</b>	<b>Negotiated Work Based Learning Project Nutrition</b>
3.	<b>Level</b>	<b>7</b>
4.	<b>Credit points</b>	<b>10</b>
5.	<b>Start term</b>	<b>Autumn</b>
6.	<b>Subject</b>	<b>Work Based Learning Studies</b>
7.	<b>Module Leader</b>	<b>Colin Nicholls</b>
8.	<b>Accredited by</b>	
9.	<b>Module restrictions[2000 characters]</b>	
	<b>(a) Pre-requisite</b>	<b>CMH4441</b>
	<b>(b) Programme restriction</b>	
	<b>(c) Level restrictions</b>	
	<b>(d) Other restrictions or requirements</b>	
10	<b>Automatic deferral</b>	<b>Not permitted</b>
11	<p><b>Aims</b></p> <p>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.</p>	
12	<p><b>Learning outcomes</b></p> <p>On completion of this module you will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate a comprehensive knowledge and understanding of nutrition standards and guidelines, of the principles on which these are based, and of their safe and ethical application in clinical practice (KU1, KU2).</li> <li>2. Critically analyse and apply the research evidence linking health issues to diet and lifestyle and evaluate the potential benefits of dietary and lifestyle changes for health (CS1, CS2, CS3).</li> <li>3. Evaluate dietary intake and nutritional status, design a personalised diet/lifestyle plan, and give appropriate dietary and lifestyle advice in a clinical context (PS1, PS2, PS3).</li> <li>4. Demonstrate sensitivity and skill in encouraging patients to explore and implement health-promoting dietary and lifestyle practices (PES2).</li> </ol>	

13	<p><b>Syllabus</b></p> <ul style="list-style-type: none"> <li>• Introduction to Nutrition and its evidence base; food components and food pyramids.</li> <li>• Micro and macronutrients; functions, food sources, deficiency signs and symptoms.</li> <li>• Dietary Reference Values (DRVs); nutritional needs at different life stages.</li> <li>• Food labelling; food safety; food preparation and effects of different cooking methods on nutrient availability.</li> <li>• Concepts of a 'healthy' diet; nutrition standards and guidelines; different types of diet (cultural/religious).</li> <li>• Dietary evaluation: anthropometric measures; BMI; waist-hip ratio; 24 hour recall; calculation of calorific and energy needs.</li> <li>• Food choices from farm to fork; individual dietary planning; dietary assessment software.</li> <li>• Functional approach to nutritional assessment and advice: the evidence base for nutrition; factors affecting compliance with diet and lifestyle advice; limits to competence.</li> <li>• 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.</li> </ul>
14	<p><b>Learning, Teaching and Assessment Strategy</b></p> <p>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 and technology-enhanced learning. The teaching sessions will include group work and interactive discussions, and home assignments will reinforce theoretical material. Frequent use of case studies will relate classroom teaching to clinical practice. 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.</p>
15	<p><b>Assessment weighting</b></p> <p>Students are required to submit a 2000-word clinical case history, consisting in the practical assessment of diet and nutritional status and the administering of appropriate, safe and effective dietary/lifestyle advice according to individual patient needs (LO 1-4).</p>
	<p><b>Coursework</b> 100%</p>
	<p><b>Unseen paper examination</b> No</p>
16	<p><b>Timetabled examination required</b> No</p>
17	<p><b>Length of exam</b></p>

18	<p><b>Learning Material</b> <b><i>Essential</i></b></p> <p>Geissler, C. and Powers, H. (2009) <i>Fundamentals of Human Nutrition: For Students and Practitioners in the Health Sciences</i> (1st ed.) Elsevier Churchill Livingstone.</p> <p><b><i>Recommended</i></b></p> <p>McCance and Widdowson's (2002) <i>The Composition of Foods</i> (6th ed.) RSC &amp; FSA</p> <p><b>Jones, D. (ed.) (2010) <i>Textbook of Functional Medicine</i>. Institute for Functional Medicine</b></p>	

1.	<b>Short code</b>	<b>WBS 4740</b>
2.	<b>Title</b>	<b>Negotiated Work Based Learning Project – Clinical Practice</b>
3.	<b>Level</b>	<b>7</b>
4.	<b>Credit points</b>	<b>40</b>
5.	<b>Start term</b>	<b>Autumn</b>
6.	<b>Subject</b>	<b>Work Based Learning Studies</b>
7.	<b>Module Leader</b>	<b>Kaicun Zhao</b>
8.	<b>Accredited by</b>	
9.	<b>Module restrictions</b>	
	<b>(a) Pre-requisite</b>	<b>CMH4441 Principles of Complementary Health Sciences</b>
	<b>(b) Programme restriction</b>	<b>NO</b>
	<b>(c) Level restrictions</b>	<b>NO</b>
	<b>(d) Other restrictions or requirements</b>	<b>NO</b>
10	<b>Automatic deferral</b>	<b>Not permitted</b>
11	<p><b>Aims</b></p> <p>This module aims to provide the opportunity to develop practical inquiries, treatments and/or other clinical-based activities that are designed to consolidate, extend and integrate the theoretical knowledge with practical skills in your chosen discipline of herbal medicine or acupuncture through supervised clinical training in a real clinical environment. You will explore and critically discuss your clinical performance and demonstrate the learning gained, as well as the development of your knowledge and skills through your clinical practice.</p> <p>The themes of the practical inquiries, treatments and/or other clinical-based activities will be related to the professional development and will further improve your competency in clinical practice of the chosen profession of herbal medicine or acupuncture.</p> <p>This module may also be used to determine the criteria for constructing claims for accreditation of prior and experiential learning (APEL).</p>	
12	<p><b>Learning outcomes</b></p> <p>On completion of this module you will be able to:</p> <ol style="list-style-type: none"> <li>1. Systematically critique advanced theoretical perspectives, professional ethical codes and other knowledge applicable to clinical practice context and demonstrate ability to integrate professional theories with clinical practice and explain the clinical features and the underlying mechanisms of commonly encountered disorders. (KU1, KU 2);</li> <li>2. Demonstrate how the selection and application of clinical examination</li> </ol>	

	<p>methods, diagnosis differentiation and treatment planning contributes to transforming your clinical practice in competency, efficacy and safety and improving your problem solving ability in your clinic-based activities (CS1, CS3).</p> <ol style="list-style-type: none"> <li>3. Critically reflect on engagement and networking with practitioners of other healthcare professions and how it has changed and developed your clinical practice by understanding the limit of competence of profession and by co-operations between relevant healthcare professions. (CS2);</li> <li>4. Critically evaluate the treatment plan and therapeutic process by systematically evaluating the clinical outcomes and take appropriate steps to modify the treatment plan according to the ongoing needs of individual patients. (CS 3, PS 1);</li> <li>5. Demonstrate structured and persuasive communication, interpersonal and networking skills that are conducive to professional practice, to the management of patients and staff, and to good relations with colleagues and other health professionals. (PS2, PS 3);</li> <li>6. Demonstrate your ability to initiate and strategically manage your own and/or others' learning within a professional context and critically analyse how reflection upon your own professional development informs your clinical practice (PES 1, PES 2).</li> </ol>
<p><b>13</b></p>	<p><b>Syllabus</b></p> <p>The specific content and approach for this module are negotiated in order to meet the requirements of individual professional development and/or organisational development needs. This will include negotiation of learning outcomes specific to the work/practice, identified work/practice themes, learning resources and assessment requirements to reflect the specific nature of the project, inquiry or other work-based activity undertaken. In general, the syllabus may include:</p> <p>It is envisaged that students will carry out consultations and implement treatment of patients independently but under full supervision in the clinics at the Archway campus. This will involve all aspects of clinical practice including:</p> <ul style="list-style-type: none"> <li>• Carrying out the initial interview and clinical examinations</li> <li>• Analysing clinical cases by applying theoretical knowledge to clinical conditions</li> <li>• Proposing a diagnosis and formulating a treatment plan</li> <li>• Prescribing herbs or selecting acupoints and composing a safe and effective herbal or acupoint formula</li> <li>• Implementing the treatments proposed</li> <li>• Critically evaluating treatment outcomes and adjusting treatment accordingly</li> <li>• Managing, discharging and cross-referring patients, liaising with other health care professionals</li> <li>• Compiling and keeping clinical case records to a professional standard</li> </ul>

14	<p><b>Learning, teaching and assessment strategy</b></p> <p>The learning, teaching and assessment strategies employed in this module constitute a 'blended learning' approach consistent with the University's Learning, Teaching and Assessment strategy. This may include:</p> <ol style="list-style-type: none"> <li>Supervised clinical practice and reflective learning by completion of clinical portfolio</li> <li>Tutor-led individual and group workshops, presentations, discussions, action learning groups delivered through face to face interactions;</li> <li>One to one academic support and guidance delivered through face to face interactions;</li> <li>Tutor supported peer to peer interactions through group presentations and discussions;</li> <li>Module handbooks and other learning resources available in hard copy and through the University's virtual learning environment (Oasis Plus) and/or Learning Resource Centre online Subject Guides.</li> </ol> <p>The specific approach to learning, teaching and assessment will be negotiated with the learner to meet individual professional development. In all cases, learning achievement will be assessed in relation to the specified and approved module learning outcomes.</p>		
15	<p><b>Assessment weighting</b></p> <ol style="list-style-type: none"> <li>Clinical examination (50%): Students are required to carry out a full consultation and treatment with a real clinical case. The consultation and treatment performed by the students should be completed within 1 hour and will be under the supervision of clinical tutors. After the clinical consultation and treatment, students are allowed an extra 1.5 hours to prepare a clinical report (2,500 words).</li> <li>Completion of clinical portfolio (7,500 words) (50%) including evidence of meeting compulsory clinical attendance requirement.</li> </ol> <p><b>Assessment regulations:</b> Normal university regulations will apply except that: Self-deferral is not permitted in this module. All elements of the module assessment must be passed in order to complete the module.</p>		
	<table border="1"> <tr> <td><b>Seen examination</b></td> <td>NO</td> </tr> </table>	<b>Seen examination</b>	NO
<b>Seen examination</b>	NO		
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<b>Unseen examination</b>	NO		
	<table border="1"> <tr> <td><b>Coursework (Clinical portfolio and case studies)</b></td> <td>50%</td> </tr> </table>	<b>Coursework (Clinical portfolio and case studies)</b>	50%
<b>Coursework (Clinical portfolio and case studies)</b>	50%		
	<table border="1"> <tr> <td><b>Clinical examination</b></td> <td>50%</td> </tr> </table>	<b>Clinical examination</b>	50%
<b>Clinical examination</b>	50%		
16	<table border="1"> <tr> <td><b>Timetabled examination required</b></td> <td>NO</td> </tr> </table>	<b>Timetabled examination required</b>	NO
<b>Timetabled examination required</b>	NO		
17	<table border="1"> <tr> <td><b>Length of exam</b></td> <td>N/A</td> </tr> </table>	<b>Length of exam</b>	N/A
<b>Length of exam</b>	N/A		

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## Learning materials

### Acupuncture and Traditional Chinese Medicine

[Giovanni Maciocia \(2008\)](#). *The Practice of Chinese Medicine: A Comprehensive Text for Acupuncturists and Herbalists*. 2nd Ed. Elsevier State Administration of Traditional Chinese Medicine (1995). *Advanced Textbook on Traditional Chinese Medicine and Pharmacology*. New World Press, Beijing.

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

### Herbal Medicine

Mills, S., & Bone, K. (2000). *Principles and Practice of Phytotherapy*. Churchill Livingstone.

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

Trickey, R. (2003). *Women, hormones and the menstrual cycle: herbal and medical solutions from adolescence to menopause*. (Second ed.): Allen and Unwin.

Weiss, R. F. (2001). *Weiss's herbal medicine* (Classic ed.). Stuttgart: Thieme.

### Ayurveda Herbal Medicine

Chatterjee, A, &Pakrashi, S.C. (1991) *The Treatise on Indian Medicinal Plants*. Vol. 1-5. New Delhi: National Institute of Science Communication.

Gogte, Vaidya V.M. (2000) *Āyurvedic Pharmacology & Therapeutic Use of Medicinal Plants*. Delhi: BharatiyaVidyaBhavan.

Karnick, C.R. (1994) *Pharmacopoeial Standards of Herbal Plants*. Varnasi: Sri Satguru Publications.

Rastogi, Ram P. &Mehrotra, B.N. (1993) *Compendium of Indian Medicinal Plants*. Vol. 1-8. Lucknow: Central Drug Research Institute.

Singh, R.H. (2002) *Pañcakarma Therapy*. Chaukhambha Sanskrit Series.

1.	<b>Short code</b>	<b>WBS4762</b>
2.	<b>Title</b>	<b>Negotiated Work Based Learning Project - Clinical Herbal Medicine</b>
3.	<b>Level</b>	<b>7</b>
4.	<b>Credit points</b>	<b>60</b>
5.	<b>Start term</b>	<b>201210</b>
6.	<b>Subject</b>	<b>Work Based Learning Studies</b>
7.	<b>Module Leader</b>	<b>Ming Cheng</b>
8.	<b>Accredited by</b>	
9.	<b>Module restrictions</b>	
	<b>(a) Pre-requisite</b>	<b>CMH4441</b>
	<b>(b) Programme restriction</b>	
	<b>(c) Level restrictions</b>	
	<b>(d) Other restrictions or requirements</b>	
10.	<b>Automatic deferral</b>	<b>No</b>
11.	<b>Aims</b> This module aims to provide the opportunity for students, through the study of Clinical Herbal Medicine in their specialised herbal medicine areas, to develop ability to independently assess common clinical presentations, evaluate their physiology, aetiology and pathological mechanisms, make diagnosis and produce appropriate herbal treatment plans, and continue to reflect on their personal and professional development. The knowledge and skills the students learn in this module, along with the Clinical Practice module, will enable them to become a competent, safe, legal and ethical practitioner in their specialised herbal medicine areas.	
12.	<b>Learning outcomes</b> On completion of this module you will be able to:  1. Demonstrate advanced and current knowledge in the physiology, aetiology and pathology of common conditions in your specialised herbal medicine area (KU1, KU 2);  2. Demonstrate competency in making diagnosis and evaluating pathological mechanisms of commonly presented conditions in your specialised herbal medicine area (CS1, CS3, PS 1);  3. Demonstrate advanced knowledge in safe, legal and ethical herbal medicine practice (KU 2, CS1, CS3);  4. Demonstrate competency in producing appropriate herbal treatment plans to commonly presented conditions in your specialised herbal medicine area (CS1, CS3);  5. Communicate knowledge in your specialised herbal medicine area	

	<p>effectively within a clinical setting and critically reflect on your communication skills ( PS2, PS 3);</p> <p>6. Demonstrate ability to initiate and strategically manage your learning and critically analyse how reflection upon your professional development informs the your study of herbal medicine (CS2, PES 1, PES 2)</p>
13.	<p><b>Syllabus</b></p> <p>The contents of class teaching depend on the specific subject of herbal medicine the student undertakes. Three areas of herbal medicine are offered – Chinese herbal medicine, western herbal medicine and ayurvedic herbal medicine. The common conditions listed below in herbal medicine practice will be examined in this module:</p> <ul style="list-style-type: none"> <li>Respiratory disease</li> <li>Cardiovascular disease</li> <li>Digestive disease</li> <li>Renal disease</li> <li>Musculoskeletal diseases</li> <li>Neurological disease</li> <li>ENT disease</li> <li>Endocrine disease and disorders of metabolism</li> <li>Haematological disease</li> <li>Malignant diseases</li> <li>Skin disease</li> <li>Gynaecological, obstetrical and reproductive disease</li> <li>Paediatric disease</li> <li>Trauma</li> </ul> <p>There are 50 clinical hours attached to this module. These hours will be realised as case history studies during the delivery of this module.</p>
14.	<p><b>Learning, teaching and assessment strategy</b></p> <p>A variety of different teaching and learning strategies will be used during the module including taking patients, clinic observation, seminars, discussion, reflection, tutorial,</p> <ul style="list-style-type: none"> <li>• Students will attend structured lectures which will deliver theoretical materials</li> <li>• Guidance relating to reflection, experiential learning and portfolio development will be provided</li> <li>• Seminars will include group discussions and problem based learning using clinical case study to deepen understanding of the subject</li> <li>• Learning will be supported by UniHub: learning materials will be uploaded and feedback on assessments will be provided online as appropriate, and students are encouraged to explore research findings on internet resources</li> </ul>

	<ul style="list-style-type: none"> <li>• Study on case history will promote the development of problem solving, presentational, communication and team working and reflective skills</li> <li>• Tutorials will be arranged with the tutors/clinical supervisors to provide ongoing feedback on performance</li> <li>• Private study: further reading suggestions will provide guided opportunities for additional independent learning and reflection on professional issues</li> </ul> <p><b>Assessment Scheme</b></p> <ol style="list-style-type: none"> <li>1. Coursework (50%): 2 in depth reflective clinical case studies (3,000 words each) from clinical practice. To assess learning outcome 1 to 6;</li> <li>2. Written Examination (50%): A 2-hour short answer question paper including the physiology, aetiology and pathology, symptoms, diagnosis and herbal treatments of common conditions in your specialised herbal medicine area, and case studies. To assess learning outcome 1 to 6.</li> </ol>	
15.	<p><b>Assessment weighting</b></p> <p>Coursework 50%: 2 In-Depth Clinical Case Studies (25% each). To assess learning outcome 1 to 6.</p> <p>Written Examination (50%): A 2 hour written examination on common conditions in herbal medicine. To assess learning outcome 1 to 6.</p>	<p>50% course work; 50% Written Exam</p> <p>The assessment will include the submission of 2 in-depth clinical case studies which reflect the students' learning in the module and evidences the learner's prior and current experiential learning.</p>
	<b>Seen examination</b>	NO
	<b>Unseen examination</b>	NO
	<b>Coursework</b>	50 %
	<b>Written Examination</b>	50%
16.	<b>Timetabled examination required</b>	Yes
17.	<b>Length of Exam</b>	2 hours
18.	<p><b>Learning Materials</b></p> <p><b>Chinese Herbal Medicine: Essential:</b> Scheid V., Bensky D., Ellis A., Barolet R. (2009). <i>Chinese Herbal Medicine Formulas and Strategies</i>, 2nd Edition, Eastland Press, Seattle, ISBN-10: 093961667X</p> <p>Chen J.K., Chen T.T. (2008) <i>Chinese Herbal Formulas and Applications</i>. Art of Medicine Press. ISBN-10: 0974063576</p>	

**Recommended**

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.

**Western Herbal Medicine:****Essential**

Mills, S., & Bone, K. (2000). *Principles and Practice of Phytotherapy*: Churchill Livingstone.

**Recommended**

Jones, D. (ed.) (2006) *Textbook of Functional Medicine*. Institute for Functional Medicine (ISBN 9773713-0-1)

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

Trickey, R. (2003). *Women, hormones and the menstrual cycle: herbal and medical solutions from adolescence to menopause*. (Second ed.): Allen and Unwin.

Weiss, R. F. (2001). *Weiss's herbal medicine* (Classic ed.). Stuttgart: Thieme

**Ayurvedic Herbal Medicine****Essential**

Gogte, Vaidya V.M. (2000) *Āyurvedic Pharmacology & Therapeutic Uses of Medicinal Plants*. Bharatiya Vidya Bhavan.

Reddy, K.R. (1998) *Bhaisajya Kalpana Vijñanam*. Chaukhambha Sanskrit Series.

**Recommended**

Billore, K.V. et. Al. (2004) *Database on Medicinal Plants used in Āyurveda Vol. 1 to 6*. Central Council for Research in Āyurveda and Siddha.

British Herbal Medicine Association (1996) *British Herbal Pharmacopoeia*. BHMA.

Govt. Of India, Ministry of Health & Family Welfare (2007) *The Āyurvedic Pharmacopoeia of India, Part II, Volume I & II (Formulations)*. The Controller of Publications.

1.	<b>Short code</b>	<b>WBS4760</b>
2.	<b>Title</b>	<b>Negotiated Work Based Learning Project</b>
3.	<b>Level</b>	<b>7</b>
4.	<b>Credit points</b>	<b>60</b>
5.	<b>Start term</b>	<b>Autumn/Spring/Summer</b>
6.	<b>Subject</b>	<b>Work Based Learning Studies</b>
7.	<b>Module Leader</b>	<b>Sandra Appiah</b>
8.	<b>Accredited by</b>	
9.	<b>Module restrictions</b>	
	<b>(a) Pre-requisite</b>	<b>NO</b>
	<b>(b) Programme restriction</b>	<b>NO</b>
	<b>(c) Level restrictions</b>	<b>NO</b>
	<b>(d) Other restrictions or requirements</b>	<b>NO</b>
10.	<b>Automatic deferral</b>	<b>NO</b>
11.	<b>Aims</b>	<p>This module aims to provide the opportunity to develop projects, inquiries and/or other work-based activities that are designed to improve or inform areas of your own or others' work/practice. You will explore and critically discuss your work/practice and demonstrate the learning gained, as well as the development of your knowledge and skills. The learning will be located within your own localised and specialised work/ practice.</p> <p>The themes of projects, inquiries and/or other work-based activities are negotiated and can be related to individual professional development and/or organisational development aims.</p> <p>This module may also be used to determine the criteria for constructing claims for accreditation of prior and experiential learning (APEL).</p>
12.	<b>Learning outcomes</b>	<p>On completion of this module you will be able to:</p> <ol style="list-style-type: none"> <li>1. Systematically critique advanced theoretical perspectives, professional ethical codes and other knowledge applicable to your work/practice context and demonstrate their application to your work/practice and that of others (KU1, KU 2);</li> <li>2. Demonstrate how the selection and application of methods of inquiry, action planning and problem solving in your project/inquiry/work-based activities contributes to transforming your practice and/or that of others (CS1, CS3);</li> <li>3. Critically reflect on engagement and networking with other practitioners and stakeholders and how it has changed and developed your work/ practice</li> </ol>

	<p>(CS2);</p> <ol style="list-style-type: none"> <li>4. Critically evaluate the process of designing and developing your project/inquiry/work-based activity by systematically evaluating the outcomes (CS 3, PS 1);</li> <li>5. Demonstrate structured and persuasive communication, interpersonal and networking skills when sharing ideas and information with work/practice and academic audiences (PS2, PS 3);</li> <li>6. Demonstrate your ability to initiate and strategically manage your own and/or others' learning within a professional context and critically analyse how reflection upon your own professional development informs the project/inquiry (PES 1, PES 2)</li> </ol>
<p><b>13.</b></p>	<p><b>Syllabus</b></p> <p>The specific content and approach for this module are negotiated in order to meet the requirements of individual professional development and/or organisational development needs. This will include negotiation of learning outcomes specific to the work/practice, identified work/practice themes, learning resources and assessment requirements to reflect the specific nature of the project, inquiry or other work-based activity undertaken. The details of these negotiated aspects of the module must be submitted to a Work Based Learning Framework Programme Approval Panel for approval.</p>
<p><b>14.</b></p>	<p><b>Learning, teaching and assessment strategy</b></p> <p>The learning, teaching and assessment strategies employed in this module constitute a 'blended learning' approach consistent with the University's Learning, Teaching and Assessment strategy. This may include:</p> <ul style="list-style-type: none"> <li>• Tutor-led individual and group workshops, presentations, discussions, action learning groups delivered through face to face interactions and/or distance learning technologies including the University's virtual learning environment (Oasis Plus) and/or video conferencing technologies such as Skype or Breeze on campus and in the workplace;</li> <li>• One to one academic support and guidance delivered through face to face interactions and distance learning technologies including the University's virtual learning environment (Oasis Plus) and/or video conferencing technologies such as Skype or Breeze, email or telephone;</li> <li>• Tutor supported peer to peer interactions mediated by distance learning technologies including the University's virtual learning environment (Oasis Plus) and/or video conferencing technologies such as Skype or Breeze, email or telephone;</li> <li>• Module handbooks and other learning resources available in hard copy and through the University's virtual learning environment (Oasis Plus) and/or Learning Resource Centre online Subject Guides.</li> </ul>

	The specific approach to learning, teaching and assessment will be negotiated with the learner and employer to meet individual professional development and/or organisational development needs. In all cases, learning achievement will be assessed in relation to the specified and approved module learning outcomes.	
<b>15.</b>	<p><b>Assessment weighting – Coursework 100%</b></p> <p>Assessment mechanisms may be negotiated to meet the specific requirements of individual professional development and/or organisational development needs of the project, inquiry or other work-based activity undertaken. Where this module is the final one submitted for the award of a Masters there will also be an oral assessment of 15 minutes presentation with 15 minutes discussion/questions</p> <p><b>Assessment requirements will be equivalent to the submission of 12,000 words and could include the following examples:</b></p> <p>A project or inquiry report of 10,000 words with 4-6 items of annotated evidence of 2000 words relating to your work/practice or A project or inquiry report of 8,000 words with a 15 minute audio/visual presentation and a 3000 word reflective account or A 3000 word reflective account and a portfolio evidencing engagement with a professional network equivalent to 8,000 words</p>	
	<b>Seen examination</b>	NO
	<b>Unseen examination</b>	NO
	<b>Coursework (no examination)</b>	100 %
<b>16.</b>	<b>Timetabled examination required</b>	NO
<b>17.</b>	<b>Length of exam</b>	N/A
<b>18.</b>	<p><b>Learning materials</b></p> <p><b>Suggested Reading</b></p> <p>Bell, J., Opie, C. (2002) <i>Learning From Research. Getting More From Your Data</i> Buckinghamshire: Open University Press</p> <p>Green, J., N. Thorogood (2004). <i>Qualitative methods for health research</i>. London, Sage. (Recommended)</p> <p>Denscombe. M. (2002) <i>Ground Rules for Good Research</i> Buckinghamshire: Open University Press</p>	

Meyer, J. (2003) Questioning design and method: exploring the value of action research in relation to R&D in primary care. *Primary Health Care Research and Development*, 4(2), 99-108.

Murphy, E., R. Dingwall (2003). *Qualitative methods and health policy research*. New York, Aldine De Gruyter. (Recommended)

Oldham, J. (1994) Experimental and quasi-experimental research designs. *Nurse Researcher* 1 (4): pp 26-36

Swetnam, D. (2000) *Writing Your Dissertation: How to Plan, Prepare and Present Successful Work* (3rd Ed) Oxford: How To Books

Walliman, N. (2001) *Your Research Project: A Step-by-Step Guide for the First-time Researcher* London: Sage

## Appendix B: Mapping of Learning Outcomes to the EHTPA Core Curriculum.

**Table 1: Mapping of Herbal Medicine Course Core Curriculum hours against modules**

	Herbal Medicine Programme Subjects in EHTPA Core Curriculum								
	Human Sciences	Nutrition	Clinical Sciences	Plant Chemistry and Pharmacology	Pharmacognosy and Dispensing	Practitioner Development and Ethics	Practitioner Research	Clinical Practice	The Specific Herbal Tradition
<b>Minimum Hours designated per topic in EHTPA Core Curriculum</b>	250	80	350	80	100	150	150	500	1,150
<i>Hours allocated to EHTPA core curriculum in programme modules by year/level</i>									
<b>Year 1/Level 7</b>									
Principles of Complementary Health Sciences CMH4441				20		20			160
Professional Development and Research CMH4442						100	100		
Integrated Clinical Sciences CMH4443	300		250				50		
Clinical Diagnostics CMH4444			200					50	
<b>Year 2/Level 7</b>									
Materia Medica WBS471X				30	20	10		50	40
Nutrition WBS471X		100							
Clinical Herbal Medicine WBS476X				30	80	10		50	570
Clinical Practice WBS474X						10		350	400
<b>TOTAL HOURS in the programme for each EHTPA Module</b>	<b>300</b>	<b>100</b>	<b>450</b>	<b>80</b>	<b>100</b>	<b>150</b>	<b>150</b>	<b>500</b>	<b>1170</b>

**Table 2: Mapping of learning outcomes to the EHTPA Core Curriculum: Common Core Curriculum Modules**

(This should be read and completed with reference to the EHTPA Core Curriculum Document and Tables 5)

Prog Modules	EHTPA Modules and Learning Outcomes (See Table 3 below)																																																														
	Module 1: Human Sciences						Module 2: Nutrition									Module 3 Clinical Sciences									Module 4 Plant Chemistry & Pharmacology					Module 5: Pharmacognosy & Dispensing							Module 6: Practitioner Development & Ethics								Module 7: Practitioner Research																		
	1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	1	2	3	4	5	6													
1.Principles of Complementary Health Sciences CMH4441																																																															
2. Professional Development and Research CMH4442																																																															
3. Integrated Clinical Sciences CMH4443	✓	✓	✓	✓	✓	✓										✓	✓	✓	✓	✓	✓	✓	✓	✓																																							
4. Clinical Diagnostics CMH4444																✓			✓		✓	✓	✓																																								
5. Materia Medica WBS471X																														✓	✓	✓	✓	✓	✓	✓																											
6. Nutrition WBS471X							✓	✓	✓	✓	✓	✓	✓	✓	✓																																																
7. Clinical Herbal Medicine WBS476X																																																															
8. Clinical Practice WBS474X																														✓	✓		✓	✓	✓	✓																											

**Table 3: Mapping of learning outcomes to the EHTPA Core Curriculum: Specific Herbal Tradition**  
 (This should be read in conjunction with the EHTPA Core Curriculum Document and Table 6)

Programme Modules	EHTPA Learning Outcomes for the Specific Herbal Tradition Western Herbal Medicine																					
	Materia Medica											Therapeutics										
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10	11
Clinical Diagnostics CMH 4444																		✓				✓
Integrated Clinical Sciences CMH4443													✓	✓	✓				✓			
Principles of CHS CMH4441	✓		✓									✓	✓									✓
Professional Development and Research CMH 4442							✓															
Materia Medica WBS471X	✓	✓	✓	✓	✓	✓			✓	✓	✓											
Clinical Herbal Medicine WBS 476X		✓	✓	✓	✓	✓		✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓
Clinical Practice WBS 474X												✓		✓		✓	✓					✓

**Table 4: Mapping of learning outcomes to the EHTPA Core Curriculum: Module 9: Clinical Practice**

(This should be read in conjunction with the EHTPA Core Curriculum Document and Table 7)

Programme Modules	EHTPA Learning Outcomes for the Clinical Practice (Module 9)																										
	Reflective Practice		Diagnosis and Treatment													Communications and interaction						Safety					
	1	2	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	3.4	3.5	3.6	4.1	1.1	1.2	1.3	2.1	2.2	2.3	1	2	3	4	5	6
1.Principles of Complementary Health Sciences CMH4441																			✓	✓	✓						
2.Professional Development and Research CMH4442	✓	✓	✓									✓		✓		✓	✓	✓							✓	✓	✓
3.Integrated Clinical Sciences CMH4443						✓	✓	✓					✓	✓	✓				✓		✓		✓				
4.Clinical Diagnostics CMH4444			✓	✓	✓	✓	✓	✓				✓					✓					✓	✓	✓	✓	✓	✓
5.Materia Medica WBS471X									✓	✓					✓												
6.Nutrition WBS471X														✓				✓			✓		✓				
7.Clinical Herbal Medicin WBS476X	✓	✓				✓	✓	✓	✓	✓			✓		✓				✓	✓	✓	✓			✓		
8.Clinical Practice WBS474X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

**Table 5: EHTPA Core Curriculum: Common Core Curriculum Module learning outcomes**

<b>Modules</b>	<b>Learning outcome</b>
1: Human Sciences (min level 4)	1. Explain the fundamental biochemical and physical terms related to the human body.
	2.. Describe the components of normal cells and their functions
	3. Explain the cellular basis of genetics and the patterns of inheritance.
	4. Describe the structure and functions of the tissues of the body.
	5. Demonstrate knowledge of the underlying concepts of the essential metabolic processes in the body, their integration and control.
	6. Explain the structure and function of the physiological systems of the body.
2. Nutrition (minimum Level 4)	1. Describe the structural characteristics and function of a range of key macronutrients and micronutrients.
	2. Describe processes involved in the catabolism of food components.
	3. Explain terms used in Western nutrition and dietetics.
	4. Discuss the effects of food additives, processing and drugs on nutrition.
	5. Evaluate dietary assessment methodologies.
	6. Discuss the similarities and differences between different dietary approach.
	7. Demonstrate knowledge of the underlying concepts of dietary needs at different stages of development.
	8. Discuss relationships between diet and disease.
	9. Recommend and justify suitable diets for individual cases.
3: Clinical Sciences Minimum Level : 5 (HE diploma)	1. Evaluate the diagnostic techniques and clinical applications in orthodox medical practice and compare and contrast them with their own medical equivalent.
	2. Analyse the distribution of disease in the community and the approach to prevention from the orthodox and holistic points of view.
	3. Explain how normal cell and tissue structure and function can change to produce genetic changes, abnormal cell growths, tissue injury, inflammation and repair.
	4. Demonstrate a knowledge and critical understanding of the general nervous, endocrine and metabolic responses to ageing, stress and tissue injury.
	5. Apply the underlying concepts and principles of infection and the ways in which alterations in natural and acquired defences (immunity) can lead to disease.
	6. Discuss the consequences of changes in the circulation, resulting from vascular narrowing and obstruction, fluid excess and loss and organ failure.
	7. Demonstrate a knowledge and critical understanding of diseases leading to the differential diagnosis of common symptoms and signs affecting the covering and support systems of the body (skin, joints and bone), control systems (nervous and endocrine systems) and maintenance systems (cardiovascular, respiratory, gastrointestinal and urinary systems).
	8. Interpret basic pathology laboratory data and results of investigative procedures.
	9. Demonstrate a knowledge and critical understanding of the actions and side-effects of the major classes of orthodox drugs and how to access drug information (use of National Formularies etc.).
Module 4: Plant	1. Have a detailed knowledge of the nature and properties of plant substances.

Chemistry & Pharmacology Minimum Level : 5 (HE diploma)	2.	Evaluate simple chemical identification tests and separation techniques and understand the value and uses of more sophisticated techniques.
	3.	Demonstrate a detailed knowledge and critical understanding of the pharmacological effects of the major groups of plant compounds used in their practice
	4.	Demonstrate a detailed knowledge and critical understanding of the mode of action of common medicinal plants. Evaluate the limitations of plant biochemistry as an explanatory model for herb actions.
	5.	Use a range of established techniques to undertake information searches and evaluate current information on plant biochemistry and phytopharmacognosy.
Module 5: Pharmacognosy & Dispensing Minimum Level : 5 (HE diploma)	1.	Demonstrate a detailed knowledge and critical understanding of the processes and issues of Quality Assurance in relation to herbal and traditional medicines.
	2.	Demonstrate a detailed knowledge and critical understanding of the identifying characteristics of commonly used herbal and traditional medicines.
	3.	Explain the botanical terms used to describe herbs, including Latin terms for parts of plants.
	4.	Demonstrate a detailed knowledge and critical understanding of dispensary skills.
	5.	Demonstrate a detailed knowledge and critical understanding of the legislation relating to the sourcing, purchasing, storage, labelling and dispensing of herbal and traditional medicine.
	6.	Compare and contrast the different forms of administration of herbs.
	7.	Demonstrate a detailed knowledge and critical understanding of the procedures for interacting with pharmacists, licensing authorities, medical profession and toxicologists and the identification, prevention, minimisation and reporting of adverse incidents relating to prescribing.
Module 6: Practitioner Development & Ethics Minimum Level : 6 (HE honours)	1.	Demonstrate a comprehensive knowledge of understanding of the role of self, personality and psychological factors in personal development and in establishing an effective therapeutic relationship and environment.
	2.	Understand, and evaluate, the fundamental principles of medical ethics. Discuss moral, ethical and legal obligations to patients and the public in general, their profession and fellow practitioners, other health-care professionals, and staff they employ.
	3.	Practise in accordance with the relevant legal framework, code of ethics , conduct and Health & Safety legislation.
	4.	Demonstrate a comprehensive understanding of their limits of competence and when and how to make referrals.
	5.	Investigate and critically evaluate sources of advice, guidance and continuing professional education which will enable them to grow and develop as professional herbal practitioners.
	6.	Identify and appraise the sources of advice, guidance and continuing professional education to set-up and operate a successful practice.
	7.	Demonstrate a critical awareness of legal and ethical issues and requirements relating to children and vulnerable adults.
	8.	Demonstrate a critical awareness of the impact of their practice on the environment.
Module 7: Practitioner Research Min Level: 6 (HE diploma/ honours)	1.	Demonstrate the skills of finding, reviewing and critically analysing relevant research literature.
	2.	Evaluate research methodology within a range of different research paradigms.
	3.	Demonstrate practical skills in research design, operation and data analysis.
	4.	Develop a research proposal, including appropriate methodology and consideration of the ethical and legal issues.
	5.	Discuss, collaborate on and disseminate research with other herbal practitioners and in the wider healthcare field.
	6.	Be aware of the value of research for their own practice and understand the importance of audit.

<b>Table 6 a : EHTPA Core Curriculum: Specific herbal Tradition Module learning outcomes</b>		
<b>Module 8: 1. Western Herbal Medicine</b>		
Materia Medica	1.	Recognise and identify a wide range of medicinal plants, both growing and dried; demonstrate knowledge of basic botany; explain the taxonomy and morphology of medicinal plants.
	2.	Classify plants according to their actions, e.g. as stimulants, astringents, etc.; relate the action of an individual herb to its indications in treatment.
	3.	Explain the pharmacological actions of medicinal plants on the body in health and disease and identify which specific tissues, organs and physiological systems are affected by administration of a given medicinal plant; describe the influence of plant remedies on the psycho-social and spiritual aspects of a patient's being.
	4.	Explain and justify the relative merits of whole plant preparations, standardised extracts and isolated plant constituents for application in holistic treatment.
	5.	State in detail the dosage range of the medicinal plants studied.
	6.	Describe in detail the contraindications and incompatibilities of the medicinal plants studied.
	7.	Apply relevant research skills so that he/she will be able to continue to learn more about the materia medica throughout their life of professional practice (as explained in Module 7 "Core Curriculum on Practitioner Research").
	8.	Demonstrate awareness of the role of rationality, intuition and experience in prescribing treatment.
	9.	Describe the relative merits of simples and/or complex herbal prescriptions
	10.	Critically discuss the use of native versus foreign herbal remedies.
	11.	Identify conservation issues as they relate to herbal medicine. Highlight the merits of organic and wildcrafted herbs.
Therapeutics	1.	Give an account of the varying philosophical and theoretical bases for the practice of Western Herbal Medicine.
	2.	Refer to the historical and contextual aspects of herbal medicine, and differentiate their particular style from others in comparative study. Describe and justify the specific Western Herbal Medicine approach presented by the institution.
	3.	Determine a specific treatment strategy, selecting appropriate herbal prescriptions and dietary plans for a wide range of conditions, and having regard to the pattern of disharmony particular to the individual concerned.
	4.	Select for any particular disease or condition a range of possible herbal treatments, explaining the difference of approach in each case.
	5.	Adapt a prescription appropriately to respond to changing circumstances in the progress of an individual treatment.
	6.	Deal appropriately with adverse reactions, and recognise and respond to a healing crisis.
	7.	Give an account of factors involved in prognosis.
	8.	Identify and discuss the factors involved in selecting appropriate dosages of herbs and treatments for particular individuals and conditions, including dosages for the elderly, children and infants.
	9.	Demonstrate detailed knowledge of schedule III herbs, and of contraindications in pregnancy.
	10.	Recognise the limits of herbal treatment and his/her own ability: be able to refer when necessary.
	11.	Demonstrate an understanding of the professional and social context for their activities as a herbal practitioner in the Western tradition.

**Table 7: EHTPA Core Curriculum Clinical Practice Module 9: Learning Outcomes**

A. Reflective Practice	<ol style="list-style-type: none"> <li>1. Recognises the need to reflect on practical experiences and develop the skills of reflection</li> <li>2. Competently reflects upon their own practice and demonstrates the ability to learn from reflection in order to identify their practical, personal and professional developmental needs</li> </ol>
B. Diagnosis and Treatment	<p><b>Diagnosis and Treatment Standard 1:</b></p> <ol style="list-style-type: none"> <li>1. are competent at gathering relevant information, using verbal and non-verbal communication, to build an accurate and holistic picture of the patient.</li> <li>2. can undertake an accurate physical assessment of the patient.</li> <li>3. must recognize the relevance of information from other diagnostic systems to their assessment of the patient.</li> </ol>
	<p><b>Diagnosis and Treatment Standard 2:</b></p> <ol style="list-style-type: none"> <li>1. demonstrates the ability accurately to draw on knowledge from a variety of different conceptual frameworks when determining the underlying causes and patterns of disease.</li> <li>2. can form a valid initial working hypothesis based on their diagnostic framework in order to come to a safe and effective treatment rationale and plan.</li> <li>3. can demonstrate the ability constantly to develop and modify their working hypothesis in the light of further information and/or changes in the patient's condition.</li> </ol>
	<p><b>Diagnosis and Treatment Standard 3:</b></p> <ol style="list-style-type: none"> <li>1. can formulate safe and appropriate herbal prescriptions and treatment plans which relate to the interpretation and analysis of information gathered during the initial consultation, and the diagnostic hypothesis.</li> <li>2. formulate a comprehensive herbal prescription and treatment plan and a considered prognosis that takes into account the whole person.</li> <li>3. can dispense the herbal formula safely and accurately.</li> <li>4. can communicate their findings with the patient effectively and agree a treatment plan/strategy, for which they obtain informed and valid consent.</li> <li>5. can change and adapt the prescription and treatment plan appropriately, according to perceived changes and developments in the patient's condition or situation over time.</li> <li>6. will recommend and promote appropriate self-help strategies in order to support the treatment plan and encourage the most effective improvement for the patient.</li> </ol>
	<p><b>Diagnosis and Treatment Standard 4:</b></p> <ol style="list-style-type: none"> <li>1. demonstrates an understanding that the potential for herb-drug and other interactions is always present and keeps this always in mind when assessing and prescribing.</li> </ol>

C. Communi- cations and interactio- n	<p><b>Standard Communications and Interaction 1:</b></p> <ol style="list-style-type: none"> <li>1. consistently establish and maintain rapport with patients, carers or prospective patients and also with colleagues and other healthcare professionals.</li> <li>2. communicate and interact ethically with patients, carers, prospective patients and colleagues with clarity, sensitivity and empathy.</li> <li>3. recognise, develop, maintain and use their power as an enabler of healing.</li> </ol>
	<p><b>Standard Communications and Interaction 2:</b></p> <ol style="list-style-type: none"> <li>1. clearly communicate their understanding of the possible combinations of aetiological and pathological factors involved in the development of ill health and disease, and their treatment plans for the patient.</li> <li>2. inform patients and prospective patients both preceding and after treatment of what to expect in coming for treatment, how to be best prepared for treatment and the effects of treatment(s).</li> <li>3. are able to inform, instruct, advise and offer professional opinion to patients and /or carers, colleagues and other healthcare professionals about treatments and aspects of lifestyle which may be harmful or beneficial to the health of the patient.</li> </ol>
D. Safety	<ol style="list-style-type: none"> <li>1. should consistently demonstrate safe practice in all aspects of patient management and treatment</li> <li>2. interact with other healthcare professional so that the patient's best interests are maintained.</li> <li>3. keep appropriate accurate and confidential records of their practice and treatments</li> <li>4. communicate with patients showing awareness of the emotional impact of that interaction on the patient and themselves</li> <li>5. Maintain patient confidentiality</li> <li>6. seek to maintain their own health and do so by setting appropriate boundaries and managing the environment in which they work and in the way they work</li> </ol>