

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

**Student Programme Handbook**  
2012/13

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**School of Health and Education**

**Student Name:**

**Programme Leader: Dr Kaicun  
Zhao/Jidong Wu**

## 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](mailto: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 majority of which is available on UniHub.

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

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

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

## **The University Regulations and Student Charter**

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

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

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

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# **University and Programme Academic Calendar**

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This is your calendar for the 2012/13 academic year.

## **October 2011**

- 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
- 24-5 Christmas vacation

## **January 2012**

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

## **February/ March**

- 25-1 Mar Programme Progress Review Week
- 28 Last day of teaching before Easter

## **March/April**

- 29-2 University premises closed during Easter vacation
- 2-12 Easter vacation
- 15 Teaching resumes
- 26 End of teaching

## **April/May**

- 29-24 End of year examinations

## **May**

6 Bank holiday – University closed  
8 **Deadline for submission of coursework**

### **May/June**

27 Bank holiday – University closed  
24 (9am) Publication of module results

### **July**

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**

26 Bank holiday – University closed

### **September**

17 (9am) Publication of module deferred/reassessment results  
23 (5pm) Publication of progression decisions  
27 (5pm) Final qualification results published

### **Learning Framework Term Dates**

Autumn Term	8 Oct - 21 Dec 2012	(11 learning weeks)
Winter Term	14 Jan - 29 Mar 2013	(11 learning weeks)
Spring Term	15 Apr - 19 Jul 2013	(14 learning weeks)
Summer Term	22 Jul - 11 Oct 2013	(12 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 SCHOOL OF HEALTH AND EDUCATION

## 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 education, with several leading consultants in their fields, as well as key government advisers.

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



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

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

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

In your early weeks, this includes reading through this handbook and consulting the other information sources flagged here; you are not expected to absorb everything in detail but to be aware of main documents and their contents. In particular as an enrolled Middlesex student you have certain rights but also specific responsibilities. For details see the full University Regulations, in particular 'University Membership' ([www.mdx.ac.uk/regulations](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 the UniHelp desk 3<sup>rd</sup> Floor Furnival Building. 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.

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

## **Programme Leader's Welcome**

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Welcome to the MSc Professional Practice - Chinese Herbal Medicine programme (PP-CHM) at Middlesex University. The MSc PP-CHM course has been developed to meet the demands for approved professional training at master's level from those who have previous qualifications at degree level who wish to qualify as practitioners of Chinese Herbal Medicine (CHM).

With the implementation of the new EU Directive 2004 on herbal medicine and the UK government's proposal for regulation of herbal medicine professions, all herbal medicine practitioners will, in future, be required to register with the statutory body, the Health Professions Council (HPC). The MSc PP-CHM is a work based learning programme. It aims to provide an education and training to produce graduates who will be competent, safe and caring practitioners in CHM. This programme also supports the development of CHM as a specialised health care discipline and encourages continuing professional development and research in CHM. Students will be provided with a thorough preparation in the theories and applications of CHM, underpinned by knowledge and understanding of current orthodox medical anatomy, physiology, pharmacology and pathology. Training of this course enables its graduate to be able to practise CHM professionally and independently as members of a Chinese herbal

medicine professional body and to fulfil all legal requirements of statutory regulator for herbal medicine.

We hope you find this handbook helpful and informative. It is designed to provide you with as much relevant information about the MSc PP-CHM programme as possible so that you can engage fully in your studies. The handbook contains sections that summarise the policies and regulations pertaining to the programme, structure of the programme, and the content of each module as well as such information as your code of conduct. Please read this handbook and other documentation and keep for reference. If you have any queries about individual modules or the overall programme, please do not hesitate to contact a member of the programme team. The programme team trust that you will work hard, enjoy the university life and achieve good grades throughout your study years at Middlesex University. We wish you every success.

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# CONTACTS AND COMMUNICATION

## Programme staff 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 myUniHub; <https://myunihub.mdx.ac.uk/web/home-community/mymiddlesex>

### Teaching Staff

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## 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:** Dr Jidong Wu and Dr Kaicun Zhao (joint Programme Leaders) are responsible for the general organisation and conduct of the programme.

**Module issues:** For issues related to individual modules, students are advised to contact the respective module leaders / co-ordinators in the first instance.

**Assessment matters** Speak with the relevant module leader first.

**Laboratory matters** 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.

## Student Learning Assistants (SLAs)

You also have access to the Chinese Herbal Medicine SLAs who are experienced, highly motivated and capable second and third year students who have 'been there' and know the typical academic problems you may face as a new student. You will not be taught by an SLA but they will work with your lecturers to support you both in the classroom and outside and in small groups or one to one sessions.

You can find out who your SLAs are on UniHub:

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

## Student website – UniHub

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

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

## Login details for myUniHub

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

- **Username:** Your **IT User ID** – this is the 5 digit code found on the reverse of your student card in the format *aannn* (where 'aa' are your initials and 'nnn' is a system generated number).

- **Initial password:** Your 9 digit **student number** (including the 'M') and the first three characters of your birth month e.g. M12345678nov. When you first log in you will be prompted to change your password to something more memorable (you should have already done this).

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

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

## Email

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

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

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

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

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

## Text messages

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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 (see below for how).

## **Your contact and personal details**

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

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

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

## **Giving your feedback – suggestions and complaints**

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

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

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

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

## **Data Protection and Privacy**

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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.

# YOUR PROGRAMME

## Accessing your timetable

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The timetable is finalised over the summer but once this is done you can access your personal timetable from myUniHub;

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

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

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

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

## Programme structure diagram

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

#### FULL TIME ROUTE (2 Years)

Year 1	CMH4444 Clinical Diagnostics  20 credits  (Including 50 clinical hours)	CMH4443 Integrated Clinical Sciences  60 credits	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) or PG Dip (120 credits)</b>
Year 2	WBS4713 Materia Medica  10 credits  (Including 50 clinical hours)	WBS4762 Clinical Herbal Medicine  60 credits  (Including 50 clinical hours)	WBS4714 Nutrition  10 credits	WBS4740 Clinical Practice  40 credits  (Including 350 clinical hours. It is up to individuals to complete the above required hours at their own pace)	<b>Exit with a PGDip Professional Practice in Chinese Herbal Medicine (240 credits)</b>

	<p style="text-align: center;">WBS4763</p> <p style="text-align: center;">Negotiated Work Based Learning Project:</p> <p style="text-align: center;">60 credits</p>	<p style="text-align: center;"><b>Exit with MSc Professional Practice in Chinese Herbal Medicine</b></p> <p style="text-align: center;"><b>(300 credits)</b></p>
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## PART TIME ROUTE (4 Years)

***Without advanced standing:***

**Diagram illustrating an example of part-time mode**

Year 1	<p>CMH4443 Integrated Clinical Sciences</p> <p>60 credits</p>				<p><b>Exit with a generic (untitled) School PG Cert (60 credits)</b></p>
Year 2	<p>CMH4444 Clinical Diagnos- tics</p> <p>20 credits (including 50 clinical hours)</p>	<p>CMH4442 Professional Development and Research</p> <p>20 credits</p>	<p>CMH4441 Principles of Complemen- -tary Health Sciences</p> <p>20 credits</p>	<p>WBS4714 Nutrition</p> <p>10 credits</p>	<p><b>Exit with a generic (untitled) School PG Dip</b></p> <p><b>(at least 120 credits)</b></p>



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>

## **PART TIME ROUTE (2 Years)**

***With advanced standing:***

**Diagram illustrating an example of part-time mode**

Year 1	CMH4441 Principles of Complementary Health Sciences	WBS4713 Materia Medica  10 credits	WBS4762 Clinical Herbal Medicine  60 credits	<b>Exit with a generic (untitled) School PG Dip (at least 120</b>
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	20 credits	(including 50 clinical hours)	(including 50 clinical hours)	credits)
Year 2	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:**

A total of 240 credits are required to be awarded the title of PGDip Professional Practice in Chinese Herbal Medicine (See diagram). Applicants may apply at admission to be admitted with specific credit, which will count towards the target qualification.

### **Guidance for part-time students**

Although there is a certain flexibility in the part-time programme, this flexibility is of course limited by the logic of progression: for example, part-time students *without* advanced standing must complete Integrated Clinical Sciences before taking Clinical Diagnostics. The Programme Leader, in collaboration with the Director of Programmes, will guide part-time students in structuring their programme, taking into account their individual abilities and level of achievement, and will schedule regular meetings to monitor their progress, particularly with respect to their engagement in clinical training.

# Your first year

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## The modules you will study

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

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

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

## Library

A series of Library Subject Guides (<http://libguides.mdx.ac.uk>) have been designed to assist students. Each one supports an individual subject area and includes links to useful resources such as key websites and blogs as well as general help with studying and researching topics for assessment.

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

Please refer to UniHub for full information about the library and learning resources available to you: <http://unihub.mdx.ac.uk/study/library>

## Learner Development Unit

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

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

More information can be found at

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

## How and when you will be assessed

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

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

## Attendance requirements

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

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

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

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

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

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

### **Clinical Training Attendance**

As the Chinese 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 Clinic Attendance and Clinical Practice Schedule. Students are reminded that regular attendance at the Asante Clinic and Pain Clinic is essential and will involve weekly sessions in each academic year

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

You must attend 100% clinical placements to fulfil the requirements of the professional bodies.

### **Policy on late arrival**

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

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

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The MSc/PGDip Professional Practice: Chinese Herbal Medicine is to be accredited by the UK leading herbal medicine professional body, Herbal and Traditional Medicine Practitioners Association (EHTPA). On completing the programme, graduates will be entitled to apply for membership of one of the EHTPA's member organisations of the CHM tradition.

## ***EHTPA Core Curriculum***

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: Chinese Herbal Medicine.

### ***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 issue if a student makes personal medical and other information known in the presence of tutors and peer students. Thus we would normally advise a student seeking ongoing treatment to attend for a private consultation, or clinic staff will be glad to advise on alternative sources of treatment.



# Placements

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## Clinical training on Chinese Herbal Medicine

### Philosophy of Clinical Training

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

### Aims and Objectives

You will assume professional trainee status, and work within the hospitals/clinic policies and procedures. The integrative curriculum underpinning this programme enables you to continually build upon prior knowledge and experience. Moving through the successive phases of the course, you will acquire progressive knowledge and practical skills of Chinese herbal medicine including the fundamental principles, diagnosis and syndrome differentiation, treatment strategies and herbal prescription. From the studies, you will acquire increasing levels of clinical competence.

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

- continue your development towards a competent CHM practitioner,
- learn the fundamentals of CHM.

- provide opportunities from clinical placements that will introduce you to the task and roles of CHM practitioner,
- refine and apply the CHM philosophy and begin to learn the importance of creating the right formula to achieve successful treatment outcomes,
- give you a firm grounding in the ethics and law of health care along with personal/professional responsibility and accountability

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

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

### **Insurance Indemnity**

Middlesex University will indemnify you during your planned clinical observations and practice both inside the designed NHS Trusts and the TCM clinics of Asante Academy of Chinese Medicine. This is as long as you adhere to the regulations of the programme and clinic.

### **Assessment of Clinical Practice**

During your clinical practice placements, you will be assessed with respect to the skills gained during your placement. This assessment will be competency based. Once you commence your clinical training, the Clinical Supervisor will discuss the forthcoming assessment of clinical practice skills with you. The assessment of competencies will

be discussed with you at the beginning of the module where there is a clinical practice component scheduled.

### **The Asanté Academy of Chinese Medicine**

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

Clinical training at the Asanté Academy begins with observation of treatments carried out by the Asanté doctors then progresses towards supervised participation in treating patients. This includes consultation, diagnosis and treatment schedule, acupuncture and herbal treatment. The Asanté Academy provides a safe and supportive environment in which observation and supervised practical participation in the care and treatment of patients enable you to progress through the required stages of development.

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

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

### **Clinical Supervisors**

- a. Your success in professional development is a collaborative effort among the Programme teachers, clinic supervisors and

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

- b. It is recognized that the clinical supervisors have much influence over your attitudes to practice. A good relationship between the supervisor and yourself is essential to ensure your personal/professional development. This approach will enrich your interpersonal as well as professional skills.
- c. The roles and functions of the clinical supervisor can be highlighted as follows:
  - Act as a positive role model and resource person for you.
  - Plan and implement an appropriate orientation Programme for your levels and stages of learning.
  - Establish a good rapport with you.
  - Individualize the learning process by enabling you to develop appropriate learning goals through the learning contract.
  - Identify appropriate learning opportunities and enable you to benefit from these.
  - Enable you to apply theoretical knowledge in the practical situation.
  - Monitor and assess your performance, as well as providing regular and constructive feedback.
  - Ensure that the assessment process is conducted according to the School Assessment Policy and that appropriate records are completed.
  - Inform the Assistant Curriculum Leader if you are failing to make progress.

- d. When you are being prepared for clinical experience, the clinical link teacher will liaise with the clinical supervisors on a regular basis. The objective is to support both you and the supervisor. Thus:
- During each placement, you and your supervisor will meet on at least 3 occasions for the assessment purpose and more frequently for the learning purpose. The first meeting is an orientation in order that communication can be established. In this meeting, you will discuss the learning contract and negotiate your specific learning needs. The supervisors will orientate you to the clinic, to Health & Safety at Work and to professional etiquette. They will also be able to assess your needs to enable the supervisor to guide and supervise you effectively and successfully.
  - The second meeting will be during the middle of the placement. There will be feedback of your practical performance.
  - The third minimum meeting will take place towards the last 2 weeks of your placement. This will be the summative phase of the continuing assessment and will be assessed by your supervisor.
- e. Clinical competencies are assessed continuously and the practical assessments will be conducted by both the clinical supervisors and clinical link teachers/module leaders.

### **Clinic Attendance and Clinical Practice Schedule**

During the Programme, it is necessary for you to attend the clinic. It is not possible to become a competent therapist without adequate clinical training. Nothing in your training to become a practitioner is more important than clinical training. Patients teach you far more than books and lectures. Initially, this will be in an observational role, leading to safe and competent practitioner status during the 2nd year. The hours of attendance are set out in the table below. These hours are direct contact with your supervisor and clients.

### **Attendance in clinical placement MUST be 100%, failure to reach**

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

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

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

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

As a student of Middlesex University, you are bound by the rules on student conduct and discipline as outlined in the University’s Guides and Regulations (<http://www.unihub.mdx.ac.uk>). As a student enrolled on a professional programme, you must also abide by the code of conduct set out by the Asanté Academy, the BAcC and the EHTPA.

#### ***Professional behaviour***

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

#### ***Appearance***

Successful practice requires your personal appearance to represent high standards of professional training and hygiene. Dishevelled dress and hair, etc. may sometimes be fashionable, but patients always prefer a more professional approach. The Asanté Academy of Chinese Medicine reserves the right to require students to conform to the following code of appearance:

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

### ***Comfort and dignity of patients***

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

### ***In the consultation room***

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

### ***Confidentiality***

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

### ***Placement evaluation***

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

### ***CHM Clinic advisory committee***

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

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

### **Research Opportunities in Chinese Medicine**

- a. Many CHM practitioners accept and recognize that the outcomes of their practice must be evidence-based as they work with other colleagues in health care services.
- b. This Programme is building 'bridges' between the East and the West, that is the traditional and the progressive. Much has been written as to the particular research methods CHM should adopt. It is the intention of this Programme to introduce the students to various research paradigms embracing both psychosocial and orthodox medical models. Western research methods should be applied to CHM and evaluated, selecting the best-fit approach to a particular investigation. Students will have an opportunity to apply a particular approach when they pursue their dissertation module if a masters degree is chosen. The objective of this approach is to embrace the holistic and analytical principles and provide the graduates with the necessary skills to monitor and evaluate the outcomes of their practice and research.
- c. Staff teaching on the programme and clinical supervisors are



actively engaged in research. This research is used to inform teaching and students have the opportunity to participate in certain projects as part of their dissertation module.

You can access tailored support and information online at:  
<https://myunihub.mdx.ac.uk/web/home-community/mystudy>

## Health and Safety requirements

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**Please be aware that:**

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

## Reviewing your progress

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

Before starting at Middlesex you will have discovered more about your programme through accessing the **bridging materials** ‘My Middlesex’ and ‘My Programme’ and you may still be using these as they are designed to assist your transition to University beyond the first few days.

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

## **Feeding back on your programme**

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### **Boards of Study and student representatives**

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

- Student representatives (see below for more information about being a student rep)
- Director of Programme/ Head of Department (Chair)
- Programme leader and other academic staff involved in the delivery of the programme/modules
- Support services representatives

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

### **Boards of Study meeting dates 2012/13**

Dates to be confirmed.

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

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

[http://www.musu.mdx.ac.uk/student\\_representation](http://www.musu.mdx.ac.uk/student_representation)

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

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

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

## **Middlesex Programme Feedback Survey**

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

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

- Personal development – confidence and communication skills
- Overall satisfaction
- Students' Union

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

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

## **Employability**

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

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

### **Employability and your programme**

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

Although this highlights to a certain extent how employability has been embedded in the TCM programme curriculum, it is still your

responsibility to actively seek out these skills and identify what is covered where.

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

### **Personal Development Planning (PDP)**

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

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

### **Employability support around the University**

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

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

## **Careers Service**

The Careers Service provides impartial and confidential guidance and information while you are a current student but also for up to two years after your graduation to help you in your career planning and job seeking.

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

## **Assuring the quality of your programme**

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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).

### **External Examiners**

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

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

# LEARNING & TEACHING AND ASSESSMENT

The 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.

## The Chinese Medicine Philosophy

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

## The Programme Philosophy

- a) The Programme rests on a set of explicit values and beliefs about the client, the nature and context of clinical practice and the possession of a body of knowledge based on the philosophy and theory of Yin and Yang. This body of knowledge is the tool for the professional TCM practitioner. The Programme believes that

1 Man is a biological, psychological and social being who is in

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



- c) The Programme is organised so that your learning and practical experience are incremental, with you commencing as an observer/assistant in the first year of the Programme. Following this, you will develop your clinical skills further to be assistant practitioners progressing to safe and competent practitioners by the end of year 4.

## **The Scope of TCM Practice**

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

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

## **Supporting Lifelong Learning**

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

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

## **Learning and teaching methods**

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

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

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

By engaging with e- learning you will also be developing skills which are essential for your learning and are also highly valued by employers. These include but are not limited to: working flexibly, communication, understanding of IT, team working and creating shared understandings based on quality resources and access to global expertise.

## **Assessment methods**

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

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

**Summative assessment** is designed to measure the extent to which you have achieved the intended learning outcomes of a module and therefore the appropriate grade to be awarded.

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

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

# **Submission, receipt, marking and return of assessment**

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## **Submission and receipt of assessment**

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

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

## **Exams**

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

## **Marking, second marking and moderation**

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

Marking and moderation take place following submission of assessments. Your work will be marked by a member of the module team and then moderated. Moderation means that a second member of staff samples work to ensure that there has been consistency in marking. All scripts that have been failed are moderated alongside a sample across the range of possible grades. A sample of all work (at least 10%) is then sent to an external examiner who comments on the quality and consistency of marking and the feedback to the students in relation to the stated criteria for a given assessment.

## **Return of coursework**

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

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

## **Assessment Feedback**

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

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

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

Feedback on summative assessment will be offered in a variety of forms and all your work will be marked and moderated in line with the Code of Assessment Practice which can be found in section M of the University Regulations: <http://www.mdx.ac.uk/regulations>

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

## **Feedback on Coursework**

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

## **Feedback on Examination Scripts and Practical Performance**

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

## **Feedback on Clinical Practice**

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

## **Progressing on your programme**

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### **Academic Levels**

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

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

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

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

### Your grades

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

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

Grade	Other Qualifications
1 - 4	Distinction
5 - 8	Merit
9-12	Pass
13-16	Pass
17	<b>Fail</b> – marginal Compensation allowed
18	<b>Fail</b>

	Compensation allowed
<b>19</b>	<b>Fail</b> Compensation <b>not</b> allowed
<b>20</b>	<b>Fail</b> - Incorporating failure to participate in assessment necessary to achieve all learning outcomes. Compensation <b>not</b> allowed

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

### **Grade criteria**

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

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

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

### **Re-assessment**

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

### **Deferral of assessment**

If there are exceptional circumstances which through no fault of your own are preventing you from completing all or some of your



assessment (e.g. submitting coursework or taking an exam) you may seek permission to defer the relevant assessment to the next available opportunity. If you think this applies to you then you should first read the full Deferral Policy which is available in the Assessment and Regulations section of the Your Study area on UniHub: <http://unihub.mdx.ac.uk/study/assess/Deferral>.

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

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

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

## **Extenuating Circumstances**

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

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

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

If you have any questions about extenuating circumstances please [Unihelp@mdx.ac.uk](mailto:Unihelp@mdx.ac.uk)

## Results

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

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

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

## Certificates

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

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

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

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

### **Diploma supplement**

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

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

### **Academic misconduct**

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

The University takes serious action against any student who plagiarises whether through negligence, foolishness or deliberate intent. Therefore make sure written material, ideas, theories, formulae etc are acknowledged through the use of quotation marks, references and bibliographies. Information on the correct way of referencing and

acknowledging work from other sources is available on the Your Study pages on UniHub; <http://unihub.mdx.ac.uk/study/academicpractice>

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

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

If you have any questions regarding plagiarism or academic misconduct then please [Unihelp@mdx.ac.uk](mailto:Unihelp@mdx.ac.uk)

## Appeals

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

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

You can also contact the student welfare team in MUSU for advice or support: [http://www.musu.mdx.ac.uk/swirl\\_academic](http://www.musu.mdx.ac.uk/swirl_academic)

# SUPPORT

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

## Academic Support

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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 or by email or telephone.

### Student Achievement Officer support

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

You can also get valuable guidance on time management, planning your studies, preparing for assessment and tips on revision and exam technique. Additionally [Unihelp@mdx.ac.uk](mailto:Unihelp@mdx.ac.uk) 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).

### Contact details:

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>



# 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
WBL4763	Negotiated Work Based Learning Project

1.	<b>Short code</b>	<b>CMH4441</b>
2.	<b>Title</b>	<b>Principles of Complementary Health Sciences</b>
3.	<b>Level</b>	<b>7 (PG)</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>Kaicun Zhao</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 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</p>	

	<p>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>
<p><b>12</b></p>	<p><b>Learning outcomes</b></p> <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 legislation/regulation concerning their subject discipline.</li> </ol> <p><b><i>Chinese Herbal Medicine, Ayurvedic Medicine and Herbal Medicine students:</i></b></p> <ol style="list-style-type: none"> <li>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</li> </ol>

	<p>herbs and critically evaluate the underpinning research evidence.</p> <p><b>Acupuncture students:</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>Chinese Herbal Medicine/Ayurvedic Medicine/Herbal Medicine students:</b></p> <p>Taxonomy and botany of medicinal plants  Phytochemistry and pharmacology of medicinal plants</p> <p><b>Acupuncture students:</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> <p><b>Learning and teaching will be supported using UniHub, videos and other visual aids as appropriate.</b></p>
<p><b>15</b></p> <p>.</p>	<p><b>Assessment weighting</b></p> <p>Coursework 1 (2000 word essay): 70% (to assess learning outcomes 1-5)</p> <p>Coursework 2: (1000 word essay): 30% (to assess learning outcome 6)</p>
	<p><b>Unseen paper examination</b></p>
<p><b>16</b></p> <p>.</p>	<p><b>Timetabled examination required</b></p>
<p><b>17</b></p>	<p><b>Length of exam</b></p>
<p><b>18</b></p> <p>.</p>	<p>Learning Material</p> <p><b><i>Essential</i></b></p> <p><b><i>Chinese Herbal Medicine &amp; Acupuncture</i></b></p>

Maciocia, G (2005) *The Foundations of Chinese Medicine*.  
Edinburgh: Churchill Livingstone

Maciocia, G (2003) *Diagnosis in Chinese Medicine: A  
Comprehensive Guide*. Edinburgh: Churchill Livingstone

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

### ***Ayurvedic Medicine***

Athavale, VB (2003) *Ayurveda – The Science of Living*.  
Varnasi, India: Chaukhamba Sanskrit Pratishtan

Dash, B (1995) *Fundamentals of Ayurvedic Medicine* (7<sup>th</sup>  
ed.). Konark

### ***Herbal Medicine***

Heinrich, M., Barnes, J., Gibbons, S., Williamson, M.W.  
(2004) *Fundamentals of Pharmacognosy and Phytotherapy*.  
Edinburgh: Churchill Livingstone

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

<b>1.</b>	<b>Short code</b>	<b>CMH4442</b>
<b>2.</b>	<b>Title</b>	<b>Professional Development and Research</b>
<b>3.</b>	<b>Level</b>	<b>7</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>Dr. Sandra Appiah</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>  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.
<b>12.</b>	<p><b>Learning outcomes</b></p> <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>
<b>13.</b>	<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</li> </ul>



	<p>businesses; the legal and fiscal environment.</p> <ul style="list-style-type: none"> <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</li> </ul>

- case studies, group work, discussion and private study.
- Small student groups will be encouraged both within and outside seminar groups.
  - Students will be encouraged to develop and draw from their own experiences to aid in their learning.
  - Private study will foster autonomy in the planning and implementation of own learning and development of reflective and evaluative skills.
  - A blended learning approach will be used with students accessing resource based activities using UniHub. All the core module content is available on UniHub (<http://unihub.mdx.ac.uk>).

### **Formative Assessment:**

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 'Pebbleppad' through the electronic portfolio.

### **Summative Assessment:**

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:

1. A research proposal (1500 words) (LOs 2, 3 and 5) (30%)
2. A business plan (1500 words) (LOs 2 and 5) (30%)
3. **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%)**

15.	<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></p> <p>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> <p><b>Recommended</b></p> <p>Aldred, E. M. (2007) <i>A guide to starting your own complementary therapy practice</i>. London: Churchill Livingstone.</p>	

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.

<b>1.</b>	<b>Short code</b>	<b>CMH4443</b>
<b>2.</b>	<b>Title</b>	<b>Integrated Clinical Sciences</b>
<b>3.</b>	<b>Level</b>	<b>7</b>
<b>4.</b>	<b>Credit points</b>	<b>60</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>Paul Lowe</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>	<p><b>Aims</b></p> <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>	

<b>12.</b>	<b>Learning outcomes</b>  On completion of this module students will be able to:  <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 cellular/tissue structure and function to produce genetic change, abnormal cell growths and inflammation with healing.</li><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></ol>

	<p>7. Critically apply knowledge of disease mechanisms with regard to the chosen subject specific tradition.</p>
<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> <p>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</p>

technology enhanced learning.

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.
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.
4. Podcasts will be developed to assist the students with their learning and understanding.
5. Peer assisted interprofessional teaching and learning, integrated with Ayurvedic medicine, Herbal medicine, Chinese herbal medicine and Acupuncture students will enable team work and development of peer support.
6. Practical classes will facilitate acquisition of scientific skills and writing.
7. Learning and teaching will be supported using e-workbook, videos and other visual aids as appropriate.
8. Private study – further reading suggestions will provide guided opportunities for additional independent learning and for preparation of the assessed components of the module.

#### Assessment Scheme

##### Formative

- Self-directed assessment using problem based learning work sheets to help students prepare for summative examination component.
- Formative scientific report based upon data interpretation.

##### Summative

- Course work (50%) – a 5000 word essay related to



	<p>pathophysiological processes encountered and related to chosen subject specific tradition 50%. To assess Learning outcomes 1, 3, 4, &amp; 5.</p> <ul style="list-style-type: none"> <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>	<p><b>Learning Material</b></p> <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>	

<b>1.</b>	<b>Short code</b>	<b>CMH4444</b>
<b>2.</b>	<b>Title</b>	<b>Clinical Diagnostics</b>
<b>3.</b>	<b>Level</b>	<b>7</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>Dr. Lily Holman</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>	<p><b>Aims</b></p> <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>	

<p><b>12.</b></p>	<p><b>Learning outcomes</b></p> <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</p>

	<p>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> </ol>

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.
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.

### **Assessment Scheme**

#### **Formative**

1. Self-directed assessment using problem-solving e-workbook to help students prepare for summative examination component, e-feedback will be given through 'PebblePad'.
2. Feedback on skills acquisition by tutor in preparation for OSCE.

#### **Summative**

1. 30 minute Objective Structured Clinical Examination (OSCE)-50%. To assess Learning outcomes 1, 2, 3, 4
2. Two-hour unseen written question paper-50%. To assess application of facts and knowledge (Learning outcomes 5, 6)

<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>	

<b>1.</b>	<b>Short code</b>	<b>WBS4713</b>
<b>2.</b>	<b>Title</b>	<b>Materia Medica</b>
<b>3.</b>	<b>Level</b>	<b>7</b>
<b>4.</b>	<b>Credit points</b>	<b>10</b>
<b>5.</b>	<b>Start term</b>	<b>Autumn</b>
<b>6.</b>	<b>Subject</b>	<b>Work Based Learning Studies</b>
<b>7.</b>	<b>Module Leader</b>	<b>Colin Nicholls</b>
<b>8.</b>	<b>Accredited by</b>	
<b>9.</b>	<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>	
<b>10</b>	<b>Automatic deferral</b>	<b>Not permitted</b>
<b>11</b>	<p><b>Aims</b></p> <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>	

<p><b>12</b></p>	<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 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>
<p><b>13</b></p>	<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>
<p><b>14</b></p>	<p><b>Learning, Teaching and Assessment Strategy</b></p> <p>Teaching sessions will be used to cover theoretical aspects of</p>



	<p>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>	
<b>15</b>	<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>	
	<b>Unseen paper examination</b>	80%
	<b>Practical exam</b>	20%
<b>16</b>	<b>Timetabled examination required</b>	Yes
<b>17</b>	<b>Length of exam</b>	Unseen paper examination (1.5 hours) <b>Practical exam (30 minutes)</b>
<b>18</b>	<b>Learning Material</b>	

## **Essential**

### ***Chinese Herbal Medicine***

Bensky D, Gamble A. (2004) *Chinese Herbal Medicine - MateriaMedica* (3rd ed.). Eastland Press. ISBN: 978-0939616428

Evans WC and Evans D. (2009) *Trease & Evans' Pharmacognosy* (16th ed.). Saunders Elsevier. ISBN: 978-0-7020-2933-2

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: Bharatiya Vidya Bhavan.

Karnick, C.R. (1994) *Pharmacopoeial Standards of Herbal Plants*. Varanasi: 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.* Chaukhambha 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>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	<b>Aims</b> <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>	

<p><b>12</b></p>	<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>
<p><b>13</b></p>	<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</li> </ul>

	<p>and energy needs.</p> <ul style="list-style-type: none"> <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>
<p><b>14</b></p>	<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	<b>Assessment weighting</b>  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).	
	<b>Coursework</b>	100%
	<b>Unseen paper examination</b>	No
16	<b>Timetabled examination required</b>  No	
17	<b>Length of exam</b>  	
18	<b>Learning Material</b> <b><i>Essential</i></b>  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.  <b><i>Recommended</i></b>  McCance and Widdowson's (2002) <i>The Composition of Foods</i> (6th ed.) RSC & FSA  <b>Jones, D. (ed.) (2010) <i>Textbook of Functional Medicine.</i></b> <b>Institute for Functional Medicine</b>	

1.	<b>Short code</b>	<b>WBS4740</b>
2.	<b>Title</b>	<b>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	<b>Aims</b> 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	



	<p>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>
<p><b>12</b></p>	<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 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).</li> <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</li> </ol>

	<p>healthcare professions. (CS2);</p> <ol style="list-style-type: none"> <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> </ul>

	<ul style="list-style-type: none"> <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>
<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> <ol style="list-style-type: none"> <li>a) Supervised clinical practice and reflective learning by completion of clinical portfolio</li> <li>b) Tutor-led individual and group workshops, presentations, discussions, action learning groups delivered through face to face interactions;</li> <li>c) One to one academic support and guidance delivered through face to face interactions;</li> <li>d) Tutor supported peer to peer interactions through group presentations and discussions;</li> <li>e) Module handbooks and other learning resources</li> </ol>

	<p>available in hard copy and through the University's virtual learning environment (Oasis Plus) and/or Learning Resource Centre online Subject Guides.</p> <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>	
<p><b>15</b></p>	<p><b>Assessment weighting</b></p> <ol style="list-style-type: none"> <li>1. 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>2. 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>	
	<p><b>Seen examination</b></p>	<p>NO</p>
	<p><b>Unseen examination</b></p>	<p>NO</p>
	<p><b>Coursework (Clinical portfolio and case</b></p>	<p>50%</p>

	<b>studies)</b>	
	<b>Clinical examination</b>	50%
<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>Acupuncture and Traditional Chinese Medicine</b>  <a href="#">Giovanni Maciocia (2008)</a>. <i>The Practice of Chinese Medicine: A Comprehensive Text for Acupuncturists and Herbalists</i>. 2nd Ed. Elsevier</p> <p>State Administration of Traditional Chinese Medicine (1995). <i>Advanced Textbook on Traditional Chinese Medicine and Pharmacology</i>. New World Press, Beijing.</p> <p>Keji Chen (1994). <i>Traditional Chinese Medicine Clinical Case Studies 1994</i> (ed). Foreign Languages Press and New World Press, Beijing.</p> <p><b>Herbal Medicine</b></p> <p>Mills, S., &amp; Bone, K. (2000). <i>Principles and Practice of Phytotherapy</i>: Churchill Livingstone.</p> <p>Pizzorno, J. E. E., Murray, M., &amp; Joiner- Bey, H. (2001). <i>The Clinician's Handbook of Natural Medicine</i>: Elsevier.</p> <p>Trickey, R. (2003). <i>Women, hormones and the menstrual cycle: herbal and medical solutions from adolescence to menopause</i>. (Second ed.): Allen and Unwin.</p> <p>Weiss, R. F. (2001). <i>Weiss's herbal medicine</i> (Classic ed.). Stuttgart: Thieme.</p>	

### **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>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.	<p><b>Aims</b></p> <p>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.</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 advanced and current knowledge in the physiology, aetiology and pathology of common conditions in your specialised herbal medicine area (KU1, KU 2);</li> <li>2. Demonstrate competency in making diagnosis and evaluating pathological mechanisms of commonly presented conditions in your specialised herbal medicine area (CS1, CS3, PS 1);</li> <li>3. Demonstrate advanced knowledge in safe, legal and ethical herbal medicine practice (KU 2, CS1, CS3);</li> <li>4. Demonstrate competency in producing appropriate herbal treatment plans to commonly presented conditions in your specialised herbal medicine area (CS1, CS3);</li> <li>5. Communicate knowledge in your specialised herbal medicine area effectively within a clinical setting and critically reflect on your communication skills ( PS2, PS 3);</li> <li>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)</li> </ol>
13	<p><b>Syllabus</b></p> <p>The contents of class teaching depend on the specific subject of herbal medicine the student undertakes. Three</p>



	<p>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> </ul>

- Seminars will include group discussions and problem based learning using clinical case study to deepen understanding of the subject
- 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
- Study on case history will promote the development of problem solving, presentational, communication and team working and reflective skills
- Tutorials will be arranged with the tutors/clinical supervisors to provide ongoing feedback on performance
- Private study: further reading suggestions will provide guided opportunities for additional independent learning and reflection on professional issues

### **Assessment Scheme**

1. Coursework (50%): 2 in depth reflective clinical case studies (3,000 words each) from clinical practice. To assess learning outcome 1 to 6;
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.

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>	
17	<b>Length of Exam</b>	
18	<p><b>Learning Materials</b></p> <p><b>Chinese Herbal Medicine: Essential:</b></p> <p>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>	

Chen J.K., Chen T.T. (2008) *Chinese Herbal Formulas and Applications*. Art of Medicine Press. ISBN-10: 0974063576

### **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.

<b>1.</b>	<b>Short code</b>	<b>WBS4763</b>
<b>2.</b>	<b>Title</b>	<b>Negotiated Work Based Learning Project</b>
<b>3.</b>	<b>Level</b>	<b>7</b>
<b>4.</b>	<b>Credit points</b>	<b>60</b>
<b>5.</b>	<b>Start term</b>	<b>Autumn/Spring/Summer</b>
<b>6.</b>	<b>Subject</b>	<b>Work Based Learning Studies</b>
<b>7.</b>	<b>Module Leader</b>	<b>Sandra Appiah</b>
<b>8.</b>	<b>Accredited by</b>	
<b>9.</b>	<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>
<b>10.</b>	<b>Automatic deferral</b>	<b>NO</b>
<b>11.</b>	<p><b>Aims</b></p> <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</p>	

	<p>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>
<p><b>12.</b></p>	<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 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 (CS2);</li> <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</li> </ol>

	<p>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)</p>
<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> </ul>



	<ul style="list-style-type: none"> <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> <p>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.</p>
15.	<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</p>

	<p>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 %
16.	<b>Timetabled examination required</b>	NO
17.	<b>Length of exam</b>	N/A
18.	<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</p>	

University Press

Green, J., N. Thorogood (2004). *Qualitative methods for health research*. London, Sage. (Recommended)

Denscombe. M. (2002) *Ground Rules for Good Research* Buckinghamshire: Open University Press

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