

## Part one: Programme Specification

### Course record information

Name and level of final award:	Master of Science Chinese Herbal Medicine
Name and level of intermediate awards:	Postgraduate Diploma Chinese Medicine Postgraduate Certificate Chinese Medicine
Awarding body/institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Faculty of Science & Technology 115 New Cavendish St, London W1W6UW
Language of delivery and assessment:	English
Course/programme leader:	Alan Treharne
Course URL:	
Mode and length of study:	MSc 1 year FT or 2 years PT
University of Westminster course code:	
JACS code:	
UCAS code:	
QAA subject benchmarking group:	NA
Professional body accreditation:	European Herbal and Traditional Medicine Practitioners Association
Date of course validation/review:	2013/14
Date of programme specification:	2013/14

## **Admissions requirements**

Applicants to the course will be expected to establish:

- BSc (Hons) Chinese Medicine: Acupuncture degree from Westminster or equivalent;
- For those students where equivalence is being accepted:
  - the length, depth and content of the courses followed and the orientation of the syllabus will be considered (see below).
- Knowledge and application assessments may be required which show HE skills and language fluency sufficient to enable you to benefit from postgraduate level study; these will include evidence of research, critiquing and the skills of academic writing and IT; reflective practice and communication skills; collaborative and integrated approach to working.
- For students whose Higher Education was not followed in English, a score of 6.5 in each component of the IELTS English assessment, or equivalent;
- Applicants who are already practitioners of Chinese herbal medicine and who wish to upgrade their qualification to Masters and who meet the criteria above may be able to apply for Accreditation of Prior (Experiential) Learning for relevant modules up to a maximum of 50%. This will most likely be the three modules: Herbs & Formulae, Formulae & Strategies and The Classics. Knowledge of health sciences, especially biochemistry will be an aspect of this application.

### Establishing equivalence in relation to entry requirements

Assessment of equivalence for entry requirements will normally be made by the admissions tutor in consultation with teaching staff.

### Equivalence in respect of CM initial training

Applicants who have gained their initial training in acupuncture through routes other than the BSc (Hons) CM: Acupuncture at the University of Westminster will be assessed in relation to the length and depth of the courses followed, and in relation to the orientation of the syllabus. Applicants in this position will need to establish equivalence of:

- health sciences
- practitioner development
- clinical training
- research

Any professional accreditation of their course, the time since completing their course and currency of practice will also be taken into account. If the level of study cannot be ascertained applicants will be asked to complete knowledge and application assessments from the undergraduate degree. Assessments for the purposes of establishing equivalence of level will be appraised and followed up with viva questions.

Applicants may be asked to complete modules from the undergraduate scheme to complete their preparation if necessary.

NB Practitioners are not expected to demonstrate knowledge in the same way as students prepared for an assessment.

### **Accreditation of Prior Learning (APL)**

The University operates a system of awarding credit for prior learning, either accredited (APCL) or experiential (APEL), which may contribute up to a maximum of

50% of the credits required for an award. If students think their prior experiential learning (e.g. work experience) or accredited learning (e.g. other study they may have undertaken) may qualify them for accreditation and thereby exemption from one or more modules they should contact their Course Leader. One core module: CHM Clinical Practice can not be subject to APEL. The student will be required to submit specific evidence (such as original transcripts and syllabuses) which will be considered by the Course Leader, or their nominee.

### **Aims of the course**

The aim of the programme is to develop professional practice and critical thinking in Chinese herbal medicine (CHM) in the UK at Masters level. The programme is offered to acupuncturists with a CM background and is designed to:

- a) Extend the skills of diagnosis and treatment planning needed for the practice of acupuncture to that required for Chinese herbal medicine through the ability to modify classic herbal formulae and create new formulae to address complex patterns of illness.
- b) Enable integration of the CM understanding of the energetic interactions of herbs within the formulae with an understanding of their phytochemistry and pharmacokinetics for the benefit of treatment.
- c) Facilitate the understanding and development of appropriate research tools to enable evaluation of patterns and practice in general and the critical evaluation of emergent knowledge.
- d) Enable graduates to critically engage with the question of how Chinese medicine has adapted to the UK environment with for example a restriction in the available material medica and develop effective treatment strategies for biomedically defined conditions (e.g. menopause, depression).
- e) Instil principles and procedures for legal, safe and ethical working with herbs in the materia medica of CHM;
- f) Foster practice procedures that recognise and respect inter-professional collaboration;
- g) Develop the intellectual base of Chinese herbal medicine in the UK through critical dialogue with respect to its developing research literature in a climate of collaboration and debate

### **Employment and further study opportunities**

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e, employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses
- Opportunities for part-time work, placements and work-related learning activities are widely available to students
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision

Staff are provided with up-to-date data on labour market trends and employers' requirements which will inform the service delivered to students.

Chinese Herbal medicine is a predominately self-employed field in the UK. This MSc is offered both as a practice qualification in its own right, and as continuing professional development for acupuncturists. These practitioners will benefit from

revisiting theory at a more advanced level, as well as developing their critical thinking and research skills at postgraduate level.

Many students go to China to extend their clinical experience. The course team will make recommendations as to possibilities of places of study.

Overseas students should check that the course meets the requirements of relevant regulatory and professional bodies.

## **Learning outcomes**

Learning outcomes are statements on what successful students have achieved as the result of learning. These threshold statements of achievement and are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

### **Knowledge and understanding**

On successful completion of the programme will enable students to:

- describe in detail the properties of individual herbs, safe dosage and indications and contra-indications for prescribing, including any legal or ethical restrictions, and key aspects of plant phytochemistry;
- critically analyse the composition and uses of classic herbal formulae in relation to each of the classical categories, syndromes and disease differentiation;
- critically analyse complex cases and justify the choice of formulae through a comprehensive explanation of the synergy of herbs within a formula and in relation to pharmacokinetics;
- create, modify and critically evaluate new CHM formulae for complex disease patterns;
- evaluate emergent theory in relation to the literature through a critical examination of individual patient cases and groups of patients;
- contribute to the knowledge-base and literature of Chinese herbal medicine;
- investigate and critically evaluate political, legal, educational and professional procedures and policies that have impact on Chinese herbal medicine;
- evaluate processes and issues of quality assurance and quality control in relation to safe dispensary practice and administration of herbs.

### **Specific skills**

On successful completion of the programme students will be able to:

- discuss the different preparations of Chinese herbal medicines and their specific usage and recommend different types of preparations in relation to individual cases;
- identify and differentiate in the raw state the main herbs in the formulae included in the syllabus;
- explain the use of analytical methods to identify individual plant constituents as a measure of quality control in herbal medicines;
- work clinically with original formulations for complex illness in relation to TCM aetiology and pathology informed by current research;
- demonstrate clinical judgement in the selection of a prescription taking into account the traditional uses and modern biochemical understanding of

individual herbs, dosages, interactions and toxicity, legal and ethical dimensions, and patients diet and lifestyle choices;

- reflexively plan and manage and critically evaluate the progress and significance of treatment referring to other medical modalities as relevant;
- demonstrate proficiency with case taking (four methods), diagnosis, time management and record keeping;
- demonstrate proficiency with quality control procedures of herbal medicine dispensing;
- reflect on the personal filters that might affect the patient-practitioner relationship;
- conduct oneself according to the codes and procedures of the University, the course rules and regulations, the professional body and any legal requirements in relation to herbal medicine.

### **Key transferable skills**

On successful completion of the programme students will be able to:

- manage self-directed learning integrating personal reflection and peer and tutor feedback;
- think creatively, synthesising information from different sources;
- act independently in planning, undertaking and evaluating a task using appropriate ICT resources;
- work responsibly in sensitive environments with consideration for the concerns and safety of others showing respect, empathy and flexibility;
- work with systems and within procedures, either as part of a team or in 'self-employment'; plan and delegate tasks within a team;
- negotiate clinical priorities with the client's interests as a central concern;
- develop an argument / proposition through exploration of background and rationale and evaluation of needs/issues, present ideas, facilitate others to speak / contribute, develop basis for self-promotion;
- communicate in a variety of formats and in relation to the requirements of a range of settings;
- promote ideas with critical self- and intellectual awareness and demonstrate an ability to entertain uncertainty and multiple interpretations;
- critically reflect on own learning style and learning needs to develop strategies for personal and professional development; develop self confidence.

### **Learning, teaching and assessment methods**

#### **Learning**

The learning strategies which underpin this master's course acknowledge that you will have come to the course as committed practitioners wanting to extend your practice, as well as to take on the generic intellectual skills of higher level critique. You will be drawing on your own experience in the analysis of case studies, with focus on the processes of herbal medicine and practitioner research.

Contact time will be spent primarily on analysis and synthesis of Chinese herbal medicine herbs and formulas, critical debate and clinical experience. You will be expected to cover reading and research in your own time at home or in the library. We also recommend that you meet regularly with your fellow class mates. As you check your developing ideas against those of your peers you will be able to see the filters through which you view theory and practice.

A master's degree is challenging and at times arduous. In addition to scheduled classes we would recommend that you will need to do at least 2 hours of home study for each contact hour.

## Teaching and Learning Formats

### Lecture

These will cover broad theoretical areas in small learning blocks and introduce key speakers from the profession for you to gain inspiration and see different approaches to practice.

### Student-led reading sessions

You will take a role in researching and presenting material to the group. This will be an active part of the delivery of the module with topics negotiated and scheduled accordingly. This will help you to develop the skills and culture of critical thinking. Both the presenter and group must share responsibility for the quality of the work produced. This encourages confidence, and understanding of the relationship between theory and practice.

### Clinical observation

These sessions take place in the polyclinic. The senior practitioner takes the key role with you, the student observing. This is followed with questions and discussion.

### Clinical supervision

These sessions take place in the polyclinic. The patient is seen as the focus and you the student take the role of practitioner. The student practitioners, with the supervisor as support, form Care Teams, with the whole team responsible for patient care with one member as the lead.

### Clinical Seminars

The focus of these seminars is discussion of research findings from clinical cases in which the student presenting the case is helped by the care team and wider group to achieve deeper insight and to develop action plans drawing on a range of theoretical models.

### Student-led reflective sessions

Presentation of issues arising from clinical practice will help you to develop your reflective practice framework. The different experience that the group brings will facilitate different perspectives for all concerned. This process deepens understanding and provides material for further reflection.

### Dispensary Sessions

Time will be spent in the dispensary learning the skills of dispensing, quality assurance and quality control.

### Field Trips

These trips will be organised to the Bristol Chinese Herb Garden, Kew Gardens Chinese Medicine Authentication Centre and Mayway herbal supplier. The aim is to widen your understanding of the context of Chinese herbal medicine and support your learning about quality control, pharmacology and pharmacognosy

### Individual Tutorials

These are arranged at strategic points through the course and provide the opportunity for personalised feedback and discussion of individual learning needs.

### On-line learning

The use of 'blackboard' as a means of sharing information and to act as a discussion forum is part of the course and each module.

Using Black Board (Bb) students:

- write an account of each patient to include a diagnosis, integration with biomedicine (differential diagnosis and medication), treatment principle, chosen formulae (including the historical precedent and relevant issues of phytochemistry and pharmacokinetics/dynamics);
- participate in online discussion and critique of each other's case presentations and research
- maintain a learning journal of their experiences in the clinic

The teachers on the Chinese herbal medicine modules are all members of the Register of Chinese Herbal Medicine and are themselves in practice. As a result they are part of the community of practice of Chinese medicine that has continuing professional development requirements and are affected by changes to legislation and safe practice. Clinical tutors take part in supervision with other clinical tutors in the department just as the students form a supervisory role for each other.

### Assessment

The assessment strategy is intended to enable you to demonstrate your development as critical and creative thinkers in the field of Chinese herbal medicine, capable of making a contribution to knowledge. To this end assessment methods and criteria encourage you to demonstrate the process of learning in ways that are themselves exemplary of professional working, such as collaborative working (care teams), reflexivity and research (considered case study and debate), personal and professional development (reflective essays). The strategy also addresses the needs of the profession by enabling you to demonstrate clinical competence through clinical practice in the adjustment and creation of appropriate formulae for patients with complex illnesses. This second aspect is achieved in holistic assessments which integrate performance and professional attributes.

Assignments will provide opportunities for you to receive constructive and objective feedback throughout the programme. Self-assessment is encouraged through the reflexive aspects of case work and care team action plans.

While the class-based modules allow for detailed and systematic focus of a range of patterns/disease categories, time spent in the clinical environment both challenges students clinical preconceptions and allows them to evaluate and adjust their thinking in terms of the realities of patient progression and prognosis.

### Generic professional skills and attitudes

Generic case management skills and ethical attitudes are assumed in the entry requirements and so are not specifically taught on this course. However, the Polyclinic has ethical responsibilities to its patients and clinical supervisors have these responsibilities both to patients and to the profession. Therefore professional attitudes will form an aspect of case study and clinical assessment criteria. Inappropriate behaviour and attitudes will have a negative effect on your assessment

and may result in your being asked to suspend or withdraw from the course. (see APPENDIX 4 – POLICY FOR MANAGING BEHAVIOUR IN THE POLYCLINIC.) On the other hand, successful completion of the course will revalidate your professional knowledge and attitudes.

## Course structure

This section shows the modules available as part of the course and their credit value. A Postgraduate Certificate in Chinese Medicine will be granted to students passing a minimum of 60 credits from those listed below. A Postgraduate Diploma in Chinese Medicine will be granted to students passing a minimum of 120 credits from those listed below. Please note that the intermediate awards are not in Chinese Herbal Medicine as they do not imply any specific proficiency in this field.

The course uses a modular format with 30 credits at Level 6 and 150 credits at Level 7; 160 credits are course-specific, 20 credits are drawn from another course in the School already validated. The course runs over an extended year until September. Students taking the course over more than one year will be advised as to the order in which they should enrol for modules.

The course is built on a 30 credit primarily class-based module at Level 6 in the first semester which covers the basic materia medica, classic formulas, phytochemistry and pharmacokinetics. The two Chinese medicine theory modules at level 7 have theory in the morning and clinic in the afternoon in order to promote the movement between theory and practice. It is in the application of theory to the clinical situation that knowledge becomes embedded. CHM in the UK draws on dispensary practice and field work. Research and Evaluation helps you develop skills to critically assess research in Chinese herbal medicine. The clinical practice module is the primary focus of the course spread over the whole year and acts as the focus of professional development and resource for the two case-based/clinic based research assessments.

### Module requirements for the award of MSc CHM. All modules must be passed

Module code	Module title	Level	Credits	Co/pre-requisites	Qualification		
					Cert	Dip	MSc
FTCM600	Herbs and Formulas	6	30	none			
FTCM700	The Classics – Shang Han Lun and Wen Bing	7	30	Herbs and Formulas			
FTCM701	Formulas and Strategies	7	30	The Classics			
3TCM7A4	CHM in the UK	7	10	none			
FSL700	Research Methods	7	20	none			



3TCM7A3	Advanced Clinical Practice	7	60	All other modules as co- or pre-requisites			
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### Intermediate Awards

Students who are unable to complete the MSc Chinese Herbal Medicine, may be eligible to claim an intermediate award. If a student plans (for whatever reason) to leave the course they are registered for and so wants to claim an intermediate award, they must notify the School Office in writing. The University will then confer any intermediate award at the next available opportunity. A student shall not normally be allowed to claim more than one award within the same postgraduate route/course.

#### Postgraduate Diploma in Chinese Medicine

To qualify for the award of Postgraduate Diploma in Advanced Professional Practice, a student must have passed modules from those listed in Table 1 above worth at least 120 credits. Please note that this intermediate award is not named as Chinese Herbal Medicine, because it does not imply any specific proficiency in this field; see 7.2 Intermediate Awards for details.

#### Postgraduate Certificate in Chinese Medicine

To qualify for the award of Postgraduate Certificate in Advanced Professional Practice, a student must have passed modules from those listed in Table 1 above worth at least 60 credits. Please note that this intermediate award is not named as Chinese Herbal Medicine, because it does not imply any specific proficiency in this field; see 7.2 Intermediate Awards for details.

### **Academic regulations**

The MSc Chinese Herbal Medicine and its intermediate awards operate in accordance with the University's Academic Regulations and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland published by the Quality Assurance Agency for Higher Education (QAA) in 2008.

All students should make sure that they access a copy of the current edition of the general University handbook called Essential Westminster, which is available at [www.westminster.ac.uk/essential-westminster](http://www.westminster.ac.uk/essential-westminster). The following regulations should be read in conjunction with Section 18: Modular Framework for Postgraduate Courses and relevant sections of the current Handbook of Academic Regulations, which is available at [www.westminster.ac.uk/academic-regulations](http://www.westminster.ac.uk/academic-regulations).

### **Award**

To qualify for the award of MSc Chinese Herbal Medicine a student must have:

- obtained a minimum of 30 credits at Level 6 and 150 credits at Level 7
- attempted modules worth no more than 240 credits; and

Note: A first attempt of any module will count as an attempt, and a re-attempt of any module that a student has failed will count as a further, separate attempt. Re-assessment following referral at the first sit will not count as a further separate attempt.

- satisfied the requirements contained within any course specific regulations for the relevant Course Scheme.

The University may award:

- a Master's Degree with Merit to a student whose marks average at least 60% across modules at Level 7.
- a Master's Degree with Distinction to a student whose marks average at least 70% across the modules at Level 7.

## **Support for students**

Upon arrival, an induction programme will introduce students to the staff responsible for the course, the campus on which they will be studying, the Library and IT facilities and to the Faculty Registry. Students will be provided with the Course Handbook, which provides detailed information about the course. Students are allocated a personal tutor who can provide advice and guidance on academic matters.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at their Faculty. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books).

Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their Faculty. Students can also securely connect their own laptops and mobile devices to the University wireless network.

The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students.

At University level, Services for Students provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers and the chaplaincy providing multi-faith guidance. The International Office provides particular support for international students. The University of Westminster Students' Union also provides a range of facilities to support all students during their time at the University.

## **Reference points for the course**

### **Internally**

This course operates in accordance with the University's Handbook of Academic Regulations, including the Modular Framework for Postgraduate Courses and the Framework for Higher Education Qualification in England, Wales and Northern Ireland published by the Quality Assurance Agency for Higher Education (QAA). In acknowledging the rapid and profound changes occurring in health, the course will recognise, emphasise and encourage the need for lifelong learning and utilise the developments in educational technology that enhance learning. Educational strategies will be adopted, which foster and promote collaboration in learning, emphasising and utilising the links between higher education and the real life workplace whilst building on existing strengths, encouraging self-awareness and self-confidence. Such strategies will also seek to enhance equality of opportunity and integrate personal and professional development to promote flexible practitioners who are able to respond to a changing environment, seeking to improve services to clients/patients

### Within the Faculty of Science & Technology (FST)

The programme, in all its modes, draws upon the mission statement of the University and of the Faculty of Science & Technology, and is an integral part of the business plans of the Faculty and Cavendish Campus. It seeks to establish the quality and good practice in teaching and learning that are articulated through the University policies and quality assurance mechanisms. It also reflects the University and Faculty's Teaching & Learning Policy & Strategy.

The research and practice of the School's staff have influenced not only the breadth of the curriculum on offer, but also teaching and learning across courses and within individual modules.

### **Externally**

The course meets the educational requirements of the European Herbal and Traditional Medicine Practitioners Association (EHTPA), all Codes of Ethics and Practice of the Register of Chinese Herbal Medicine (RCHM) and the legal requirements as laid down by the Medicines and Healthcare Products Regulatory Agency (MHRA).

The programme draws upon the following documents:

1. The European Herbal and Traditional Medicine Practitioners Association (EHTPA) Core-Curriculum for Programmes Recruiting Acupuncturists from BAAB Accredited Courses (Dec 2011)

This document outlines the educational programme proposed for practitioner training. Annual reviews are submitted to the EHTPA for continuing accreditation.

2. The European Herbal and Traditional Medicine Practitioners Association (EHTPA) Standards for Dispensary Practice of Educational Institutions (Sept 2010)

This document requires educational institutions to self-assess their Dispensary Practice against these Standards and to complete the Self-assessment Audit Record (SAR) at least annually.

3. The education policy of the Register of Chinese Herbal Medicine (RCHM), which is a member of the EHTPA.

The course addresses the RCHM competency requirements. Graduates are accepted for membership of the Register.

4. Quality Assurance Agency Framework for Higher Education qualifications.

Subject Benchmark statements are produced by the QAA. They provide a means for the academic community to describe the nature and characteristics of programmes in a specific subject or subject area. There are no benchmark statements specifically written for Chinese herbal medicine however the generic ones for Graduates of professional/practice master's degrees have been applied.

5. SEEC Credit Level Descriptors

The Southern England Consortium consists of 37 HE institutions, Colleges of Higher Education and Further Education Colleges that have a significant Higher Education provisions. SEEC have set out descriptors for knowledge, skills and attributes at each academic level that have been adopted by the University as the model of good practice.

## **Professional body accreditation**

Accreditation with the EHTPA allows students to apply directly to the Register of Chinese Herbal Medicine for membership.

## **Quality management and enhancement**

### **Course management**

The management structure supporting the course is as follows:

- Module leaders are responsible for the day to day running of each module;
- Alan Treharne is Course Leader of CHM and is responsible for day to day running and overall management of the course and development of the curriculum;
- Felicity Moir is Course Leader CM and holds academic responsibility for the course and other courses within the EAST Medicine Centre;
- Peter Davies is Head of Department of Complementary Medicine and holds responsibility for all courses at undergraduate and postgraduate level within the department.
- Jane Lewis is Dean of Faculty and holds overall responsibility for all courses within the Faculty of Science & Technology.
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### **Course approval, monitoring and review**

The course was initially approved by a University Validation Panel in 2006. The panel included internal peers from the University and external subject specialists from academia and industry to ensure the comparability of the course to those offered in other universities and the relevance to employers. Periodic course review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course is monitored each year by the School to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from each Course Committee, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. The Annual Monitoring Sub-Committee considers the School action plans resulting from this process and the outcomes are reported to the Academic Council, which has overall responsibility for the maintenance of quality and standards in the University.

### **Student involvement in Quality Assurance and Enhancement**

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways. The most formal mechanism for feedback on the course is the Course Committee. Student representatives will be elected to sit on the Committee to represent the views of their peer group in various discussions. The University and the Students' Union work together to provide a full induction to the role of the Course Committee.

All students are invited to complete a Module Feedback Questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced. The University also has an annual Student Experience Survey, which elicits feedback from students about their course and University experience.

Students meet with review panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student feedback from course committees is part of the Schools' quality assurance evidence base.

For more information about this course please contact the Course Leader, Alan Treharne [A.Treharne@westminster.ac.uk](mailto:A.Treharne@westminster.ac.uk).

**Please note:** This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.

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