

## PROGRAMME SPECIFICATION

### Course record information

Name and level of final award:	MSc Chinese Herbal Medicine The MSc Chinese Herbal Medicine is a Master's degree that is Bologna FQ-EHEA second cycle degree or diploma compatible.
Name and level of intermediate awards:	Postgraduate Diploma Chinese Herbal Medicine Postgraduate Certificate Chinese Herbal Medicine
Awarding body/institution:	University of Westminster
Teaching Institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Faculty of Science & Technology Central London
Language of delivery and assessment:	English
Mode, length of study and normal starting month:	1 year full-time 2-5 years part-time
<a href="#">QAA subject benchmarking group(s)</a> :	N/A
Professional statutory or regulatory body:	European Herbal and Traditional Medicine Practitioners Association
Date of course validation/review:	2013/14
Date of programme specification approval:	May 2017
Course Leader:	Dr Anthony Booker
Course URL:	<a href="http://westminster.ac.uk/courses/postgraduate">westminster.ac.uk/courses/postgraduate</a>
Westminster Course Code:	
JACS code:	
UKPASS code:	

## **Admissions requirements**

There are standard minimum [entry requirements](#) for all undergraduate courses. Students are advised to check the standard requirements for the most up-to-date information.

For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements.

More information can be found here: [westminster.ac.uk/courses/postgraduate/how-to-apply](http://westminster.ac.uk/courses/postgraduate/how-to-apply)

## **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 materia medica and develop effective treatment strategies for biomedically defined conditions (e.g. menopause, depression).
- e) Instill 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 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 course, a student will be able 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 course, a student 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 course, a student 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**

- **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.

## **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. On the other hand, successful completion of the course will revalidate your professional knowledge and attitudes.

### Course structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Postgraduate students study 180 credits per year.

All modules must be passed for the award of MSc Chinese Herbal Medicine.

Credit Level 7					Qualification		
Module code	Module title	Status	UK credit	ECTS	Cert	Dip	MSc
6HRBM005W	Herbs and Formulas	Core	30	15			
7HRBM009W	The Classics – Shang Han Lun and Wen Bing	Core	30	15			
7HRBM003W	Formulas and Strategies	Core	30	15			
7HRBM005W	CHM in the UK	Core	10	5			
7HMNT015W	Research Methods for Health Sciences	Core	20	10			
7HRBM004W	CHM – Advanced Clinical Practice	Core	60	30			

## **Professional Body Accreditation or other external references**

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

## **Academic regulations**

The current Handbook of Academic Regulations is available at [westminster.ac.uk/academic-regulations](http://westminster.ac.uk/academic-regulations)

## **How will you be supported in your studies?**

### **Course Management**

The management structure supporting the course is as follows:

- Module leaders are responsible for the day to day running of each module;
- Anthony Booker 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;
- Sharron McEldowney is Acting Head of Department of Life Sciences and holds responsibility for all courses at undergraduate and postgraduate level within the department.
- Annie Bligh is Dean of Faculty and holds overall responsibility for all courses within the Faculty of Science & Technology.

### **Academic Support**

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Faculty Registry Office. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. 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

### **Learning Support**

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. 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.

### **Support Services**

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

### **How do we ensure the quality of our courses and continuous improvement?**

The course was initially approved by a University Validation Panel in 2006. The panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers.

The course is also monitored each year by the Faculty 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 Course Committees, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. Each Faculty puts in to place an action plan. This may for example include making changes on the way the module is taught, assessed or even how the course is structured in order to improve the course, in such cases an approval process is in place.

A Course review takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with review panels to provide feedback on their experiences. Student feedback from previous years e.g. from Course Committees is also part of the evidence used to assess how the course has been running.

### **How do we act on student feedback?**

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through Course Committees students have the opportunity to express their voice in the running of their course. Student representatives are elected to Committee to expressly represent the views of their peer. The University and the Students' Union work together to provide a full induction to the role of the student representatives.
- Each Faculty also has its own Faculty Student Forum with student representatives; this enables wider discussions across the Faculty. Student representatives are also represented on key Faculty and university committees.
- All students are invited to complete a 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 Postgraduate Taught Experience Survey or PTES which helps us compare how we are doing with other institutions, to make changes that will improve what we do in future and to keep doing the things that you value.

**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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