

Programme Specification (CUR02)

1a	Programme title
	BSc (hons) Integrative Healthcare
1b	Programme Leader
	Rosemary McCormack
1c	Faculty and Subject Network
	Faculty: Science, Health and Engineering Subject Network: Applied Life Studies
1d	Awarding institution <i>(normally University of the Highlands and Islands)</i>
	University of the Highlands and Islands
1e	Teaching institution <i>(normally University of the Highlands and Islands)</i>
	University of the Highlands and Islands
1f	UCAS / JACS code <i>(You must contact Student Records Office at SRO@uhi.ac.uk for this information)</i>
	JACS Code B300, HESE cost centre 103
1g	SFC funding group <i>(You must contact Student Records Office at SRO@uhi.ac.uk for this information)</i>
	SFC price group 04
2a	Date of programme start / date of last re-approval
	September 2017
2b	Normal start dates
	September (Semester 1)
2c	Exit and final awards
	Level 9 – BSc Integrative Healthcare Level 10 – BSc (hons) Integrative Healthcare
2d	Availability for joint honours
	No
2e	Professional accreditation
	The accredited bodies which are related to this degree are a benefit for the students and not a requirement of the course and as such are embedded in the information given to students within their course handbook. Awareness of the accredited bodies and the joining of these accredited bodies will be encouraged to all degree completed students. Direction to how they become members will be given as requirement arises throughout their programme.
2f	Language of study / assessment
	English

3	Academic Partners	
	Responsible AP	Home AP
Argyll College UHI		
HTC UHI		
Inverness College UHI		
Lews Castle College UHI		
Moray College UHI	✓	✓
NAFC Marine Centre UHI		
North Highland College UHI		
Orkney College UHI		
Perth College UHI		
Sabhal Mòr Ostaig UHI		
SAMS UHI		
Shetland College UHI		
West Highland College UHI		

4a	UHI delivery model
	Site-Specific
	See delivery model in appendix 1
4b	Modes of attendance
	Full time / Structured Part time / Unstructured Part time
4c	International delivery
	There are no plans for International delivery. However, future focus will be given to the potential of this happening.
4d	Mode of study/delivery and support
	<p>The mode of study and delivery of this Honours Degree programme will be as follows:</p> <ul style="list-style-type: none"> The delivery will be predominantly online and will use the following methods: <ul style="list-style-type: none"> VLE (tutor supported study) Discussion boards Blackboard Collaborate Audio-conference Self-directed study The practical aspect of the degree and the face-to-face delivery and support for the BSc year 3 will be a: <ul style="list-style-type: none"> Short, compulsory online induction will be undertaken in preparation for the face to face induction in week 1 of the academic session 2 day residential for induction 1 week residential in semester 1 1 week residential in semester 2 The practical aspect of the degree and face to face delivery and support for the BSc (hons) year 4 will be a: <ul style="list-style-type: none"> 2 day residential for induction 1 week residential in semester 1 1 week residential in semester 2 <p>A compulsory bridging course will be open for all new entrants to year 3 of the degree to complete from the end of May to the beginning of September. This will be 100% on-line and will have virtual support from the academic staff on the degree programme team. The on-line compulsory bridging and induction work will facilitate a fluid transition from level 8 to levels 9 and 10. Clear explanation and guidance will be provided to support the change of balance between face-to-face, online and self-directed study, and between theory and practice in levels 7 and 8 to greater emphasis on self-directed study and ownership of their studies at levels 9 and 10.</p>

<p>Students are encouraged to engage with these resources throughout their studies and tutors refer and direct learners to these in assessment feedback e.g. if a student needs further assistance with referencing.</p> <p>The mode of support for this honours degree will be as follows:</p> <ul style="list-style-type: none"> • Every student will be allocated a named PAT who will hold regular meetings with the student. • This support will be a mix of face-to-face, on-line and via Blackboard Collaborate <p>The allocated PAT will be available to ensure that the student settles into the UHI and College environment and the demands of higher education. The PAT will hold regular meetings with the student as it is recognised that support, both formal and informal, must be integral to the course for the students to benefit from the online learning and teaching strategies adopted. The PAT's role will be to facilitate a positive learning experience for each student, recognising that each student will come with differing needs and levels of ability. The Programme Leader, based at Moray College UHI, will provide information, support and guidance to the PAT to help them to carry out their role effectively. In addition to PAT level support the intention is to build a culture of peer group support both within the students own college and across the network through shared activities and discussion embedded within each module.</p> <p>The pastoral care and academic support offered by PATs is an integral part of this programme and is viewed as a critical feature, enabling academic achievement, positive student experience and the development of personal and professional skills.</p>				
			Year 3 (usually SCQF 9)	Year 4 (usually SCQF 10)
Face-to-face			6%	8.3%
Video-conference			0%	0%
Online (tutor supported study)			24%	17.5%
Audio conference			0%	0%
Self-directed study			67%	65%
Other (please specify)			3%	9.2%

5	Target market
	<p>This programme development is driven by demand from past HNC/HND graduates looking to enhance their qualification to degree level.</p> <p>As there are currently no other Scottish universities offering a dedicated Integrative Healthcare degree programme at this level there is a current clear gap in the market.</p> <p>There is a growing requirement for degree qualified complementary therapists in the health, private and integrative healthcare sectors, it is anticipated that the course will be popular with FT entry students direct from school, following on from FE colleges at HNC/D level, health related graduates and adult-returners.</p> <p>It is also anticipated that the students on existing complementary therapies and healthcare programmes will opt for some of the modules in the programme to supplement other degrees.</p> <p>Professionals in the healthcare and complementary therapies industries may take up individual modules for CPD purposes. Specific CPD module packages have been highlighted to attract applications into areas of the degree. These packages will be marketed alongside the BSc (hons) Integrative Healthcare degree straight after the approval event in April 2017. This will enable the CPD packages to be recognised by CPD responsible key staff within the healthcare arena and complementary therapies arena both locally and nationally. See devised CPD packages within: appendix 2.</p> <p>The below table highlights the stats directly from the Scottish Qualifications Authority (SQA) in relation to the entries and awards of level 8 HND over the past 8 years. These figures are based on FT entries and do not include PT or infill entries onto the awards. SQA have highlighted the demand for the degree programme nationally and equally acknowledged full support for the development of the programme to honours level.</p>

HND Complementary Therapies Group Award: G8G2 16								
	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15
	12	18	34	34	12	19	26	34
			Local	Scotland	UK	International		
School Leavers			✓	✓	✓			
FE Progressors			✓	✓	✓			
Life Changers (21-49)			✓	✓	✓			
Life Enhancers (50+)			✓	✓	✓			
Career Developers			✓	✓	✓			
Employers			✓					
UHI staff			✓					

6a	Programme summary
	<p>The BSc (Hons) Integrative Healthcare programme is designed to prepare graduates for the next stage in their careers, whether that is further academic or professional study, or entering employment or self-employment. The programme is made up of an ordinary year and an honours year.</p> <p>The course aims to produce graduates with an in-depth knowledge and understanding of integrative healthcare, complementary therapies, science, research and healthcare informed by current scholarship and research, including a critical awareness of current issues and developments in Integrative Healthcare.</p> <p>Students will be expected to deepen their technical understanding while developing their analytical, critical and problem solving skills. In addition the students will examine how these areas are developing in both the academic and commercial arenas of Integrative Healthcare.</p> <p>What is special about this course?</p> <ul style="list-style-type: none"> • This will be the only Integrative Healthcare degree offered within Scotland • A large part of the degree can/will be delivered via VLE • Ideal for distance students • The flexibility of where they study for the degree will be of huge bonus • Practical requirement of the course will be covered by block delivery <p>Special features</p> <ul style="list-style-type: none"> • Study online, with support from tutors and classmates, which allows students to fit studies around personal and professional life • Diverse options are available allowing students to specialise in areas of integrative healthcare and health of particular interest to them. • Placements will be undertaken within an agreed relevant healthcare setting • The theory aspect of the course can be studied anywhere within the UK • This is a competitive degree which will equip students with a range of excellent skills desirable to many employers • Students will be able to study individual modules for professional development (CPD) <p>Year 3 – BSc</p> <p>Modules studied will be:</p> <p>Mandatory: The Role of Integrative Healthcare in the Management of Injury and Disease; Comparative Therapeutic Practices and Concepts of Nutrition within Therapeutic Interventions</p> <p>Optional: Ethical Issues; Critical Thinking in Management; Healthy People, Healthy Places: Challenges for Public Health and Therapeutic Practices in a Supportive Setting.</p>

	<p>Year 4 - BSc (Hons)</p> <p>Modules studied will be:</p> <p>Mandatory: Dissertation; Advancing Manual Therapeutic Modalities; Evidence Based Clinical Practice and Integrative Health and Science in Society.</p> <p>Optional: Intensive use of Aromatics in Healthcare and Integrative Healthcare: Supporting Palliative Care.</p> <p>How the course will be studied</p> <ul style="list-style-type: none"> • Full time • Part time (structured) • Part time (unstructured) <p>The course will have a blended learning approach with face to face delivery in college as well as learning materials available on the virtual learning environment (VLE). A professional real working environment is created within the clinics incorporating face to face appointments with clients.</p> <p>How long the course will last?</p> <ul style="list-style-type: none"> • Full time: 2 years • Part time (structured): 4 years <p>Where the course can be studied</p> <ul style="list-style-type: none"> • Moray College UHI <p>Start date</p> <ul style="list-style-type: none"> • September – Full time and Part Time <p>Possible opportunities on completion?</p> <p>Once the course has been successfully completed, students might like to consider a career in the healthcare sector. There are a wide range of opportunities working with the NHS and private healthcare for highly trained and educated complementary therapists. Students may wish to work independently or even run and manage a business employing other complementary therapists to provide the highest quality of care to a range of clients with varying needs. The BSc (Hons) Integrative Healthcare programme will equip students with the understanding and skills to benefit a range of clients with complex conditions. Further career is also possible within education and lecturing.</p>
6b	Keywords
	Integrative Healthcare; Complementary Therapies; reflexology; massage; aromatherapy; health; therapy; science
7a	External reference points
	<p>In the absence of a Benchmark Statement for Integrative Healthcare/Complementary Therapies, the programme design has been informed by the QAA Subject Benchmark Statement for Health Studies.</p> <p>Throughout the 2+2 BSc (Hons) Integrative Healthcare degree there is an emphasis on the wide range of diverse and complex perspectives of health. The main disciplines identified in section 2.3 of the Benchmark inform the current and developing programmes, particularly social policy, ethics, the law, politics, physiology and sociology, which aims to help students form a strong understanding of the multifaceted and complex nature of health.</p>

	<p>The degree programme aims to develop the knowledge and skills required to be a critically reflective healthcare practitioner, taking integrative healthcare further into the enhancement of health status.</p> <p>The topics of the 2+2 degree programme are largely informed by the subject knowledge and understanding in the Benchmark Statements while also utilising the National Occupational Standards for the relevant therapies and the HEA Employability Profile for Aromatherapy and Reflexology. Subject specific and transferrable skills are developed to enhance the abilities of graduates, forming well-rounded practitioners with the proficiency required to work in the healthcare arena.</p> <p>A variety of learning and teaching strategies are used to enhance learner development.</p> <p>Year 1 and year 2 of the HNC/D Complementary Therapies programme were developed in conjunction with the National Occupational Standards for Aromatherapy (CNH4), Reflexology (CNHC11) and Massage Therapy (CNH7) and this has progressed into the degree programme development through the use of the Higher Education Academy Professionally Recognised Student Employability Profile for Aromatherapy and Reflexology. Each stage develops the skills and knowledge required for membership of complementary therapy professional and regulatory bodies.</p> <p>The Health Studies and Chemistry Benchmark Statements, have each been mapped to our modules. See appendix 14</p>
7b	Educational aims of the programme
	<p>The Aims of the programme are to:</p> <ul style="list-style-type: none"> • Provide a broad-based Integrative Healthcare programme that focuses on developing a critical understanding of the principle theories, terminology, concepts and principles of certain disciplines within the broad range of integrative healthcare • Integrate knowledge and understanding to relate pathology, physiology and microbiology to the application of complementary therapy treatments • Develop the ability to make intellectual judgements based on information from a wide range of sources • Provide highly-motivated graduates with the academic skills, knowledge and abilities to progress to employment in related areas or pursue appropriate professional vocational training • Enable students to integrate and apply knowledge and understanding of contrasting and contested perspectives within the field of study • Prepare students for progression to the next level of study, enable students to make informed choices about future programmes of study and provide academic progression opportunities for existing students in relevant HND programmes • Provide equal opportunities of access to those potential candidates restricted by employment, geography or personal circumstances within Scotland • Develop detailed knowledge and understanding of research in relation to the integration of health and complementary therapies • Promote research in the field of integrated healthcare • Provide opportunities to develop transferable skills relevant to the wide-ranging demands of professional life. • Enable students to pursue their interests in specialist areas within their field of study.

	<ul style="list-style-type: none"> • Enable students to develop skills in reflective practice, and encourage lifelong learning. • Provide access to Continuing Professional Development at Degree Level for appropriate candidates • Provide students with an opportunity to gain the best possible level of academic achievement and generic graduate attributes with a view to competing in the employment market or progressing to post-graduate study
7c	Programme objectives
	<p>The performance of honours degree students in Integrative Healthcare may be expressed with regard to areas of external reference and achievement within which the programme learning outcomes are based.</p> <p>The programme objectives are mapped out against the module framework in: appendix 3</p> <p>The objective of the programme is that our students should be able to:</p> <p>Level 9</p> <ul style="list-style-type: none"> • be able to reflect critically on the nature of their discipline(s) • have an ability to apply a high level of critical and analytical skills • have enhanced written and oral communication skills • have developed the ability to undertake self-directed learning and work independently • be able to apply detailed knowledge and critical understanding to a range of subject-specific questions and problems • have developed an interdisciplinary approach to the study of their chosen discipline(s) • be familiar with a range of subject specialisms • be able to synthesise large quantities of information <p>Level 10</p> <ul style="list-style-type: none"> • have competent research skills • have undertaken intensive critical work on a range of related sources • be able to design and conduct investigation and research proposals • be able to apply a depth of theoretical knowledge • be able to apply a range of methodologies • be adept at the construction of argument • be able to define problems and discuss issues in a range of subject-related topics • be independent learners • be prepared to undertake postgraduate research activities
7d	Teaching and learning approaches
	<p>A range of teaching and learning methods will be utilised to meet the programme aims and the objectives of individual module learning outcomes. The teaching and learning strategy is designed to maximise learning through the provision of a flexible and responsive programme which meets the needs of its different learners through co-operative learning, blended learning and presenting information in order to engage with various learning styles.</p> <p>The overall aim of the teaching and learning strategy within the programme is to create a supportive and positive environment that encourages the student to take the initiative to learn through the process of engagement and participation in interactive sessions through the VLE, Blackboard.</p> <p>Supporting materials for all modules, including lectures, primary source material, assessment guidance, reading lists and digitised articles, chapters, audio recordings, streamed videos and other materials will be available on the VLE. Students will be able to access this material over the internet, either from within the colleges, or at home.</p>

	<p>Flip classroom methods will be used in the weeks prior to residential face-to-face delivery sessions. Learners will have timed-release access to online lectures and tutorials to form understanding, supported by online activities, which will inform and prepare for block face-to-face delivery sessions.</p> <p>Block residential sessions are planned for mid-semester to allow formative learning prior to practical delivery; face-to-face delivery; workshops; and clinical practice. These block sessions will be used for the practical elements of Comparative Therapeutic Practice, Advancing Manual Therapeutic Modalities, and Evidence Based Clinical Practice, Intensive use of Aromatics in Healthcare; and theory delivery and consolidation for each module.</p> <p>Learning will be supported through materials on the VLE, though the greatest emphasis is on self-directed study at levels 9 and 10. Collaborative learning will be encouraged through use of online discussion boards and blogs for asynchronous learning, and Blackboard Collaborate for synchronous collaboration, both student- and lecturer-led.</p> <p>Previous study of Learning outcomes at level 7 emphasised description and demonstration of knowledge; at level 8 the demands increased by extending to less familiar context and by level 9 the emphasis is on analysis and evaluation and at level 10 to successful independent learning. Choice and type of assessment in the subject discipline modules would also reflect this demand.</p> <p>At levels 9, and 10, students are provided with the opportunity to have a measure of control over the direction of study and to focus their study on topics which are of particular interest to them on an individual basis. Students will only be able to progress to the next level if they have passed the core modules.</p> <p>Students will increasingly undertake larger pieces of coursework demanding a greater degree of self-directed reading and study. Original sources appropriate to both disciplines will be introduced to students from level 7, while by levels 8, 9 and 10, students will be expected to employ an increasing degree of confidence in their analysis of sources and primary data, the use of which will constitute an increasingly important element of coursework.</p> <p>Students will be given detailed feedback on each piece of coursework within three weeks of submission. Group work and engagement in tutorial and online discussion board will encourage self and peer review. The range of assessment modes are outlined in Section 7f. A variety of methods are used at each level and students will receive guidance about how to tackle each type of assessment. Assessments will be internally and externally moderated to ensure that standards meet appropriate national benchmarks</p> <p>Reflective practice will be encouraged by the use of e-based reflective logs in particular for clinic, project and group work activities. A reflective log option will be set up on Blackboard for students to maintain. Entries will be discussed with the personal academic tutor at regular review interviews</p> <p>Clinic work forms an integral part of the programme allowing students to develop skills such as report writing, communications, research, safe working practices, application of reason and analysis etc. The detailed instructions provided for clinic sessions will reduce as students' progress through the programme encouraging independence and application of skills gained.</p> <p>Collaborative group work can result in increased participation by students in all components of the programme, better understanding and retention of material, mastery of skills essential to success in the programme or in a career, and increased enthusiasm for self-directed learning.</p> <p>It has been found that, regardless of the subject matter, students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats. This reflects real life situations which the complementary therapist either through formal presentations will experience in industry.</p> <p>Some modules will incorporate peer-based formative assessment. This mix of teaching and learning is designed to achieve positive student outcomes by increasing and deepening knowledge and understanding, improving communication skills, influencing personal growth</p>
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	<p>and development; facilitating individual and group approaches to learning and fundamentally by promoting and encouraging innovative learning methods.</p> <p>These activities will be developed in a practical and action-oriented manner, encouraging the student to develop skills that will be useful both to a current and future role. This will build on core learning materials and will utilise e-learning tools and tasks that have relevance and value to help relate the learning materials to future professional practice.</p> <p>The programme leader, module tutors and academic advisors will be available to support the student throughout the course.</p> <p>The aim is to build on staff and student knowledge and professionalism to create an ever-evolving variety of innovative products and services to enthuse and excite the academic community.</p>
7e	<p>Programme structure and content</p> <p>Programme structure: appendix 4</p> <p>Transferable Skills</p> <p>The ability to communicate effectively, both in writing and orally, is a key skill for the future employability of graduates, regardless of their ultimate career destination. During the course of the BSc (Hons) degree, students will be required (through the core modules) to engage with a diversity of writing styles, from discursive essays and critiques to report writing and the presentation of materials using posters or leaflets. Oral presentation skills are likewise developed at all levels, through formal presentations (e.g. Dissertations and Research Skills at levels 9 and 10.</p> <p>Team working and inter-personal skills are developed within the core modules where students will be required to work together effectively, and will undertake group-based tasks. Practical work also promotes other key skills, including numeracy, oral communication, independent working; the value also of practical work in providing experiential learning with respect to both discipline and transferable skills is widely recognised.</p> <p>Dissertation</p> <p>An existing UHI module will be contextualised for the purpose of the dissertation; however the Programme Leader will be the module leader for the dissertation. Deciding on the topic(s) students are to follow for the purpose of the dissertation will be determined by the student's interests and what practical/professional route they are following within the degree. The parameters of the topic(s) will also be determined by the module leader and team members of the modules expertise.</p> <p>The UHIs approval system for dissertation is that the team decide topics, the faculty research ethics committee deal with the research ethics application. The ethical approval will require to happen in the summer between level 9 and level 10 to enable students are able to begin into their dissertation at the beginning of level 10 session start date.</p> <p>Undertaking the level 9 module Research Skills will enable the students to develop their research methods and techniques by use of 6 themes within the module:</p> <ul style="list-style-type: none"> • Theme 1: Research planning – the philosophy of research, research design, formulating research questions • Theme 2: Identifying a suitable topic – the research cycle, secondary research, identifying and accessing suitable literature • Theme 3: Research methodology – primary research, secondary research, qualitative methods, quantitative methods, mixed methods and sampling • Theme 4: Working with data - data collection, data analysis, data presentation and data interpretation. Using software packages for data analysis. • Theme 5: Writing a dissertation – cognitive skills and critical thinking, critical writing skills, research presentation skills, referencing, citation and plagiarism. • Theme 6: Research integrity and ethics

	The students will have undertaken a 2000 word essay of a comprehensive dissertation proposal of learning outcomes 2 and 3 of the level 9 Research Skills module undertaken. This forward preparation within the Research Skills module will enable the students to have planned their dissertation and started to develop a depth of knowledge on their chosen topic, to be built upon at level 10 (year 4).
7f	Assessment map
	See Level 9 and 10 assessment map: appendix 5
8a	Entry requirements
	Standard UHI entry requirements. appendix 6
8b	Recruitment and admissions
	<p>The BSc (hons) Integrative Healthcare programme has the following target recruitment sources:</p> <ul style="list-style-type: none"> • Employers in relevant industries • School leavers seeking a career in integrative healthcare. • Career changers with similar aims • Students who have completed pre-requisite study, such as year 1 HNC and 2 HND of a comparable complementary therapies programme, who are seeking to expand their academic qualification to degree level. • Students taking specific year 2, 3 and 4 modules to supplement an existing degree or for CPD purposes in the areas listed. <p>UHI admissions procedure and Policy will be used for admission to the programme.</p>
8c	Admissions process
	Standard MC Admissions process – applications are processed by admissions staff at the applicant's chosen location of study (HAP)
8d	Articulation routes into programme
	<p>HNC and HND Complementary Therapies will be the main articulation routes into the level 9 and 10 of the degree programme. However, inclusion of articulation or progression of other university students who have undertaken study within complementary therapies will also be considered, e.g. Edinburgh Napier graduates of Level 9 into level 10 of the degree.</p> <p>See articulation and progression route: appendix 7</p>
8e	Progression routes out of programme
	<p>Progression into the following areas on completion of the programme:</p> <ul style="list-style-type: none"> • Healthcare sector • Supportive (allied) care - for example palliative care • Further evidence based research in the field of integrative healthcare • Private practice • Multi-disciplinary practice • Post graduate level study
9a	Additional information for prospective students
	<ul style="list-style-type: none"> • PVG Disclosure check requirement (student cost) • Extra-curricular activities – i.e. Excursions; Erasmus exchange visit opportunities; annual overseas visit opportunity • Block delivery – practical aspect of programme delivered within Moray College UHI • Clinical placement provision
9b	Additional costs to students
	<p>The Role of Integrative Healthcare in the Management of Injury and Disease</p> <ul style="list-style-type: none"> • Travel costs when conducting interview in community

	<p>Integrative Healthcare: Supporting Palliative Care</p> <ul style="list-style-type: none"> • Travel costs to clinical placement <p>Comparative Therapeutic Practices</p> <ul style="list-style-type: none"> • Students will require access to appropriate complementary therapy equipment and consumables relevant to their chosen therapy. These may be provided by the student at their own expense to complete the practical element of the module out-with the university, or provided by the clinical facilities at an appropriately furnished assessment centre. <p>Dissertation: BSc (Hons) Integrative Healthcare</p> <ul style="list-style-type: none"> • Students will incur printing and binding costs for the final submission of the dissertation. <p>Evidence Based Clinical Practice</p> <ul style="list-style-type: none"> • Where students are not based in the vicinity of Moray College UHI, they will have to travel to an appropriate site to complete the clinical aspect of this module in synchronous collaboration with other students. <p>Intensive use of Aromatics in Healthcare</p> <ul style="list-style-type: none"> • Students will require access to appropriate complementary therapy equipment and consumables relevant to their chosen therapy. These may be provided by the student at their own expense to complete the practical element of the module out-with the university, or provided by the clinical facilities at an appropriately furnished assessment centre. <p>Therapeutic Practices in a Supportive Setting</p> <ul style="list-style-type: none"> • Travel costs for placement <p>PVG Disclosure Check Requirement</p> <ul style="list-style-type: none"> • Cost of the check <p>Residential' s</p> <ul style="list-style-type: none"> • Cost of travel • Cost of accommodation • Subsistence
9c	<p>Additional support for students</p> <ul style="list-style-type: none"> • Scheduled appointments with assigned Personal Academic Tutor • Supported personal development planning • Pre-start attendance to each year of programme • Extended learning support (if required) • Entry to the study bar • Careers development support • CV building and role play interview techniques <p>To support transition from HND to degree level study a compulsory bridging/transition on-line workshop will be undertaken by all students intending to study for a degree programme the following session, in the months of June-August. This on-line compulsory bridging/transition currently under development will be monitored by staff within the degree programme. Late applicants will be supported to undertake the compulsory bridging course by the Learning Assistant within Complementary Therapies to ensure an equitable and supportive start for them.</p> <p>Students will be highly recommended to attend a 2 day induction event (that will embed further transition information).</p> <p>Students will be assigned a personal academic tutor (PAT) who will be the first point of contact for advice on:</p> <ul style="list-style-type: none"> • Mitigating Circumstances

- Absences
- Career options
- Academic progress
- References

The programme handbook will outline details of support mechanisms for students in the following areas:

Problem	Point of Contact
Academic (general course problems)	Personal Academic Tutor/Programme Leader
Academic (assignment problems etc)	Module Leader, Research dissertation supervisor
Academic/mitigating circumstances	Personal Academic Tutor/Programme Leader
Technical	Technical Advisor – ICT
Administrative/general queries/	Administration Services Centre
Non-academic support/Personal	Student Registry/Student Support
Computer/Printer/IT	UHI Helpdesk/ICT
Social	Other students
Course/General Issues	Programme Leader/Personal Academic Tutor

The programme will have a Personal Academic Tutor (PAT) who will conduct interviews with students and help them identify objectives and mechanisms to achieve these through the system of Learner Agreements and individual student plans.

Class representatives are appointed and provided with training.

Induction both face to face and on VLE will focus on the expectations of degree study, the support function of Academic Services and familiarisation with the relevant policies of the University of the Highlands and Islands. There will also be an introduction to the library/learning resources of the College as well those of the University. The induction also provides students with the opportunity to agree a plan of action to further improve skills in ICT and Research. During this time students are made aware of the range of support measures provided by the College including finance, guidance, additional support needs, and careers.

The college has a Learning Services/Support Base which student can access. Any student can utilise this service in order to overcome short-term learning difficulties. In addition, there is a well-developed and confidential service for those with extended learning support needs. Students with these needs can borrow or learn to use assistive technology equipment, receive help in securing funding from the Disabled Student Allowance scheme and investigate and apply different technology solutions to meet their learning needs. In addition, Personal Learning Support Plans (PLSPs) can be developed to support the student learning experience.

Longitudinal Online Induction which will consist of various sessions released weekly and scheduled to address 'hotspots'. It is designed to be highly interactive with links to useful resources, tasks, pop ups and quizzes and is linked to the electronic student handbook. It also contains live links to aspects of Regulations etc. It provides a tool to allow the PAT to check student engagement with the induction (and possibly, therefore, with online learning) easily in the first critical period of study by flagging up potential problems early.

At the end of their degree studies, students will be offered the opportunity to attend short workshops interview techniques, job seeking skills and applying for postgraduate opportunities are covered and input from the Careers Service from the University also forms part of this support.

10	Programme-specific regulations
	UHI Standard Procedures
11	Quality enhancement
	<p>The standards and quality of the programme will be evaluated and maintained in line with the UHI Regulations. The Programme Team committee will comprise of all staff working on the programme and will meet regularly to monitor the progress of the programme. Student evaluation will be considered and corrective action will be taken when necessary. The committee will report to the college QA committees and the UHI Academic Standards Committee.</p> <p>Students can input to this process in a number of ways:</p> <ul style="list-style-type: none"> • Through feedback to personal academic tutors; • Through the completion of module evaluation questionnaires distributed twice a year; • Through student group discussions and input prior to programme committees; • Through representatives who will be invited to attend Course Committee meetings; • Through representatives who sit on college and UHI committees. • Through meeting external examiners at exam boards <p>It is key to the success of this programme that job specific skills are applied in real environments. This therefore creates the opportunity for working in a number of contextualised settings. This approach will allow for the programme to grow and develop and create a specialised degree. It will allow the student:</p> <ul style="list-style-type: none"> • The flexibility to follow personal interests by allowing them to make an informed decision about the clients/groups they work with • Opportunities to extensively apply community engagement practices that will provide students with the opportunity to put theory into practice and gain with valuable practical experience.
12	Employability
	<p>The programme has been developed with the aim of providing graduates with the general and specialist knowledge, understanding and skills that is relevant to employment within the Integrative Healthcare sector. By providing a BSc (hons) programme with G21C strategy at the core, graduates are enabled for relevant worthwhile careers in the wider remit of healthcare and integrative healthcare industry, while embodying core and transferable skills that would make them attractive to other businesses and industries.</p> <p>This aim is achieved by the studies of core and optional subjects carefully selected and developed. Safe and effective working practices are a continuing theme throughout the programme and are developed and reinforced in clinic activities. The development of core and transferable skills are integrated into the delivery of the core programme with additional features, through quality enhancement aspects, contributing significantly to the G21C attributes of the BSc (hons) graduate.</p> <p>Students completing this programme will be ready to compete effectively within the employment markets for jobs as integrative healthcare practitioners. In addition, after successfully completing the programme, graduates have a broader range of transferable skills and knowledge than the title of their degree might suggest. They will also be ready to fit in to jobs in many other healthcare and allied sectors, such as:</p> <ul style="list-style-type: none"> • Macmillan nurses • Smoking cessation • Rehabilitation in alcohol abuse • Care of the elderly • Cancer Link Aberdeen and the North East (CLAN) • Multiple Sclerosis Society who actively promote Reflexology • Stroke rehabilitation • NHS Health Promotions - within staff support • Professionally registered self-employed therapist • Regulatory body registered therapist • Sports industry • Working alongside osteopaths and in Healthcare centres • Allied healthcare • Degree level teaching • Post-graduate study

	<ul style="list-style-type: none"> • Health research • Product research • Product development • Healthcare product manufacture <p>The employability strategy for UHI has the stated aims of:</p> <ul style="list-style-type: none"> • To ensure that UHI graduates have appropriate skills and attributes for employment within the Highlands and Islands • To ensure that all students have a range of opportunities to develop their employability skills and attributes through their programme of study at UHI • To encourage and support programme teams in enhancing the engagement with employability offered by their programmes • To further strengthen and widen our links with employers, in order to understand mutual concerns, expand graduate opportunities and enhance UHI's reputation as a place of useful learning <p>In keeping with the above strategic aims, throughout the Integrative Healthcare degree programme all students will be assessed using a range of techniques. These will include producing reports, submission of essays and literature critiques to an agreed deadline and a standard commensurate with their level study. Additionally, collaborative working is increasingly recognised as being a requirement of employers and this is reflected in the teams' use of group work at each level of the Programme. Further to this, elements of continual assessment have been adopted that require the student to contribute to and engage with their peers via the use of the discussion board. Finally the programme has close links with the employment sector. These links are enhanced through the use of work placement (Engaging with External Agencies) and resultant feedback from the employer, which can be incorporated into our programmes to continue to develop and enhance our graduate employability. The use of guest lectures both within modules and in the seminar series is also important in creating links with local employers. This creates highly employable graduates.</p> <p>The programme has been designed to develop core employability skills such as; critical, independent thinking and analysis, research, resource and investigative capabilities, Practical ICT capability, critical problem solving and adaptive and evaluative skills, self and time management capabilities, practical and responsive application and synthesis of conceptual ideas to the organisational context and practice, engagement, collaboration and cooperation with peers, tutors and others, development of reflective practice, enhanced confidence, ethical and social awareness</p> <p>See Employability flow chart: appendix 8</p>
13	<p>Future programme developments and plans</p> <p>Planned developments/aspirations over next 3-5 years are:</p> <ul style="list-style-type: none"> • Development of provision across suitable partners of the UHI network. • Block release programme to allow wider access e.g. for employed students. • Increase flexibility of programme delivery via VLE materials to allow wider access. • Continually build on articulation and collaboration agreements with colleges delivering the HN Complementary Therapies frameworks (enabling HNC/D graduates out with the local area, ease in accessing and engaging with the degree programme) • Build on FE feeder programmes both locally and nationally (currently under development for delivery 2017/18) • Development of a Modern Apprenticeship programme providing the academic content to further dovetail into the hon's year of the degree programme. • Capitalise on research opportunities due to significant changes in the integrative healthcare sector. • To develop staff capability in producing on-line/blended learning materials and use of UHI's blended Learning Checklist and IT Essentials checklist. • To expand Problem Based Learning implementation through new mediums and by utilising the UHI EDU unit. • To broaden student engagement with involvement in National initiatives and competitions for young people. • To expand employers links to identify opportunities for student placements • To contribute to the National Student Feedback Survey

Additional information for internal consideration (not for external publication)

14a	Brief history of academic provision
	<p>The original HNC and HND in Complementary therapies are embryonic to Moray College UHI and were validated via SQA in 1997. The programme was delivered solely within Moray College for a year before being rolled out to other colleges across Scotland. In 2004 a new revised HNC and HND was validated and is still the programme used to date. A further revised HNC and HND are have just been validated and to be implemented for session 2017/18. The revised programme has already been built into the construction of years 3 and 4 of the BSc (hons) Integrative Healthcare programme.</p> <p>Graduates of the previous and current HNC and HND frameworks across Further Education colleges in Scotland have had the opportunity through articulation agreements between FE colleges in Scotland and Edinburgh Napier University to progress their studies to degree level, by entering into either year 3 or 4 of the BA (hons) Complementary Healthcare (Aromatherapy or Reflexology). This was a successful and worthwhile route for graduates desiring to progress their academic studies in Integrative Healthcare to degree level.</p> <p>Edinburgh Napier however, has three years ago ended their delivery of the Complementary Therapies degree, leaving a complete gap in degree provision with no availability of studying a specialist integrative healthcare/complementary therapies degree in Scotland. This has been a void which has become over the past two years a concern of the Complementary and Alternative Therapies education forum for Scotland, and a disappointment for HNC and HND graduates looking to embark on further degree study within Scotland.</p> <p>A continual request of both graduates and FE colleges for Moray College UHI to develop a degree to fill the void has been requested. In the past (12 years) this has been a provision Moray College UHI has endeavoured to develop and are now determined to bring the degree to successful fruition within the University of the Highlands and Islands.</p>
14b	Rationale for the programme
	<p>SCQF LEVEL9 and 10 BSc (Hons) Integrative Healthcare</p> <p>There are exciting challenges facing Complementary and Alternative Medicine (CAM) practitioners on a local, national and international level. Increasingly, CAM appears in the mainstream delivery of health within the UK, this coupled with the ever increasing public demand for choice in healthcare, necessitates the provision of highly qualified complementary therapists. This new and vibrant degree will enable Moray College UHI and future academic partners to offer this new award which in turn will develop skilled graduate professionals. The 2 plus 2 is designed to offer a unique and coherent award, most importantly the only Integrative Healthcare degree in Scotland, offering also accredited practitioner status within the Association of Reflexologists. The degree will sit within the Faculty of Science, Health and Engineering and within the Subject Network: Applied Life Studies. The Faculty and Subject Network have in themselves established an excellent reputation for the quality of its courses, for an innovative approach to teaching and learning, and for the forward thinking of its staff.</p> <p>The course has a strong focus on developing high standards in the professional therapeutic approaches to healthcare in context. The degree aims to enhance practice skills where they already exist, and develop new skills where they do not. To develop complementary therapy practitioners who have the specialist knowledge base and skills to enable them to practice effectively, in a safe and accountable manner, and in a variety of health and social care settings. To achieve this, the degree will enable the student to meet the requirements leading to membership as a reflexologist with the Association of Reflexologists (AoR). In addition to the fundamental aspects of Complementary Therapy, which will be gained to a high level, the degree will also enable the student to develop digital literacy, health, and research as well as business development skills, necessary to operate as an independent autonomous complementary therapist.</p> <p>The networked modules within health, science, business and social science will be studied alongside other health, science, business and social care students, which will broaden the students understanding of the health and social science arena and provide opportunities for</p>

	<p>inter disciplinary learning, gaining a deep understanding of work within the wider health economy. Students recruited onto the degree will have a variety of backgrounds. As this new degree is an addition to the current HNC/D, students from many different professional backgrounds will come together and share diverse and challenging ideas and knowledge which will enrich the BSc (Hons) Integrative Healthcare degree.</p> <p>Rationale for (Hons) year:</p> <p>Students continuing from the HND require development and additional assistance from the year three modules undertaken to enable them to enhance the academia required of the degree. Two further years bringing the degree to honours, allows and enables the student time to build a seamless progression through the SCQF Levels 7,8,9 and 10, thus enabling the student to:</p> <ul style="list-style-type: none"> • embed into their therapies the integration of the Health, Science and Research aspects of the degree • develop their knowledge and understanding through each SCQF level • develop into and built on their Intellectual skills • progressively developed their academic skills • Develop their graduate attributes to become a rounded qualified therapist in Integrative Healthcare. • built upon their practical skills <p>On completion of the HNC/D and progressing onto the year three of the 2 plus 2 degree, further completion of the BSc year three of the degree, students will have mastered the requirements of the HND and:</p> <ul style="list-style-type: none"> • be able to reflect critically on the nature of their discipline(s) • have an ability to apply a high level of critical and analytical skills • have enhanced written and oral communication skills • have developed the ability to undertake self-directed learning and work independently • be able to apply detailed knowledge and critical understanding to a range of subject-specific questions and problems • have developed an interdisciplinary approach to the study of their chosen discipline(s) • be familiar with a range of subject specialisms • be able to synthesise large quantities of information <p>On Completion of the BSc (Hons) Degree, students will have mastered the requirements for the BSc and:</p> <ul style="list-style-type: none"> • have competent research skills • have undertaken intensive critical work on a range of related sources • be able to design and conduct investigation and research proposals • be apply to apply a depth of theoretical knowledge • be able to apply a range of methodologies • be adept at the construction of argument • be able to define problems and discuss issues in a range of subject-related topics • be independent learners • be prepared to undertake postgraduate research activities
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	<p>Strategic Fit with Faculty and UHI curriculum strategy</p> <p>Part of the Faculty's mission includes:</p> <ul style="list-style-type: none"> • Our Curriculum includes a full spectrum of lifelong learning opportunities from undergraduate and postgraduate through to continuing professional development and community-based education, which the BSc (Hons) Integrative Healthcare degree supports well. <p>The Faculty's objectives for 2010 to 2015 are the Faculty Enablers (FAC). FAC1-5 are noted below:</p> <ul style="list-style-type: none"> • FAC1- <i>Provide academic development plan identifying strategic priorities for subject development.</i> In developing and delivering the BSc (Hons) meets this. • FAC2 - <i>Provide a map of existing curriculum progression routes to identify gaps for potential development opportunities.</i> As a result of Edinburgh Napier University no longer delivering this degree, there is an opportunity to fill this gap in the market and provide progression routes for UHI HND students as well as HND students from the rest of Scotland. The addition of the BSc (Hons) allows for continued personal and professional progression for staff in health and social care areas. • FAC3 - <i>Utilise the network to deliver the maximum number of programmes from the minimum number of modules/units.</i> In line with the principles set out in UHI C21C Framework (2010), the BSc (Hons) will share modules and experience within in SN Applied Life Studies as well as SERRM SN • FAC4 - <i>Build new and co-ordinating existing links to provide a comprehensive network with key strategic employers and related bodies.</i> The development and delivery of the BSc (Hons) builds on the existing positive links with employers through the delivery of the HNC and HND Complementary Therapies. • FAC5 - <i>Ensure curriculum is designed to maximize opportunities for experiential learning.</i> As the BSc (Hons) Integrative Healthcare is a professional vocational degree, there will be strong links between theory and practice. Learning activities embedded in the modules encourage students to reflect upon a variety of situations/issues making good use of their own personal experiences to assist them to analyse and critically review them. The aim being to create professionals who are reflective practitioners. <p>Fit with Moray College UHI strategic plans and strategic objectives: Overall the development of this programme fits:</p> <p><i>Strategic Aim 4: To make a significant contribution to the University of the Highlands and Islands aim of building academic strength and reputation such that it becomes a university of choice for the people of Moray in particular and for others.</i></p> <ul style="list-style-type: none"> • Lead on the development of new curriculum and to higher levels in respect of the existing curriculum in those areas where the College has recognised strengths such as Complementary Therapies, Science and Healthcare. • Build on the success of the early initiatives taken to bring about a research and • Scholarly activity culture within the College. • Ensure that the totality of the curriculum offered in Moray is as seamless as it can be thus ensuring that individuals have excellent opportunities for progression to higher education within the College and between the schools and College
15a	Funding stream
	SAAS Funding

15b	Projected student numbers					
	<p>These numbers are based on:</p> <ul style="list-style-type: none">previous HND students who left UHI to go to Edinburgh Napier for the degree who would come to Moray College UHI insteadinterest from current HND studentsinterest from other parts of Scotland who may decide to move to the Moray area or commute <p>They Include a commentary on the basis for projections and what assumptions have been made.</p>					
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
SCQF Level 7	FT					
	PT					
SCQF Level 8	FT					
	PT					
SCQF Level 9	FT	12	14	14	14	16
	PT	6	6	6	6	8
SCQF Level 10	FT		10	12	12	14
	PT		6	6	6	6
SCQF Level 11	FT					
	PT					
Total FTE		18	36	38	38	44

16	MAC calculation																
	<div>MAC Calculation:</div> <div>$\text{MAC} = \frac{\text{Total Students}}{\text{Total Local Instances}} \times \text{No of Modules Taken}$</div> <div>Level 9 (BSc Integrative Healthcare): $\text{MAC} = \frac{11}{6} \times 6 = 11$</div> <div>Level 10 (BSc (hons) Integrative Healthcare): $\text{MAC} = \frac{5}{6} \times 6 = 5$</div> <div>Average MAC for Scheme</div> <table><tr><th>Level</th><th colspan="3">Calculation (FTE Students x MAC)</th></tr><tr><td>9</td><td>11x11</td><td>121</td><td></td></tr><tr><td>10</td><td>5x5</td><td>25</td><td></td></tr><tr><td colspan="2">Total (FTE x MAC)</td><td>146</td><td></td></tr></table> <div>$\text{Average MAC} = \frac{\text{Total FTE x MAC}}{\text{Total FTE}} = \frac{146}{16} = 9.125$</div> <div>This MAC figure will reduce as networked/shared modules are introduced – until final delivery and module, structures are defined through the development process, this current figure is very indicative.</div>	Level	Calculation (FTE Students x MAC)			9	11x11	121		10	5x5	25		Total (FTE x MAC)		146	
Level	Calculation (FTE Students x MAC)																
9	11x11	121															
10	5x5	25															
Total (FTE x MAC)		146															
17	Marketing and promotion																
	<ul style="list-style-type: none">• HE Progressing students• Graduates who have already gained their HND in complementary therapies• Past graduates of HN Reflexology Route• Students who have previously gained a complementary therapies qualification and are wanting to gain a credible and robust Integrative Healthcare degree• Career Developers<ul style="list-style-type: none">◦ Qualified healthcare practitioners looking for CPD• Young Entrants																

	<ul style="list-style-type: none"> ○ Potential market of School Leavers and Second Chancers • Mature Entrants <ul style="list-style-type: none"> ○ Life Changers – the current HN programmes already have a large percentage from this market • This will be the only Integrative Healthcare degree offered within Scotland which will draw in learners nationally, as this will be the only SAAS funded course to provide direct progression for complementary therapists within their chosen field of study. • A large part of the degree can/will be delivered via VLE • Ideal for distance students <p>The flexibility of where they study for the degree will be of huge bonus. There is a local demand as well as requests from other areas and colleges in Scotland.</p> <p>Local demand based on consultations carried out 2013/4/5:</p> <ul style="list-style-type: none"> • Consultation with current HNC/D students within a focus group (n=15). • Consultation with UHI HND graduates who progressed to year three of Edinburgh Napier degree (n=17 but only 1 completed the survey monkey). • Consultation with local employers at an Employer engagement event at Moray College (n=12) and they were given a presentation about Integrative Healthcare at Moray College which included the BSc (Hons) (see Appendix 2). They completed an evaluation (See Appendix 4) after the event which included questions about the BSc (Hons) need by employers. There were a further 40 employers who did not attend who were followed up with a specific survey in relation to the degree. <p>The Scottish Qualifications Authority (SQA) is fully supportive in the development of the degree within the University of the Highlands and Islands and recognise Moray College UHI as being embryonic in the introduction and development of HNC and HND Complementary Therapies within Scotland. SQA have agreed to aid the marketing of the degree across all colleges within Scotland and promote the beneficial aspect of the HND qualified therapist progressing into a further 2 years of study, gaining the honours degree which will be the only one available within Scotland.</p> <p>Some specific feedback received from the Employer Engagement Event:</p> <ul style="list-style-type: none"> • <i>'This is an excellent opportunity for students and Moray College'.</i> • <i>'Great Idea'.</i> • <i>'Think this would be very beneficial'.</i> <p>The feedback received from our employer engagement event indicated that the attendees recognised the benefits of complementary therapies in health and wellbeing and would welcome the inclusion of degree level study at Moray college for Integrative Healthcare. One respondent indicated that 'degree level study is an excellent opportunity for students and Moray college' and that 'I see integrative healthcare complementing conventional healthcare by providing people with a pleasant experience, promoting relaxation, improved health and wellbeing'. Another respondent advised that 'Having seen what the students have been doing can see people would benefit from maybe being more relaxed about any other treatments. Also within our organisation great benefit to carers' and that the development of a degree programme would 'be very beneficial'.</p> <ul style="list-style-type: none"> • Survey sent to colleges and university graduates: appendix 9 • Survey sent out via social media for a wider response due to the name change of the degree: appendix 10 • Integrative Healthcare survey responses: appendix 11
18	Student engagement and representation
	<p>Academic partner and UHI survey practices will be used to ensure engagement with students and help evaluate success of programme. This involved regular course evaluations (3 per year); student and industry representatives are part of the evaluation process.</p>

	<p>Constant dialogue between the course team and the students takes place which ensures feedback is obtained and acted upon throughout the course.</p> <p>Student representatives sit on course committees, module SEDs, programme SEDs and subject network committees ensuring that students have the opportunity to feedback experience for action by the relevant course teams.</p> <p>The following forums are used within Moray College UHI to encourage student engagement:</p> <ul style="list-style-type: none"> • Student Focus Groups • Class Rep meeting • Class Rep Training – Feedback • Induction survey • Course committee meetings • Directorate academic meetings • Learning and teaching quality committee <p>All actions are recorded and any follow up actions necessary identified.</p>
19	Learning resources
	<ul style="list-style-type: none"> • The use of specialist speakers from the healthcare community to enhance the blending learning experience for the student. • BB/VLE/blogs/collaborate • Practical routines available on disc • Fully equipped real working environment clinics (Moray College UHI) • Equipped real working environment mock wards (Moray College UHI) • Study bar • Learning resource centre locally and across all academic partner campuses • Audio feedback use • External clinical settings for practical work <p>With regard to development of new learning materials the following key areas will be considered:</p> <ul style="list-style-type: none"> • The modules will be developed according to UHI's Blended Learning Standards, for example formative assessment will be available throughout. • A review of OERs (Open Educational Resources) is planned. It is intended that CC-licensed resources are used where possible. • Staff will be informed of UHI's new Social Media Policy, especially with regard to using externally hosted Web 2.0 technologies. A Brown will be contacted should staff wish to use such technologies. <p>Staff will be aware of the following Blackboard housekeeping, e.g.:</p> <ul style="list-style-type: none"> • video materials will be placed on UHI's streaming server; • all images uploaded to UHI's VLE (that are not required to be high resolution) be compressed to screen resolution • All modules on UHI's VLE are appropriately maintained/backed up/archived/removed. <p>Consideration will be given to</p> <ul style="list-style-type: none"> • designing for mobile technologies • Use of Turnitin® as an educational tool.
20	Staffing
	<p>An analysis of module content has identified that the technical and theoretical expertise exists to deliver within the existing team. Additional resource will be required to support delivery by freeing-up existing staff, it is anticipated that this will be resourced by the expansion in student numbers.</p> <p>Continued efforts will be made to recruit staff on a full or part-time basis with degree graduate complementary therapies experience to expand the team.</p>

	<p>The existing team have recently completed development planning sessions within their staff review with their line manager and development targets have been set that will support delivery of the degree, for example attending relevant seminars.</p> <p>Current Staff Profile: appendix 12. CVs have been supplied separate to this CUR02</p>
21	<p>Staff development activity and plans</p> <p>The programme proposed here does not require any specific additional staff development other than that which is on-going for continuing professional development.</p> <p>All staff will be expected to complete:</p> <ul style="list-style-type: none"> • the Staff copyright training module • the IT Essentials checklist and have it formally recorded as CPD • the use of an e-portfolio if agreed will trigger request for staff development will be required for Mahara <p>A five year staff development programme and timeline has been devised to enhance the academic and professional qualifications of the degree team.</p> <p>Milestones for staff development: appendix 13</p>

Level 10	Level 9		Online Bridging Programme [Compulsory]
			Online Pre-Induction Programme [Compulsory]
			Induction
		Two day residential	Week 1
		Online Delivery	Week 2
		Online Delivery	Week 3
	Ethical Issues Essay	Online Delivery	Week 4
	Bookable Supervision Appointments	Online Delivery	Week 5
EB Clinical Practice Essay			Reading Week
	Ethical Issues Essay	Block Delivery	Week 7
	RIHMID Lit Review, CTIM Essay	Online Delivery	Week 8
		Online Delivery	Week 9
AMTM Case Study		Online Delivery	Week 10
IHSS Report	RIHMID Critical Analysis	Online Delivery	Week 11
AMTM & IHSS Presentation.	CTP Essay & Case Study, CTIM Report	Online Delivery	Week 12
		Online Delivery	Degree Exams
		Online Delivery	Degree Exams
	Ethical Issues Essay		Marking
			Christmas Closure
			Marking
			Marking
			Marking
		Online Delivery	Week 1
		Online Delivery	Week 2
		Online Delivery	Week 3
		Online Delivery	Week 4
	TPSS Report	Online Delivery	Week 5
EBCP Essay		Block Delivery	Week 6
	Research Critical Review	Online Delivery	Week 7
IUAH Essay	HP;HP Extended Response Exam	Online Delivery	Week 8
IHSPC Report		Online Delivery	Week 9
	CNTI Essay, TPSS Report	Online Delivery	Week 10
			Easter Holidays
			Easter Holidays
		Online Delivery	Week 11
Dissertation, EBCP Blog and Case Study, IHSPC Review, IUAH Case Study	CNTI Presentation	Online Delivery	Week 12
Palliative Review of Placement	Bookable Appointments	Online Delivery	Degree Exams
Intensives Case Study	Research Proposal, HP;HP Essay	Block Delivery/remediation	Degree Exams
Comparative Health Essay			Marking
			Marking
			Marking
			*

Appendix 1: Delivery Model

Appendix 2: Continual Professional Development Packages

SCQF Level	Package Name	Professional (qualification level accepted)	Sem 1 / Sem 2	Module Title	Credit Value
Level 9	Physiological/supportive	HND Complementary Therapies	Sem 1	The Role of Integrative Healthcare in the Management of Injury and Disease	20
			Sem 2	Therapeutic Practices in a Supportive Setting	20
Level 9	Integrating Complementary Therapies in Healthcare Practice	Nurses/MacMillan Nurses	Sem 1	Concepts on Nutrition within Therapeutic Interventions	20
			Sem 2	The Role of Integrative Healthcare in the Management of Injury and Disease	20
Level 10	Healthcare	Degree qualified practitioners	Sem 1	Evidence Based Clinical Practice	20
			Sem 2	Integrative Healthcare: Supporting Palliative Care	20
Level 10	Extending Healthcare Practice with Complementary Therapies	Nurses/MacMillan Nurses	Sem 1	Advancing Manual Therapeutic Modalities	20
			Sem 2	Integrative Healthcare: Supporting Palliative Care	20

Appendix 3: Mapping of Learning Outcomes and Programme Aims

Programme Objectives	Level 9 Modules							
	The role of integrative healthcare in the management of injury and disease	Comparative therapeutic practices	Research skills	Concepts of nutrition within therapeutic interventions	Ethical issues	Critical thinking in management	Healthy people, healthy places: challenges for public health	Therapeutic practices in a supportive setting
be able to reflect critically on the nature of their discipline(s)	✓	✓	✓	✓	✓	✓	✓	✓
have an ability to apply a high level of critical and analytical skills	✓	✓	✓	✓	✓	✓	✓	✓
have enhanced written and oral communication skills	✓	✓	✓	✓	✓	✓	✓	✓
have developed the ability to undertake self-directed learning and work independently	✓	✓	✓	✓	✓	✓	✓	✓
be able to apply detailed knowledge and critical understanding to a range of subject-specific questions and problems	✓	✓	✓	✓	✓	✓	✓	✓
have developed an interdisciplinary approach to the study of their chosen discipline(s)	✓	✓		✓				✓
be familiar with a range of subject specialisms	✓	✓		✓				✓

Programme Objectives	Level 10 Modules					
	Dissertation	Advancing manual therapeutic modalities	Evidence based clinical practice	Integrative Health and Science in society	Intensive use of aromatics in healthcare	Integrative Healthcare: Supporting palliative care
have competent research skills	✓	✓	✓	✓	✓	✓
have undertaken intensive critical work on a range of related sources	✓	✓	✓	✓	✓	✓
be able to design and conduct investigation and research proposals	✓					
be apply to apply a depth of theoretical knowledge	✓	✓	✓	✓	✓	✓
be able to apply a range of methodologies	✓	✓	✓	✓	✓	✓
be adept at the construction of argument	✓	✓	✓	✓	✓	✓
be able to define problems and discuss issues in a range of subject-related topics	✓	✓	✓	✓	✓	✓
be independent learners	✓	✓	✓	✓	✓	✓
be prepared to undertake postgraduate research activities	✓	✓	✓	✓	✓	✓

Appendix 4: Programme Structure

Full Time: Programme Structure and Module Diet

Year 3: SCQF Level 9

Year three is made up of 120 points at SCQF Level 9. Four core modules and two of four optional modules.

Module Number	Module Title	Credit Value/SCQF	Mandatory /Optional	Semester	Blend of Learning			
					Face to face %	VLE %	Self-Study %	Other %
New	The Role of Integrative Healthcare in the Management of Injury and Disease	20/SCQF 9	Mandatory	1	10	35	55	0
New	Comparative Therapeutic Practice	20/SCQF 9	Mandatory	1	10	5	80	5
UL309732	Ethical Issues	20/SCQF 9	Optional	1	0	30	70	0
UN209825	Critical Thinking in Management	20/SCQF 9	Optional	1	10	20	70	0
UN109672	Research Skills	20/SCQF 9	Mandatory	2	10	10	80	0
New	Concepts of Nutrition within Therapeutic Interventions	20/SCQF 9	Mandatory	2	0	40	60	0
UL409600	Healthy People, Healthy Places: Challenges for Public Health	20/SCQF 9	Optional	2	0	30	70	0
New	Therapeutic Practices in a Supportive Setting	20/SCQF 9	Optional	2	10	25	50	15

Year 4: SCQF Level 10

Year four is made up of 120 points. 40 points for the dissertation module, with a further three core modules and one of two optional modules.

Module Number	Module Title	Credit Value/SCQF	Mandatory /Optional	Semester	Blend of Learning			
					Face to face %	VLE %	Self-Study %	Other %
(UL910808) New	Dissertation	40/SCQF 10	Mandatory	sc	0	30	70	0
New	Advancing Manual Therapeutic Modalities	20/SCQF 10	Mandatory	1	10	10	65	15
NEW	Integrative Health and Science in Society	20/SCQF 10	Mandatory	1	10	20	70	0
New	Evidence Based Clinical Practice	20/SCQF 10	Mandatory	2	10	20	50	20
New	Intensive use of Aromatics in Healthcare	20/SCQG 10	Optional	2	10	5	75	10
New	Integrative Healthcare: Supporting Palliative Care	20/SCQF 10	Optional	2	10	20	60	10

Part Time: Programme Structure and Module Diet: Year 3i and 3ii: SCQF Level 9: The part time programme (year 3i and 3ii) is made up of 120 points at SCQF Level 9. Four mandatory modules and two of four optional modules.

Module Number	Module Title	Credit Value/SCQF	Mandatory /Optional	Semester	Blend of Learning			
					Face to face%	VLE %	Self-Study %	Other%
New	The Role of Integrative Healthcare in the Management of Injury and Disease	20/SCQF 9	Mandatory	1	10	35	55	0
UL309732	Ethical Issues	20/SCQF 9	Optional	1	0	30	70	0
New	Concepts of Nutrition within Therapeutic Interventions	20/SCQF 9	Mandatory	2	0	40	60	0
New	Therapeutic Practices in a Supportive Setting	20/SCQF 9	Optional	2	10	25	50	15

Year 3ii

Module Number	Module Title	Credit Value/SCQF	Mandatory /Optional	Semester	Blend of Learning			
					Face to face %	VLE %	Self-Study %	Other%
New	Comparative Therapeutic Practice	20/SCQF 9	Mandatory	1	10	5	80	5
UN209825	Critical Thinking in Management	20/SCQF 9	Optional	1	10	20	70	0
UN109672	Research Skills	20/SCQF 9	Mandatory	2	10	10	80	0
UL409600	Healthy People, Healthy Places: Challenges for Public Health	20/SCQF 9	Optional	2	0	30	70	0

Year 4i and 4ii: SCQF Level 10

The part time programme (year 4i and 4ii) is made up of 120 points. 40 points for the dissertation module, with a further three core modules and one of two optional modules.

Module Number	Module Title	Credit Value/SCQF	Mandatory /Optional	Semester	Blend of Learning			
					Face to face %	VLE %	Self-Study %	Other %
(UL910808) New	Dissertation	40/SCQF 10	Mandatory	SC	0	30	70	0
New	Advancing Manual Therapeutic Modalities	20/SCQF 10	Mandatory	1	10	10	65	15
New	Intensive use of Aromatics in Healthcare	20/SCQG 10	Optional	2	10	5	75	10

Year 4ii

Module Number	Module Title	Credit Value/SCQF	Mandatory /Optional	Semester	Blend of Learning			
					Face to face %	VLE %	Self-Study %	Other %
NEW	Integrative Health and Science in Society	20/SCQF 10	Mandatory	1	10	20	70	0
New	Evidence Based Clinical Practice	20/SCQF 10	Mandatory	2	10	20	50	20
New	Integrative Healthcare: Supporting Palliative Care	20/SCQF 10	Optional	2	10	20	60	10

Appendix 5: Degree Programme Assessment Structure

BSc Year 3 and BSc (hons) Year 4: Degree Programme Assessment Structure

Module Number	Module Title	Mandatory/ optional	Credit value	SCQF Level	Year	semester	Dissertation	Literature Review	Exam	Case Study	Essay /Project	Report	Presentation
NEW	The Role of Integrative Healthcare in the Management of Injury and Disease	M	20	9	3	1		✓				✓	
NEW	Comparative Therapeutic Practices	M	20	9	3	1				✓	✓		
UL309732	Ethical Issues	O	20	9	3	1					✓		
UL409600	Healthy People, Healthy Places: Challenges for public health	O	20	9	3	2			✓		✓		
UN109672	Research skills	M	20	9	3	2					✓		
NEW	Therapeutic Practices in a supportive Setting	O	20	9	3	2						✓	
UN209825	Critical Thinking in Management	O	20	9	3	1					✓		

NEW	Concepts of Nutrition within Therapeutic Interventions	M	20	9	3	2					✓		✓
UL910808 NEW	Dissertation	M	40	10	4	SC	✓						
NEW	Advancing Manual Therapeutic Modalities	M	20	10	4	1				✓			✓
NEW	Evidence Based Clinical Practice	M	20	10	4	1				✓	✓		
NEW	Intensive Use of Aromatics in Healthcare	O	20	10	4	2				✓	✓		
NEW	Integrative Healthcare: Supporting Palliative Care	O	20	10	4	2						✓	
NEW	Integrative Health and Science in Society	M	20	10	4	2					✓	✓	

Appendix 6: Entry Requirements

Entry requirements for undergraduate programmes

Academic year (please insert the year in which the information below applies)	2017-2018		
Course code:		Course title:	BSc (hons) Integrative Healthcare

General statement for all programmes

'Prospective students who hold other equivalent qualifications and / or relevant experience are encouraged to apply and will be considered on an individual basis.'

1. Standard entry requirements for Year 1 (SCQF Level 7)

General	Specific subjects and grades (if any). <i>List all relevant – replacing text in brackets.</i>	Essential or preferred
Minimum of 2 SQA Highers at Grade C	Higher Biology at Grade C or above Higher Chemistry at Grade C or above Higher English at Grade C or above	Preferred
Minimum of 2 A Levels at Grade C	A Level Biology at Grade C or above A Level Chemistry at Grade C or above A Level English at Grade C or above	Preferred
FE courses (SCQF Level 5 or 6) (For example, NC / NQ)	NC Wellness Therapies SVQ Beauty Therapy at Level 3 City and Guilds Complementary Therapies at Level 3	Preferred

*required

Additional entry requirements (if applicable)

General	Specific subjects and grades (if any). <i>List all relevant – replacing text in brackets.</i>	Essential or preferred
SQA National 5	None	
GCSE	None	
Other information (For example, portfolio, audition)	None	

Additional information

Please include additional information if applicable.

For example, interview required / bridging programme may be available / required, depending on qualification / outcome of interview / test.

No interview required, though attendance at a prestart event would benefit the candidate.

2. Standard entry requirements for advanced entry to degree Year 2 (SQCF Level 8)

Consideration should be given to whether direct entry to Year 2 can be determined for this programme. If there are standard qualifications that clearly meet this requirement, they should be entered here.

General	Specific subjects and grades (if any). <i>List all relevant – replacing text in brackets.</i>	Essential or preferred
Minimum of (number) SQA Advanced Highers at (grades)	None	
Minimum of (number) A Levels at (grades)	None	
SQA HNC (if applicable – acceptable HNCs, including details)	HNC Complementary Therapies at Graded Unit Grade C or above	Essential

Additional information

Please include additional information if applicable.

For example, interview required / bridging programme may be available / required, depending on qualification / outcome of interview / test.

No interview required, though a bridging programme may be required depending on the applicant's qualification.

3. Standard entry requirements for advanced entry to degree Year 3 (SQCF Level 9)

Consideration should be given to whether direct entry to Year 3 can be determined for this programme. If there are standard qualifications that clearly meet this requirement, they should be entered here.

General	Specific subjects and grades (if any). <i>List all relevant – replacing text in brackets.</i>	Essential or preferred
SQA HND (if applicable – acceptable HNDs, including details), or equivalent	HND Complementary Therapies at Grade C, including F1BS 34 Research and Methodology	Essential

Additional information

Please include additional information if applicable.

For example, interview required / bridging programme may be available / required, depending on qualification / outcome of interview / test.

A compulsory on-line bridging course and on-line pre-induction will be required to be undertaken before the student joins the face to face 2 day residential induction.

Appendix 7: Articulation and Progression Route

SCQF Level 7, 8, 9 and 10 Routes to Progression/Articulation



Progression/Articulation Route 1: The requirement will be for the candidate to have completed a minimum of 15HN credits, 120 SCQF credit points. Up to 2 unit credits can be at SCQF level 6 and 1 unit credit can be at SCQF level 8. Inclusion of the optional level 8 unit Aromatherapy Chemistry F1BT 35 must be completed.

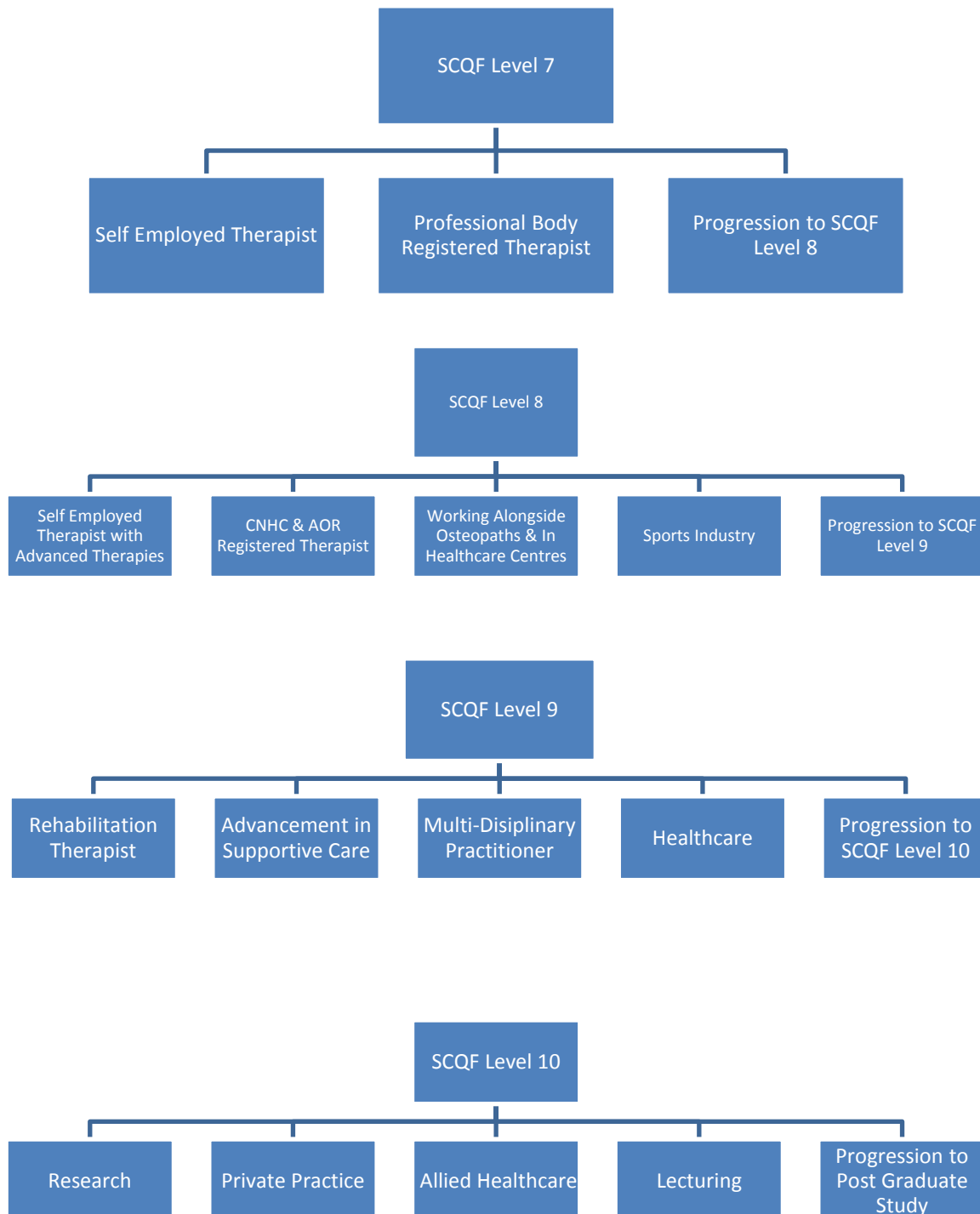
Progression/Articulation Route 2: The requirement will be for the candidate to have completed a minimum of 30HN credits, 240 SCQF credit points. A minimum of 13 unit credits at SCQF level 8, with the remaining unit credits at SCQF level 7, with the exception that up to three unit credits can be at SCQF level 6. Two graded units, 1HN credit at HNC level 7 and 2HN credits at HND level 8, each graded A, B or C. Inclusion of the optional level 8 unit Aromatherapy Chemistry F1BT 35 and level 7 optional unit Botanical Science for Aromatherapy.

Progression/Articulation Route 3: The requirement will be for the candidate to have completed a minimum of 30HN credits and a total of 260SCQF credit points. A minimum of 13 unit credits at SCQF level 8, with the remaining unit credits at SCQF level 7, with the exception that up to three unit credits can be at SCQF level 6. Two graded units, 1HN credit at HNC level 7 and 2HN credits at HND level 8, each graded A, B or C. 4 core modules at SCQF level 9 and two optional modules at SQCF level 9.

Previous Edinburgh Napier graduates or other Institutions of SCQF Level 9 Programme It is also possible that there will be students seeking to enter into the Integrative Healthcare degree from their level 9 completed Edinburgh Napier degree or other institutions' Complementary Therapies degrees. Students transferring/entering in from other degree programmes, either from Edinburgh Napier or from other institutions, will need to demonstrate prior study of core related modules, or a related subject, in order to enter at Level 10. If deemed necessary, these students may be required to take an introductory or prerequisite module as part of their third or fourth year programme. Decisions

regarding the appropriate requirements for such students will be made by the PL in consultation with a sub-group of the teaching team and the SNL.

Appendix 8: Employability Flow Chart SCQF 7-10



Appendix 9: Complementary Therapies Survey

BSc (Hons) Complementary Therapy

1. Introduction

Morey College UHI is planning to deliver a new BSc (Hons) Complementary Therapies programme starting in Academic Session 2015-16. To help us ensure that we are meeting the needs of our potential stakeholders we would appreciate your voluntary participation in this short survey. You may choose not to participate. If you decide to participate in this research survey, you may withdraw at any time. If you decide not to participate in this study or if you withdraw from participating at any time, you will not be penalized.

The procedure involves filling an online survey that will take approximately 10 minutes. Your responses will be confidential and we do not collect identifying information such as your name, email address or IP address. The survey questions will be about your thoughts on degree level study within complementary therapies.

We will keep your information confidential. All data is stored in a password protected electronic format. To help protect your confidentiality, the surveys will not contain information that will personally identify you. If any of the demographic data were to make it possible to personally identify you, this data will not be published. The results of this study will be used for scholarly purposes only and may be shared with SurveyMonkey University representatives.

If you have any questions or concerns, please contact Rosemary McCormack, Assistant Director for Curriculum and Quality at 01343 576307 or rosemary.mccormack.morey@uhi.ac.uk.

ELECTRONIC CONSENT: Please select your choice below.

Clicking on the "next" button below indicates that:

- you have read the above information
- you voluntarily agree to participate
- you are at least 18 years of age

If you do not wish to participate in the research study, please decline participation by clicking on the "exit" button above.

2. Demographic and Qualification Information

1. Please identify your age group:

2. Please identify your gender:

☐ Female

☐ Male

3. Education and Employment

BSc (Hons) Complementary Therapy

3. What is the highest level of qualification you have gained in Complementary Therapies?

- ☐ VTCT (Level 2)
- ☐ VTCT (Level 3)
- ☐ City and Guilds (Level 2)
- ☐ City and Guilds (Level 3)
- ☐ HNC (SCQF Level 7)
- ☐ HND (SCQF Level 8)
- ☐ Degree (SCQF Level 9)
- ☐ Honours Degree (SCQF Level 10)
- ☐ Other qualification not mentioned (please identify)

4. Where did you study Complementary Therapies?

5. In which year did you complete your highest level of study in Complementary Therapies?

6. Are you currently a practising Complementary Therapist?

- ☐ Yes
- ☐ No

4. Moray College UHI Degree Proposal

Moray College UHI is currently developing a BSc (Hons) Complementary Therapies degree programme which is due to begin delivery in September 2015.

7. Do you plan to progress to degree level study in Complementary Therapies?

- ☐ Yes
- ☐ No

If yes, what is the main reason you plan to progress to degree level study?

5. Moray College UHI Degree Proposal

BSc (Hons) Complementary Therapy

8. Would you apply to study the BSc (Hons) degree programme at Moray College, either starting in September 2015 or in a future session?

- ☐ Yes
☐ No

Please comment:

6. Moray College UHI Degree Proposal

9. Would you apply to study full time, part time or on an infill basis (studying one or two modules per year)?

- ☐ Full Time ☐ Infill
☐ Part Time ☐ Unsure

10. It is anticipated that practical classes will be delivered in block stages and not across the whole session, thus enabling therapeutic practice to be carried out over a concentrated period. Would you wish for a choice in the location of practical classes, if this was possible?

- ☐ Yes
☐ No

7. Moray College UHI Degree Proposal

11. If given the choice, what would be your preferred delivery location?

- ☐ Moray College UHI
☐ Central Belt location
☐ A mix of both

8. Degree Qualified Practitioners

BSc (Hons) Complementary Therapy

12. Do you believe that degree level study has benefitted you as a Complementary Therapist?

☐ Yes

☐ No

If yes, please describe how your degree studies have supported your career:

9. End of survey

Thank you for taking the time to complete this questionnaire. We appreciate your involvement and will use the collated answers to help in the delivery planning for the BSc (Hons) Complementary Therapies Programme at Moray College UHI.

If you have any further questions please contact either Mike McGlynn (Lecturer) at mike.mcglynn.moray@uhi.ac.uk or Rosemary McCormack (Assistant Director) at rosemary.mccormack.moray@uhi.ac.uk.

Appendix 10: Integrative Healthcare Survey

BSc (Hons) Integrative Healthcare

Moray College UHI BSc (hons) Integrative Healthcare Market Research

We at Moray College UHI are conducting market research to gauge interest in a new BSc (Hons) Integrative Healthcare programme which is designed to progress from the current HNC/D Complementary Therapies provision.

To help us ensure that we are meeting the needs of our potential stakeholders and ensure that our potential market understand the nature of this Complementary Therapy and Evidence Based Practice programme, we would appreciate your voluntary participation in this short survey. You may choose not to participate. If you decide to participate in this research survey, you may withdraw at any time. If you decide not to participate in this study or if you withdraw from participating at any time, you will not be penalized.

The procedure involves filling an online survey that will take approximately 5 minutes. Your responses will be confidential and we do not collect identifying information such as your name, email address or IP address. The survey questions will be about your thoughts on degree level study within complementary therapies.

We will keep your information confidential. All data is stored in a password protected electronic format. To help protect your confidentiality, the surveys will not contain information that will personally identify you. If any of the demographic data were to make it possible to personally identify you, this data will not be published. The results of this study will be used for scholarly purposes only and may be shared with SurveyMonkey University representatives.

If you have any questions or concerns, please contact Rosemary McCormack, Assistant Director for Curriculum and Quality at 01343 576307 or rosemary.mccormack.moray@uhi.ac.uk.

ELECTRONIC CONSENT: Please select your choice below.

Clicking on the "next" button below indicates that:

- you have read the above information
- you voluntarily agree to participate
- you are at least 18 years of age

If you do not wish to participate in the research study, please decline participation by clicking on the "exit" button above

1. What age group are you in?

2. Please identify your gender

- ☐ Male
- ☐ Female
- ☐ Prefer not to say
- ☐ Other (please specify)

3. Integrative healthcare incorporates evidence based complementary practices to provide the most appropriate therapeutic modalities for a range of healthcare needs. If Moray College were to offer a BSc (hons) Integrative Healthcare degree would you consider applying for this programme?

- ☐ Yes
- ☐ No

4. How would you prefer to study the BSc (hons) Integrative Healthcare degree programme?

- ☐ Full time
- ☐ Part time
- ☐ Infill
- ☐ Unsure

5. If you have, or are currently working towards a qualification in Complementary Therapies please tell us the type of qualification (Please specify)

6. Are you currently a practicing complementary therapist?

- ☐ Yes
- ☐ No

Thank you for taking the time to complete this questionnaire. We appreciate your involvement and will use the collated answers to help in future planning for the BSc (Hons) Integrative Healthcare Programme at Moray College UHI.

If you have any further questions please contact Rosemary McCormack (Assistant Director) at rosemary.mccormack.moray@uhi.ac.uk.

Appendix 11: Integrative Healthcare Survey (Results)

BSc (Hons) Integrative Healthcare Survey Results

Q1 What age group are you?

18-24- 22 respondents

25-34- 28 respondents

35-44- 30 respondents

45+- 37 respondents

5 people skipped this question

Q2 Please identify your gender-

Male- 2 respondents

Female- 120 respondents

Q3 Would you consider applying for this programme?

Yes- 90 respondents

No- 31 respondents

1 person skipped this question

Q4 How would you prefer to study this course?

Full time- 51 respondents

Part time-28 respondents

Infill- 3 respondents

Unsure- 38 respondents

Q5 What Complementary Therapy qualification do you hold?

N/A- 3 respondents

HNC level- 24 respondents

HND level- 41 respondents

BA in Complementary Therapies (Aroma)- 1 respondent

BA Comp Therapies- 1 respondent

BA Hons Comp Healthcare- 1 respondent

BA Hons on Comp Healthcare and Life Sciences- 2 respondents

Homeopathy and hypnotherapy- 1 respondents

Diploma in advanced auricular acupuncture, orthopaedic acupuncture MaCs

Currently studying for a 2-year qualification Traditional Chinese medicine including
Chinese herbal medicine- 1 respondent

Q6 Are you a practicing therapist?

Yes- 49 respondents

No-73 respondents

Appendix 12: Staff Profile

CURRENT STAFF PROFILE

List of staff members	Initials
Rosemary McCormack	RMc
Lesley Ann Potter	LAP
Mike McGlynn	MM
Stephanie Gauld	SG
Emma Allan	EA
Louise McRitchie	LM
Sam Bright	SB
Susanne Hall	SH
Natalie Grant	NG
Jacqueline Bibby	JB

	RMc	LAP	MM	SG	EA	LM	SB	SH	NG	JB
QUALIFICATIONS										
For all new staff (within 3 years of appointment)										
PG Cert Professional Development or Membership of HE Academy	✓	✓	✓	✓		✓		✓	✓	✓
For all existing staff (with significant HE teaching)										
PG Cert Professional Development (or equivalent)	✓					✓	✓	✓		✓
HNC/D	✓		✓	✓	✓		✓		✓	
Ordinary Degree	✓	✓		✓		✓		✓	✓	✓
Honours Degree			✓		✓		✓			
PG Cert/Diploma - discipline related						✓	✓			✓
Masters (taught) - discipline related	✓				MA in Progress			MEd in progress		

EXPERIENCE	RMC	LAP	MM	SG	EA	LM	SB	SH	NG	JB
Participated in academic skills training	✓	✓					✓	✓	✓	✓
Participated in curriculum development	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Led curriculum development	✓						✓	✓		✓
Research methods module/training	✓		✓	✓	✓		✓	✓		✓
Research supervision module/training	✓	✓					✓	✓		✓
Participated in research skills training	✓	✓	✓				✓	✓		
SCHOLARSHIP / RESEARCH ACTIVITIES										
Membership of a relevant professional body	✓		✓	✓	✓	✓	✓	✓	✓	✓
Membership of HE Academy	✓						In process			
Attended academic/professional conferences	✓	✓	✓			✓	✓	✓		✓
Published in relevant professional journals	✓						✓	✓		✓
Presented paper(s) at conferences							✓	✓		✓
Taken part in collaborative research project(s)	✓						✓	✓		✓
Secured funds for research project(s)	✓						✓	✓		✓
OTHER ACADEMIC / PROFESSIONAL ACTIVITIES										
Regular engagement with industry/sector	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Undertake workplace learning/industrial secondment	✓									✓
External examiner at another HEI/university	✓									
Committee/Board member of external organisation	✓									
Acting as an academic advisor	✓	✓	✓	✓				✓		✓
Been employed as an external consultant	✓									

Appendix 13: Staff Development Milestones

Staff Development Milestones – five year plan 2016-2021

Staff Name	Key
Rosemary McCormack	RMc
Mike McGlynn	MM
Lesley Ann Potter	LAP
Stephanie Gauld	SG
Emma Allan	EA
Louise McRitchie	LM
Natalie Grant	NG

A five year plan for development of staff within the degree, to further enhance the academic and professional qualifications and experience of the team. Engaging with scholarly activity and research based work throughout all of the timeline.

	Action	By Whom	By When	Status
1	Ensure all staff obtain a teaching qualification	SG EA NG	2016 2018 2018	Completed On target On target
2	Ensure ordinary degree qualified staff obtain a PG qualification	SG EA LM NG	2016 2016 2015 2018	Completed Completed Completed On target
3	Ensure staff gain Masters level qualification	MM LAP	2020 2020	
4.	Higher Education Academy Fellowship or senior fellowship	RMc (senior)	2017	On target
5	Staff engage with ALPINE Initiative	MM (fellow) LAP (fellow) SG (fellow) EA (fellow) LM (fellow) NG (fellow)	2017 2017 2017 2018 2018 2019	
6	Developing the knowledge and skills of staff relating to course development and presentation	RMc MM LAP SG EA LM NG	2015/16 2015/16 2015/16 2015/16 2015/16 2015/16 2016/17	Completed Completed Completed Completed Completed Completed On target
7	Develop and enhance skills in blended learning pedagogies	RMc MM LAP SG EA LM NG	2016/17 2016/17 2016/17 2016/17 2016/17 2016/17 2016/17	On target
8	Publication	RMc MM LAP SG EA LM	2017 2018 2018 2018 2018 2018	On target
9	Dissertation Training	RMc MM	2017/18 2017/18	

		LAP LM EA	2017/18 2018/19 2018/19	
10	Degree PAT shadowing	MM LAP SG	2016/17 2016/17 2017/18	On target
11	Masters Of Education Supervisory Module	RMc MM EA LAP	2017 2017 2018	
12	Doctorate qualification	RMc	2020/21	

Appendix 14 - QAA Benchmark Standards for SCQF Levels 9 and 10 Modules

Subject benchmark statements for bachelor's degrees with honours are available for Health Studies from QAA.

Health Studies requires students to draw on a wide variety of subject disciplines, and programmes offer the student a range of perspectives throughout the duration of study. Alongside the distinctive contribution of each subject discipline, Health Studies also involves multidisciplinary and interdisciplinary perspectives and may include professional perspectives.

The aim of Health Studies is to critically examine health and the determinants of health in a wide variety of contexts. This includes local, national, international and global aspects and perspectives, with the focus of study extending from the health and well-being of individuals and families, through communities, to the health of populations at national and international level. It adds to the evidence base by research activity of many different kinds. Because of the wide scope of the subject, individual programmes differ in their particular concerns and areas of interest.

Within the subject of Health Studies, there are many different degree titles. These include Health, Health Studies, Health and Well-being, and Health Sciences, in addition to more applied titles such as Health Promotion and Public Health. Programme content reflects this variation and may range from highly conceptual to applied and vocational. This Subject Benchmark Statement may be used on its own, when relevant, and in conjunction with others when designing or reviewing multidisciplinary or joint programmes of study, for example, when Health Studies is combined with another related area such as Exercise. Each programme has its own characteristic focus on the range of issues referred to above. All programmes enable a critical examination of contrasting perspectives and provide insight into the human experience of health, physical and mental well-being, and illness.

The learning, teaching and assessment strategies selected in Health Studies programmes enable the development of reflective and critical approaches to the study of health, physical and mental well-being, and illness. These strategies reflect the contested and multidimensional nature of Health Studies and facilitate active student participation. This is in recognition of the essential contribution that students bring to the learning and teaching process. The development of flexible, virtual and distance-learning environments within real world contexts provides increasing opportunities for self-determined learning that recognises students as engaged partners in their own learning, and in that of others.

On completion of a single honours degree in Health Studies, graduates are able to demonstrate the threshold level of performance. A typical graduate is capable of more.

A graduate who has achieved a bachelor's degree with honours in Health Studies at the threshold level is able to:

1. Demonstrate a comprehensive knowledge base as outlined in Section 3 in selected subject areas that inform health and physical and mental well-being
2. Demonstrate a comprehensive grasp of the scope and breadth of the subject
3. Critically analyse the contested nature of health using a wide range of perspectives
4. Use knowledge of the multidisciplinary nature of Health Studies to analyse health and health issues at personal, national and global levels
5. Use research findings in a critical and evaluative way to demonstrate the development of Health Studies as a subject discipline
6. Show a critical understanding of the diversity and changing nature of determinants of health and the controversies that attend them
7. Critically analyse contemporary issues at the forefront of health and physical and mental well-being
8. Critically analyse a range of theories of causality relating to health and ill-health
9. Critically appraise a number of theoretical and professional rationales concerning health interventions
10. Demonstrate an informed understanding of the role played by health promotion in the development of autonomous life choices
11. Critically evaluate the role of the individual and of institutions in affecting health status
12. Critically analyse the diversity of experience and values associated with health
13. Critically analyse different healthcare systems and underpinning health policy development
14. Critically reflect on and evaluate a range of theoretical arguments within Health Studies
15. Demonstrate an informed understanding of ethical perspectives and the diversity of values associated with health and physical and mental well-being
16. Critically appraise the nature of health inequalities and evaluate the impact of population interventions aimed at reducing health deficit
17. Apply an appropriate critical framework to use and evaluate research in Health Studies
18. Cross traditional subject boundaries drawing on appropriate knowledge from other academic disciplines to reflect critically on health issues
19. Demonstrate an appreciation of using an integrated approach to an analysis of health and health issues
20. Develop an analysis and evaluation of contemporary issues and discourses in health research and debate.

Subject benchmark statements for bachelor's degrees with honours are available for Chemistry from QAA. Chemistry requires students to draw on a wide variety of subject disciplines, and programmes offer the student a range of perspectives throughout the duration of study. Alongside the distinctive contribution of each subject discipline, chemistry also involves multidisciplinary and interdisciplinary perspectives and may include professional perspectives.

Students graduating with a degree in chemistry are expected to demonstrate that they have acquired knowledge, abilities, and academic and professional skills in the areas identified. Some of these are also prevalent to the BSc (hons) Integrative Healthcare and are mapped below.

On completion of a single honours degree in Chemistry, graduates are able to demonstrate the threshold level of performance. A typical graduate is capable of more.

A) The following statements describe generally the **threshold** level of competence for holders of a bachelor's degree with honours in chemistry:

1. A basic knowledge and understanding of the content covered in the programme is evident
2. Problems of a routine nature are generally adequately solved
3. Standard laboratory experiments are carried out safely and with reasonable success
4. Professional skills (for example, interpersonal, time management and organisational skills) have been developed to a basic level.

B) The following statements describe the **typical** level of competence for holders of a bachelor's degree with honours in chemistry:

1. Knowledge base covers essential aspects of subject matter dealt with in the programme and shows some evidence of enquiry beyond this. Conceptual understanding is good
2. Problems of a familiar nature are solved in a logical manner, and solutions are generally correct or acceptable
3. Experimental work is carried out in a reliable, safe and efficient manner, with demonstrable understanding of the significance and limitations of experimental data and observations
4. Professional skills are sound and show no significant deficiencies.

Healthcare and Chemistry Benchmark Statement Mapping to Modules – BSc SCQF Level 9

BSc (Level 9 Module)	Benchmark Statement																											
	Healthcare																				Chemistry A				Chemistry B			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	1	2	3	4	1	2	3	4
The Role of Integrative Healthcare in the Management of Injury and Disease																												
Comparative Therapeutic Practice																												
Ethical Issues																												
Critical Thinking in Management																												
Research Skills	Could meet a range of standards based on students' individual choice of research dissertation																											
Concepts of Nutrition within Therapeutic Interventions																												
Healthy People, Healthy Places: Challenges for Public Health																												
Therapeutic Practices in a Supportive Setting																												

Healthcare and Chemistry Benchmark Statement Mapping to Modules – BSc (hons) SCQF Level 10

BSc (hons) (Level 10 Module)	Benchmark Statement																																											
	Healthcare																				Chemistry A				Chemistry B																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	1	2	3	4	1	2	3	4																
Dissertation	Could meet a range of standards based on students' individual choice of research dissertation																																											
Advancing Manual Therapeutic Modalities																																												
Integrative Health and Science in Society																																												
Evidence Based Clinical Practice																																												
Intensive Use of Aromatics in Healthcare																																												
Integrative Healthcare: Supporting palliative Care																																												