

Traditional Medicine

Characteristics of Chinese Medicine Education Under British Education System in New Zealand*

CHANG Zhe¹, ZHANG Chen-ming², SUN Zi-xue³, WANG Zu-long², CHEN Jian-she³, and WANG Zheng⁴

ABSTRACT With the globalisation of Chinese medicine (CM), the local CM education institutions were established in many other countries outside of China. These CM education institutions have formed a new mode in CM education after integrating with local culture, law and national conditions. This article takes New Zealand CM education institutions as an example to discuss the characteristics of CM education under the British education system, aiming to provide ideas on CM education in China and other countries.

KEYWORDS British education system, Chinese medicine education, education grading system, moderation system

With the implementation of China's "One Belt, One Road" policy, the export of Chinese medicine (CM) culture has brought benefits to the people of the world. The seeds of CM have taken root in various countries, and combined with local customs, laws, and national conditions and produced an unique regional CM education model. In November 2016, the authors participated in the 13th World Congress of Traditional Chinese Medicine (Oceania) organised by the World Federation of Chinese Medicine Societies.⁽¹⁾ In addition to the contents of the meeting, we visited some CM education institutions and clinics in New Zealand (NZ) and Australia. We also had in-depth exchanges with some local CM practitioners. Herein we take NZ CM education as an example to briefly discuss the characteristics of CM education under the British education system, hoping to provide a reference for the current CM education in China and other countries.

Strict Education Grading System

Classification of Educational Academies

Although NZ is a small country with a population of less than 5 million, there are 8 public academies and hundreds of private academies. Such a constituent ratio characteristic makes us very worry about the quality of their teaching at the beginning. According to our understanding of domestic CM education in China, private academies should not be the main proportion, but it is precisely their numerous private education that has generated considerable income for New Zealand every year, and its international reputation is not inferior to other Western countries.

This is due to the management of the New Zealand Qualification Authority (NZQA). This institution is similar to the Ministry of Education of China. NZQA divides all New Zealand tertiary education academies into 4 levels⁽²⁾: The higher the category, the more rights they have. NZQA reviews category 1 schools every 4 years and category 4 schools every 6–12 months⁽²⁾. NZQA reviews all aspects of quality on teaching in each academy, including teacher qualifications, environment, and the health of self-censorship system. Many schools had been shut down because they cannot pass the review every year.

Classification of Qualification Level

NZ adopts British education, which has a clear

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1. School of Foreign Language, Henan University of Chinese Medicine, Zhengzhou (450046), China; 2. Second Clinical Medical School, Henan University of Chinese Medicine, Zhengzhou (450002), China; 3. Department of Reproductive Medicine, Henan Province Hospital of Traditional Chinese Medicine, Zhengzhou (450002), China; 4. Department of Ultrasound, Henan Province Hospital of Traditional Chinese Medicine, Zhengzhou (450002), China

Correspondence to: Dr. ZHANG Chen-ming, E-mail: zcmhzy@163.com

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hierarchy. According to different cognitive levels, NZQA classified the qualification level into level 1 to 10.⁽³⁾ Five years of CM bachelor's degree in China is equivalent to level 7. A 3-year master's degree is equal to level 9. A PhD is equivalent to the highest level of 10.

This classification is based on students' level of cognition. Take the level 7 of bachelor's degree as an example, the courses can be composed of various courses at varying levels of 5–7, and the total credits should be no less than 360 credits, among which the courses above level 7 should be no less than 72 credits. Each course has a different level, and the mastery degree of each knowledge point in each course is strictly designed according to different levels. At the same time, the setting of each question in the examination paper is strictly classified according to the different levels of students' ability.

The employment of teachers is also strictly hierarchical. The qualification level of every teacher must be above the course he teaches. At the same time, NZQA also reviews the teaching experience of teachers in detail. If the master's supervisor has no experience in guiding a graduate student in scientific research, he or she must be otherwise instructed by a teacher with experience in the supervision, that is, the supervisor's mentor ensure the quality of training for students.

Strict Assessment Moderation System

The curriculum of CM education in NZ is mainly divided into theoretical courses and practical courses. The theoretical courses include CM theory, classical and modern formulae, differential diagnosis, materia medica, anatomy, physiology, pharmacology and academic writing, etc. The practical courses include musculoskeletal assessment and treatment, acupoints functions and locations and CM practical, etc. For theoretical courses, written assessment and assignment are generally adopted; while for the practical courses, practical operation exam is often adopted. All the courses must be reviewed through the moderation system.

Assessment moderation system⁽⁴⁾ is a more mature education system in British commonwealth countries. The purpose of the system is to maintain the consistency of constructive alignment.⁽⁵⁾ It is expected that each teacher should be consistent with the judgment of students' learning achievements, be fair to each student, and find/correct the set of questions that are inconsistent

with the course outline. The moderation system includes internal moderation and external moderation.

Internal Moderation

Internal moderation includes pre-moderation, Intra-moderation, and post-moderation.⁽⁶⁾

Pre-moderation

Pre-moderation means that the teacher submits the examination papers and the course outline to another teacher (arbiter) in the same educational institution before the examination. The arbiter assessed the examination papers according to each requirement on the moderation form. It mainly estimates whether the setting of examination papers is reasonable, and whether the set of questions is consistent with the ability of corresponding levels on the course outline.

Intra-moderation

The Intra-moderation mainly focuses on the practical exams. The arbiter and examiner observe the whole process of the practice test together and evaluate the exam process according to the moderation form, including the accuracy of test instructions, whether they are consistent with the learning level, and whether they give feedback to students after the test, etc.

Post-moderation

Post-moderation means the marking after the examination is reviewed again. The teacher will submit the marked papers, standard answers and a course outline to another teacher (arbiter) under the same educational institution. The arbiter conducted fair moderation on the tested papers.

All the courses must be moderated every 3–4 years according to the moderation plan. All the practical courses need to go through the internal moderation process. And all the theoretical courses need to go through the pre- and post-moderation. Take the CM theory course for example, before the exam, the propositional teacher will send the exam paper to the arbiter for pre-moderation. After the exam and marking, 3 representative marked exam papers which include the highest, middle and the lowest will be sent to arbiter for the post-moderation. For the practical courses, there will be an intra-moderation during the practical operation exam.

External Moderation

External moderation is similar to post-moderation

except that the arbiters are from outside the institution rather than on the same campus. This setting is designed to further ensure the fairness, openness and impartiality of teachers' evaluation, excluding the bias among colleagues in the same institution.

All courses need to be moderated externally every 3–4 years as well. Usually, the CM schools in NZ will invite some CM experts from the British educational system countries, such as Australia, UK and Canada. Three representative marked exam papers of each course, which include the highest, middle and lowest, will be sent to external arbiter for the external moderation. The arbiter will moderate each course from several aspects, such as clarity of assessment tasks, time given to complete appropriateness, word limit appropriateness, topic relevance, topic allows expression of appropriate the depth of knowledge, feedback appropriateness and marking schedules appropriateness, etc.

Internship Refinement Required Patient Hours

In Western CM education, what is lacking is not theoretical education, but practical training. Some "foreigners" are even more familiar with CM theory than Chinese CM school graduates. However, their clinic practicing time is limited due to the small number of patients. Therefore, in the practice section, students are required to complete at least 500 patient-hours before graduation. The patient-hour is not just a time to stay in the clinic, but a substantial time for medical treatment. It also stipulates that each patient can count up to one patient hour per visit. Students can spend more than 1 hour on treating each patient, but only one patient hour was counted. Therefore, students will try to find patients from outside. This reminds us of some undergraduate internships in China, where students practice with teachers. Since there are no relevant regulations, the evaluation of internship results is based on the personal judgment of teachers.

Patient Visits Limit

For outpatients, the number of patient visits is strictly refined according to the condition. It is generally stipulated that each patient, each chief complain cannot be treated more than 12 times under the same student's treatment. The aim is to prevent some students from being reluctant to contact new patients through repeated visits to old patients. The

ultimate goal is to expose students to more different patients.

In conclusions, CM has a long history and is extensive and profound. It is a great treasure house and the wealth of people all over the world. Both Chinese and Western medicine are the science of discovering the mysteries of life from different perspectives and both have their characteristics, advantages and disadvantages. The best effect is to combine the two and make up for each other. Therefore, CM should "go out". More and more people in other countries have begun to know, understand, and accept CM. NZ education system is a microcosm of the British. In long-term development process it has produced its own independent characteristics, which symbolled by grading and moderation system. These features also put NZ education a higher level in the world rankings. CM education is more energetic and responsible, fairer to students in this education system. At present, there are some problems in CM education in China, and there are undoubtedly many possibilities for improvement in CM education. Perhaps the new successful CM education in New Zealand could provide some inspiration.

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