



Course Specification

A. Course Information		
Final award title(s)	Suite of MSc degrees in one programme with three discipline specific pathways: MSc Advanced Complementary Medicine (ACM) (Research & Practice) MSc Advanced Nutrition (AN) (Research & Practice) MSc Advanced Oriental Medicine (AOM) (Research & Practice)	Course Code(s) 5328 MACM3 5326 MANUT3 5327 MAOM3
Course Director	Jane Nodder	
Intermediate award title(s)	<p>Following successful completion of 60 credits, students may exit with a Post-Graduate Certificate (PGCert) in Advanced Complementary Medicine (Research & Practice), Advanced Nutrition (Research & Practice), or Advanced Oriental Medicine (Research & Practice).</p> <p>Following successful completion of 120 credits, students may exit with a Post-Graduate Diploma (PGDip) in Advanced Complementary Medicine (Research & Practice), Advanced Nutrition (Research & Practice), or Advanced Oriental Medicine (Research & Practice).</p> <p>Students may also register specifically to study for a Post-Graduate Certificate (PGCert - 60 credits) or a Post-Graduate Diploma (PGDip – 120 credits) in Advanced Complementary Medicine (Research & Practice), Advanced Nutrition (Research & Practice), or Advanced Oriental Medicine (Research & Practice).</p>	
Awarding Institution	London South Bank University	
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS	
Division	Allied Health Sciences	
Delivery site(s) for course(s)	<input type="checkbox"/> Southwark <input type="checkbox"/> Havering <input checked="" type="checkbox"/> Other: Northern College of Acupuncture	
Mode(s) of delivery	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> Both	
Length of course	Full time: Not available. Part time: 3 years	
Approval dates:	Course(s) validated:	No
	Course specification last updated and signed off	September 2019
	Version number	1
Professional, Statutory & Regulatory Body accreditation	None required.	

<p>How have Employers/PSRB contributed to the curriculum design, assessments and delivery</p>	<p>The three online MSc courses form a suite of courses designed as continuing professional education for students who are already working as practitioners of oriental and complementary medicine and nutrition. The vast majority of students are self-employed.</p> <p>Professional body requirements for continuing education have been taken into account in the design of the courses and key aspects are included in the curriculum, the teaching materials for each module and as components of various assignments.</p>	
<p>Reference points:</p>	<p>Internal</p>	<p>NCA College Handbook including College Regulations</p> <p>NCA Assessment & Marking Guidelines</p>
	<p>External</p>	<p>QAA Quality Code</p> <p>QAA FHEQ Guideline</p> <p>SEEC Credit Level Descriptors for HE - 2016</p> <p>QAA Masters degree characteristics at http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/characteristics-statements</p> <p>LSBU Academic Quality Enhancement Manual.</p>
<p>B. Course Aims, Features and Outcomes</p>		
<p>Distinctive features of course</p>	<ul style="list-style-type: none"> • Designed to develop a community of research-aware, evidence-informed scholar practitioners who can contribute to the evidence base for their specific complementary medicine discipline. • Online delivery of entire course supported by high student:tutor ratios for extensive support for teaching and learning. • Shared learning with students from a range of complementary medicine disciplines in international cohorts, giving opportunities for inter-professional learning. • Emphasis on co-operative learning and modelling to improve current clinical practice. • Online audio visual conferencing in small tutorial and discussion groups in live time • Builds skills and knowledge that students can apply to their own clinical practice. • Problem-based and action learning approaches using material from clinical caseload. • Development of skills in analytical thinking and reflective judgement. • Taught by practitioners with current specialist skills and knowledge in both clinical practice and research in practice. • Use of guest experts when possible with opportunities for students to interact and to ask questions. 	
<p>Course Aims</p>	<p>This suite of MSc degrees in Advanced Research and Practice aims to:</p>	

	<ol style="list-style-type: none"> 1. develop a community of research-aware, evidence-informed scholar practitioners who can contribute to the evidence base and wider professional development of their specific complementary medicine discipline. 2. foster the ability to critically appraise and debate the theoretical and epistemological bases for evidence-informed complementary medicine practice from a position of sound knowledge 3. facilitate the development of solutions to clinical and ethical problems as practising complementary medicine professionals in accordance with the full requirements of the appropriate legal and professional bodies 4. introduce a range of frameworks for developing critical reflection, new thinking and approaches to managing personal and professional development as fundamental underpinnings for professional practice and life-long learning. 5. provide opportunities to promote practitioner involvement in meaningful research and dissemination of knowledge to enhance both evidence-informed practice and the research culture in the complementary medicine professions.
<p>Course Outcomes</p> <p>(See also Curriculum Map Appendix 1)</p>	<p><i>A) Knowledge: students will have knowledge and understanding of:</i></p> <p>A1: A range of theories and contexts rooted in the diverse concepts, patterns and frameworks of personalised complementary medicine, encompassing the literature, history and cultural development of theories behind practice</p> <p>A2: The relevance and the importance of engagement in professional communication and inter-disciplinary working for the benefit of clients/patients.</p> <p>A3: A comprehensive knowledge of ethical protocols and standards in research and practice, as well as an understanding of the dilemmas and possible solutions when working with diverse, and often vulnerable, populations.</p> <p>A4: The complex relationships between divergent philosophical and epistemological perspectives and the roles of their respective medical paradigms in developing new approaches to best practice in complementary medicine.</p> <p>A5: The role and value of evidence-based approaches in biomedicine and their application to the field of personalised complementary medicine.</p> <p>A6: The methodological issues across a range of approaches to research and their appropriate use and limitations in informing autonomous research activity.</p> <p><i>B) Cognitive: students will develop their intellectual skills to:</i></p>

B1: Critically evaluate the diversity of modern and traditional literature, developing specialist knowledge in their own discipline of complementary medicine practice.

B2: Engage in critical reflection, reason from a sound knowledge base and demonstrate the ability to appraise multiple perspectives and consider how these might influence personal development, goals and areas for improvement in skills and understanding.

B3: Critically evaluate research methodologies and their potential threats to credibility of research findings.

B4: Evaluate complex and contradictory information using clear logic and justification, explaining the nuances of contradictions and giving appropriate weight and argument to divergent theories.

C) Practical: students will acquire and develop a range of practical skills to:

C1: Search for, retrieve and appraise relevant and current literature from appropriate databases and other sources to inform a range of research questions.

C2: Recognise safety issues for clients/patients using more than one approach to healthcare where there is potential for complex and unpredictable clinical situations.

C3: Communicate appropriately with others to successfully collaborate integrate practice across a range of healthcare approaches.

C4: Design, plan, execute and report small research projects appropriate, accurately and correctly.

D) Graduate: students will acquire and develop transferrable skills to:

D1: Critically deploy knowledge, understanding, and/or research skills with a high level of professional judgement and understanding of inter-professional working.

D2: Develop and manage a personal and professional development plan that demonstrates critical awareness of their approach to clinical practice and to researching practice.

D3: Master skills to successfully innovate an existing complementary medicine business and ensure it is feasible and sustainable in the longer term.

D4: Implement a process of self-reflection to identify strategies for self-care in the role of researcher-practitioner.

D5: Selectively employ a range of interpersonal and communication skills to manage relationships with clients/patients in ways that embody values of respect, compassion and empathy.

	<p>D6: Selectively employ appropriate communication and presentation methods to manage and disseminate information to patients/clients and the professional community.</p> <p>Teaching and learning strategy:</p> <p>E-learning sessions, guided independent study, reading assignments, tutor guidance and input, live audio-video conferencing for discussion and consolidation of learning, discussion forums, formative and summative assessments, formal and informal feedback from tutors and peers.</p> <p>Assessment:</p> <p>Essays, online presentations to cohort and tutors, skill-building assignments, completed ethics application; strategic business innovation implementation plan, scoping and literature reviews, critical appraisal, clinical case reports, leading and participating in discussions, case studies, reflective journal, research proposals, research diary, skills audit, personal learning plan; project reports, draft journal article.</p> <p>Students must pass all modules with a minimum pass mark of 50%. All Summative Assessments in each module must be passed individually at 50% or above. All Formative Assessments must be attempted in each module.</p> <p>Course Outcomes in Relation to Exit Awards</p> <p>The learning outcomes achieved for exit awards will depend on the optional modules undertaken by an individual student, and can be read from the curriculum map which shows which learning outcomes have been assessed within the student's chosen modules.</p>
<p>How will students develop industry relevant skills and independence</p>	<p>All of the students who join the online MSc degree courses are practitioners, largely self-employed, working in complementary medicine practice in a range of disciplines. The courses present a wide range of material and many opportunities for students to develop both advanced level practitioner expertise, and skills for researching clinical practice so enhancing their capacity to work and act autonomously.</p>
<p>How the offer of placements, internships and professional opportunities delivered</p>	<p>The courses are designed to enable students to develop both advanced level practitioner expertise and skills for researching practice. As students are complementary medicine practitioners, who are largely self-employed, this type of MSc course is particularly valuable for developing the capacity to work and act autonomously. The courses present a wide range of material and many opportunities for students to develop skills in advanced practice, business planning and innovation and approaches to using new technologies, IT and innovation to enhance practice and research.</p>
<p>How is learning flexible</p>	<p>Students are actively involved in a range of teaching and assessment approaches that put their personal and professional learning at the centre of their MSc course. The courses will be facilitated using a diverse range of existing and emerging learning technologies, media and online resources. As the courses are delivered entirely online,</p>

	<p>teaching and learning is not confined by the time and space associated with traditional teaching methods. Students have flexible access to teaching materials and support at times to suit their own needs and patterns of working and studying from their personal location. Tutors, and the College's IT Team, are available to support students on a daily basis when modules are running and during the assessment periods. Students can also actively engage with their peers to work and learn collaboratively both within, and outside, the virtual classroom.</p> <p>The NCA's VLE can be personally customised to suit different learners' needs and preferences. Induction training includes familiarising students with those features that can be adjusted, such as font size and background colour.</p> <p>Most NCA students are mature students who are often juggling complex family and work commitments with their studies, and sometimes coping with their own health issues in addition. Our experience is that with changes to personal circumstances as they go through the course some students need the support of flexible pathways. Flexible pathways can also constitute a reasonable adjustment as required by law for students with disabilities. For details of flexible pathways see "Flexible Pathways at the NCA".</p>
<p>How personalised support is provided</p>	<p>The College Handbook for the Northern College of Acupuncture details support in the following areas:</p> <ul style="list-style-type: none"> • Counselling • Disability support • Financial issues • Pastoral care • Support for international students • Academic support, study skills and learning support tutors. <p>All online MSc students are also included in the personal tutoring system (see Section 1, Appendix B). In addition, as the courses are delivered entirely online, the total maximum size of the cohort is small to allow a high student:tutor ratio for extensive support.</p>
<p>C. Entry Requirements</p>	
<p>Pre-requisites for this course</p>	<p>An IELTS (or equivalent) score of 6.5 is required for students who do not have English as their first language.</p> <p>These online MSc courses recruit students internationally, Students on these courses are taught entirely online (distance learning) and are not required to be present in the UK at any stage.</p>
<p>Co-requisites for this course</p>	<p>Throughout their studies, students must undertake a level of clinical practice sufficient to provide material for them to use in their studies.</p> <p>They are also required to hold appropriate insurance and qualifications to practise in their country and must be a member of the appropriate practitioner, professional and/or regulatory organisations in their country.</p>

Qualifications required for this course

Applicants will normally be expected to have an initial UK degree (2.2 or above or international equivalent), or be able to demonstrate degree level learning and skills gained, typically, through relevant experience in a related field. All applicants are required to be engaged in clinical practice as a complementary medicine practitioner, to hold appropriate insurance and qualifications to practise and to be a member of the appropriate practitioner organisation/professional or/statutory body in their country of practice.

The College welcomes applications from mature students and those who do not have a conventional educational background. Applicants without a first degree must demonstrate degree-level learning, typically from a combination of prior education and work experience. The College operates a process for assessing evidence of degree-level prior learning which includes mapping prior learning to generic level 6 learning outcomes. Under this approach, MSc applicants without a degree are invited to submit evidence to demonstrate their capacity to study at postgraduate level. Applicants are provided with a proforma which documents generic Level 6 learning outcomes and are required to map their prior learning and experience against these. Supporting evidence is required for claims made in the mapping. Applicants are supported in producing the mapping by the Registrar and College Manager, with advice from the Course Director if needed. We work with applicants to identify learning from their work experience and relevant evidence, which they then submit in support of their application. For example, we will help applicants to identify what they have learnt about their specific area of work/clinical practice, how they have learnt to investigate, interpret and apply information, and examples of areas of responsibility, projects, decision making, problem-solving and communication skills. The mapping and evidence is considered by the interview panel, Course Director and the Registrar and College Manager, who make a decision on admission.

All applications are assessed on their individual merit. Applicants also need to demonstrate that they will thrive on the academic aspects of their intended course, and this is assessed carefully from their degree qualification or degree-level learning, application form and interview as part of the selection process.

There are detailed [guidelines for the NCA Admissions Team](#) on implementing the admissions requirements and procedures.

Requirements for Individual Pathways

For the **Advanced Nutrition** pathway, potential students must demonstrate that they have all the required qualifications and knowledge with regard to nutrition science, including the study of biochemistry. If this is not the case, applicants may need to complete additional study prior to being accepted for the MSc course.

IT Requirements

Because of the level of IT skills required to study entirely online, prospective students need to agree that they will maintain a specific level of technological hardware and software in accordance with the

	course requirements before they join the course. Failure to meet these requirements is likely to lead to failure in the e-learning parts of the course.
Recruitment Strategy	These programmes are delivered entirely online and there is no requirement for students to enter the United Kingdom or physically attend the College in order to complete their studies. As such there are no visa requirements or issues.
Student Fees Please indicate how fees for this course will be collected	<p>Fees are published on the NCA website (www.chinese-medicine.co.uk). Fees payable to NCA include the University registration fee for each module. Module fees are due in full at least four weeks before each module starts. Alternatively students can pay in instalments by standing order, direct debit or bank transfer. Students who pay the whole course fee for a year in October of that year receive a 2% discount on the year's fees.</p> <p>Students pay a University registration fee for each year of the course. First year University registration fees are paid on acceptance of a place, and are non-refundable. Second and third year registration fees are paid four weeks before the start date of the second and third year at the latest.</p> <p>Fees are payable in British pounds and the payee is responsible for paying any currency conversion and/or transaction fees.</p> <p>UK students may eventually be eligible for postgraduate student loans for the online MSc courses – however this will not be confirmed until after validation later in 2018.</p>

D. Additional Information

Course structure(s)	Year 1	
	Semester 1	Semester 2
	<p><i>Mandatory Module:</i></p> <p>NCA7301 Building Research Skills (40 credits)</p>	<p><i>Discipline/Pathway Specific Modules:</i></p> <p>AOM: NCA7302 Chinese Classics (20 credits) OR</p> <p>NCA7307 Integrating Oriental Medicine Today (20 credits)</p> <p>AN: NCA7308 Complex Case Management in Nutrition (20 credits)</p> <p>ACM: NCA7303 Integrative/Collaborative Practice (20 credits)</p>
Year 2		

	Semester 1	Semester 2
	<i>Option Module:</i> Either NCA7304 Innovative Business Development (20 credits) OR NCA7305 Advanced Therapeutic Relationships (20 credits)	<i>Mandatory Module:</i> NCA7306 Student Initiated Module (40 credits)
	Year 3	
	Semester 1	Semester 2
	NCA7310 Research Project (60 credits)	

E. Course Modules

MSc in Advanced Complementary Medicine (Research & Practice)

Module Code	Module Title	Level	Semester	Credit value
NCA7301	Building Research Skills	7	1 & 2	40
NCA7303	Integrative-Collaborative Practice	7	2	20
NCA7304	Innovative Business Development (Option)	7	1	20
NCA7305	Advanced Therapeutic Relationships (Option)	7	1	20
NCA7306	Student Initiated Module	7	2	40
NCA7310	Research Project	7	1&2	60

MSc in Advanced Oriental Medicine (Research & Practice)

Module Code	Module Title	Level	Semester	Credit value
NCA7301	Building Research Skills	7	1 & 2	40
NCA7302	Chinese Classics (Option)	7	2	20
NCA7307	Integrating Oriental Medicine Today (Option)* *	7	2	20
NCA7304	Innovative Business Development (Option)	7	1	20
NCA7305	Advanced Therapeutic Relationships (Option)	7	1	20
NCA7306	Student Initiated Module	7	2	40
NCA7310	Research Project	7	1&2	60

* Students must choose either NCA7302 or NCA7307, and either NCA7304 or NCA7305.

MSc in Advanced Nutrition (Research & Practice)

Module Code	Module Title	Level	Semester	Credit value
NCA7301	Building Research Skills	7	1 & 2	40
NCA7308	Complex Case Management in Nutrition	7	2	20
NCA7304	Innovative Business Development (Option)	7	1	20
NCA7305	Advanced Therapeutic Relationships (Option)	7	1	20
NCA7306	Student Initiated Module	7	2	40
NCA7310	Research Project	7	1&2	60

List of Appendices

Appendix A: Curriculum Map

Appendix B: Personal Development Planning

Appendix A: Curriculum Map: MSc in Advanced Complementary Medicine (Research & Practice)

T= Taught; D= Developed; A=Assessed

A: Knowledge and Understanding

Modules			A1	A2	A3	A4	A5	A6
Level	Title	Code						
7	Building Research Skills	NCA7301	TD		T	TD	TDA	TDA
7	Integrative/Collaborative Practice	NCA7303	TDA	TDA	TD	TDA	TDA	TDA
7	*Innovative Business Development	NCA7304		TDA	TD			
7	*Advanced Therapeutic Relationships	NCA7305	T	TDA	TD			TD
7	Student Initiated Module	NCA7306	DA	DA	DA	TDA	DA	DA
7	Research Project	NCA7310	DA	DA	DA	TDA	DA	DA

B: Intellectual skills

Modules			B1	B2	B3	B4
Level	Title	Code				
7	Building Research Skills	NCA7301	T	TDA	TDA	TDA
7	Integrative/Collaborative Practice	NCA7303	TDA	TDA	TDA	TDA
7	*Innovative Business Development	NCA7304		TDA		TDA
7	*Advanced Therapeutic Relationships	NCA7305	TDA	TDA	TDA	TDA
7	Student Initiated Module	NCA7306	DA	TDA	TDA	TDA
7	Research Project	NCA7310	DA	TDA	TDA	TDA

C: Practical skills

Modules						
Level	Title	Code	C1	C2	C3	C4
7	Building Research Skills	NCA7301	TDA	TD		
7	Integrative/Collaborative Practice	NCA7303	DA	TDA	DA	TDA
7	*Innovative Business Development	NCA7304	TDA			TDA
7	*Advanced Therapeutic Relationships	NCA7305	TDA	TDA	TDA	
7	Student Initiated Module	NCA7306	TDA	DA	DA	TDA
7	Research Project	NCA7310	TDA	DA	DA	TDA

D: Transferable skills

Modules								
Level	Title	Code	D1	D2	D3	D4	D5	D6
7	Building Research Skills	NCA7301	TD	TD				TDA
7	Integrative/Collaborative Practice	NCA7303	TD	TD	TD	TD	TDA	TDA
7	*Innovative Business Development	NCA7304	TD	TDA	TDA	TDA		TDA
7	*Advanced Therapeutic Relationships	NCA7305	TD	TDA	TD	TDA	TDA	TDA
7	Student Initiated Module	NCA7306	TDA	TDA	TDA	DA		TDA
7	Research Project	NCA7310	TDA	TDA	TDA	DA		TDA

Appendix B: Curriculum Map: MSc in Advanced Oriental Medicine (Research & Practice)

A: Knowledge and Understanding

T= Taught; D= Developed; A=Assessed

Modules								
Level	Title	Code	A1	A2	A3	A4	A5	A6
7	Building Research Skills	NCA7301	TD		T	TD	TDA	TDA
7	*Chinese Classics	NCA7302	TDA			TDA	TDA	TD
7	*Innovative Business Development	NCA7304		TDA	TD			
7	*Advanced Therapeutic Relationships	NCA7305	T	TDA	TD			TD
7	Student Initiated Module	NCA7306	DA	DA	DA	TDA	DA	DA
7	*Integrating Oriental Medicine Today	NCA7307	TDA	TDA	TD	TDA	TDA	TDA
7	Research Project	NCA7310	DA	DA	DA	TDA	DA	DA

B: Intellectual skills

Modules						
Level	Title	Code	B1	B2	B3	B4
7	Building Research Skills	NCA7301	T	TDA	TDA	TDA
7	*Chinese Classics	NCA7302	TDA	TDA		TDA
7	*Innovative Business Development	NCA7304		TDA		TDA
7	*Advanced Therapeutic Relationships	NCA7305	TDA	TDA	TDA	TDA
7	Student Initiated Module	NCA7306	DA	TDA	TDA	TDA
7	*Integrating Oriental Medicine Today	NCA7307	TDA	TD	TDA	TDA
7	Research Project	NCA7310	DA	TDA	TDA	TDA

C: Practical skills

Modules						
Level	Title	Code	C1	C2	C3	C4
7	Building Research Skills	NCA7301	TDA	TD		
7	*Chinese Classics	NCA7302	DA	TDA	DA	
7	*Innovative Business Development	NCA7304	TDA			TDA
7	*Advanced Therapeutic Relationships	NCA7305	TDA	TDA	TDA	
7	Student Initiated Module	NCA7306	TDA	DA	DA	TDA
7	*Integrating Oriental Medicine Today	NCA7307	TDA	TD	TDA	TDA
7	Research Project	NCA7310	TDA	DA	DA	TDA

D: Transferable skills

Modules			D1	D2	D3	D4	D5	D6
Level	Title	Code						
7	Building Research Skills	NCA7301	TD	TD				TDA
7	*Chinese Classics	NCA7302	TD	TD	TD	TD	TDA	TDA
7	*Innovative Business Development	NCA7304	TD	TDA	TDA	TDA		TDA
7	*Advanced Therapeutic Relationships	NCA7305	TD	TDA	TD	TDA	TDA	TDA
7	Student Initiated Module	NCA7306	TDA	TDA	TDA	DA		TDA
7	*Integrating Oriental Medicine Today	NCA7307	TDA	TDA	TD	TDA	TDA	TDA
7	Research Project	NCA7310	TDA	TDA	TDA	DA		TDA

Appendix C: Curriculum Map: MSc in Advanced Nutrition (Research & Practice)

T= Taught; D= Developed; A=Assessed

A: Knowledge and Understanding

Modules			A1	A2	A3	A4	A5	A6
Level	Title	Code						
7	Building Research Skills	NCA7301	TD		T	TD	TDA	TDA
7	Complex Case Management in Nutrition	NCA7308	TDA	TDA	TDA	TDA	TDA	TDA
7	*Innovative Business Development	NCA7304		TDA	TD			
7	*Advanced Therapeutic Relationships	NCA7305	T	TDA	TD			TD
7	Student Initiated Module	NCA7306	DA	DA	DA	TDA	DA	DA
7	Research Project	NCA7310	DA	DA	DA	TDA	DA	DA

B: Intellectual skills

Modules			B1	B2	B3	B4
Level	Title	Code				
7	Building Research Skills	NCA7301	T	TDA	TDA	TDA
7	Complex Case Management in Nutrition	NCA7308	TDA	TDA	TDA	TDA
7	*Innovative Business Development	NCA7304		TDA		TDA
7	*Advanced Therapeutic Relationships	NCA7305	TDA	TDA	TDA	TDA
7	Student Initiated Module	NCA7306	DA	TDA	TDA	TDA
7	Research Project	NCA7310	DA	TDA	TDA	TDA

C: Practical skills

Modules			C1	C2	C3	C4
Level	Title	Code				
7	Building Research Skills	NCA7301	TDA	TD		
7	Complex Case Management in Nutrition	NCA7308	DA	TDA	DA	
7	*Innovative Business Development	NCA7304	TDA			TDA
7	*Advanced Therapeutic Relationships	NCA7305	TDA	TDA	TDA	
7	Student Initiated Module	NCA7306	TDA	DA	DA	TDA
7	Research Project	NCA7310	TDA	DA	DA	TDA

D: Transferable skills

Modules								
Level	Title	Code	D1	D2	D3	D4	D5	D6
7	Building Research Skills	NCA7301	TD	TD				TDA
7	Complex Case Management in Nutrition	NCA7308	TDA	TD	TD	TDA	TDA	TDA
7	*Innovative Business Development	NCA7304	TD	TDA	TDA	TDA		TDA
7	*Advanced Therapeutic Relationships	NCA7305	TD	TDA	TD	TDA	TDA	TDA
7	Student Initiated Module	NCA7306	TDA	TDA	TDA	DA		TDA
7	Research Project	NCA7310	TDA	TDA	TDA	DA		TDA

*Indicates an option module. Course outcomes may vary depending on individual module choices in Years 1 and 2. The mandatory modules address all the intended Course Outcomes to some extent. It is through the option modules that students can develop certain outcomes in greater depth by engaging with them from different perspectives in different modules. This enables them to achieve their research and practice goals developed in their PDP.

Appendix D: Personal Development Planning

A variety of terms are used in higher education to describe a process undertaken by individuals to gather evidence on, record and review their own learning and achievement, and identify ways in which they might improve themselves academically and more broadly. The term Personal Development Planning (PDP) is proposed to describe a structured process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal educational and career development. The purpose of this tool is to help HE teaching staff to explain where PDP is being used within a course or portfolio of modules.

Approach to PDP	Level 7
These courses are all taught at Level 7.	
1 Supporting the development and recognition of skills through the personal tutor system.	<p>Each student is assigned a personal tutor for the duration of their course. Students are offered two formal opportunities for 1:1 meetings with a personal tutor during each academic year. They can also request further meetings if needed. Outputs from the personal tutorial sessions feed through into the twice yearly Student Progress Committee meeting attended by the Course Director, Module Leaders and the College Manager and Registrar.</p> <p>Students develop a formal, structured Professional Development Plan (PDP) in the early stages of the course which they work with throughout the modules. Use of a PDP reflects the working environment where employers and professional bodies encourage practitioners to assess their own continuous professional development (CPD) using a portfolio. It also provides an opportunity for students to develop their capacity for learning by encouraging an ongoing cycle of:</p> <ul style="list-style-type: none"> self-reflection on why and how students are learning in theory and practice.

Approach to PDP	Level 7
These courses are all taught at Level 7.	
	<ul style="list-style-type: none"> • identification of 'next steps' through target setting and action planning • monitoring and recording of academic learning, personal development, skills development and career management.
2 Supporting the development and recognition of skills in academic modules/modules.	Students are provided with extensive feedback on formative and summative assignments throughout their course. They can also access additional study skills support either via their own request or on the advice of a course tutor. Additional tuition can also be offered to a whole cohort where needed. Students are also guided to complete preparatory work where necessary prior to joining their course.
3 Supporting the development and recognition of skills through purpose designed modules/modules.	<p>The two streams of research and advanced practice are intertwined throughout the courses to provide students with opportunities to develop skills and knowledge in both of these elements. Research skills and theoretical knowledge are important for the scholar practitioner and are taught and assessed in all modules.</p> <p>Knowledge and skills for advanced practice are taught through the pathway specific mandatory modules, and the option modules. This design means that the advanced practice modules inform the research modules, which in turn inform the advanced practice modules. All teaching staff are skilled and knowledgeable in both advanced practice and researching practice.</p>
4 Supporting the development and recognition of skills through research projects and dissertations work.	The three modules in the research skills theme build from basic to advanced skills and knowledge culminating in students designing, carrying out and reporting a research project to explore clinical practice.
5 Supporting the development and recognition of career management skills.	All of the students who join these courses are practitioners working in complementary medicine practice. The courses are designed to enable students to develop both advanced level practitioner expertise, and skills for researching practice. As students are largely self-employed in clinical practice, this type of MSc course is particularly valuable for developing the capacity to work and act autonomously. The courses present a wide range of material and many opportunities for students to develop skills in advanced practice, business planning and innovation and approaches to using new technologies, IT and innovation to enhance practice and research.
6 Supporting the development and recognition of career management skills through work	See response to 5 above. Students are largely working in clinical practice as self-employed practitioners.

Approach to PDP	Level 7
These courses are all taught at Level 7.	
placements or work experience.	
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	Students are particularly encouraged to attend conferences and other Continuing Professional Development (CPD) events that focus on advanced practice and researching practice. They are also encouraged to get more closely involved in their professional bodies and associations and to contribute to their activities. Many students are also involved in teaching at other training providers. Students are also required to meet the CPD requirements of their professional bodies/associations to maintain their registration and accreditation.
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	The activities outlined in Sections 5, 6 and 7 above all help to develop skills and attitudes that focus on continuous professional and personal development. Indeed many students join these courses for this very purpose.
9 Other approaches to personal development planning.	These include: the very nature of specific modules (e.g. Student Initiated Module, Innovative Business Development, Advanced Therapeutic Relationships), the use of reflective practice, the requirement to define and maintain a professional development plan, the focus on personal learning that is included in the formative and summative assignments, opportunities for peer feedback and group work, opportunities to take part in reflective practice sessions, the use of a Reflective Research Diary etc.
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	Approaches to recording learning through the activities outlined in Section 9 can be electronic or paper-based to suit each student.