

## PROGRAMME SPECIFICATION

<b>Awarding body/institution</b>	Glyndŵr University
<b>Teaching institution</b> (if different from above)	
<b>Details of accreditation by a professional, statutory or regulatory body</b> (including link to relevant website)	The BSc (Hons) Complementary Therapies for Healthcare programme is recognised by the Association of Reflexology (AOR) <a href="http://www.aor.org.uk">http://www.aor.org.uk</a> , and has been awarded professional accredited by the Federation of Holistic Therapies (FHT) <a href="http://www.fht.org.uk/home/default.aspx">http://www.fht.org.uk/home/default.aspx</a>
<b>What type of accreditation does this programme lead to?</b>	Upon successful completion of the programme students are entitled to apply for full membership with the Association of Reflexologists (AOR) and the Federation of Holistic Therapists (FHT).
<b>Is accreditation in some way dependent on choices made by students?</b>	No
<b>Final award/s available</b> eg BSc/DipHe/CertHE	BSc (Hons) in Complementary Therapies for Healthcare (360 credits) Diploma of Higher Education in Complementary Therapies for Healthcare (240 credits) Certificate of Higher Education in Complementary Therapies for Healthcare (120 credits)
<b>Award title</b>	BSc (Hons) in Complementary Therapies for Healthcare.
<b>JACS 2 code</b>	B300
<b>UCAS code</b> (to be completed by admissions)	B343
<b>Relevant QAA subject benchmark statement/s</b>	QAA Benchmark Statements for Health Studies 2008
<b>Other external and internal reference points used to inform the programme outcomes</b>	National Occupational Standards for Massage, Reflexology, Aromatherapy, Sports Massage (Skills for Health, 2009 - 2010) Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) University Modular Framework QAA Benchmark Statements
<b>Mode/s of study</b> (p/t, f/t, distance learning)	Full Time (3 year) Part Time (5 years)

<b>Language of study</b>	English
<b>Date at which the programme specification was written or revised</b>	Updated September 2012

### Criteria for admission to the programme

Recruitment and admission procedures remain in line with the University's *Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees*. All students are interviewed by two members of the team prior to being admitted onto the programme to allow the admission team to assess academic ability and student expectations. The interview process also allows us to ensure that all students are aware of the demands of the programmes.

The entry requirements for this programme are as follows:

Applicants should normally possess one of the following

- 240 points or the equivalent at A2 level or equivalent
- A health background is desirable but not essential

The UCAS points can be counted from a wide range of qualifications

- BTEC Higher Diploma in a health related area.
- NVQ/GNVQ Level 3 advanced level in a health related area.
- Scottish qualifications of Advanced Higher level
- Irish Leaving Certificate Higher examinations
- A relevant Access to Higher Education Programme.

Applications are welcome from candidates who don't hold one of the formal qualifications listed above.

Selection to join the programme will be in accordance with the University's equal opportunities policy and with the programme's Admission and Recruitment policy. The criteria for selection is based upon;

1. academic ability (application form),
2. communication skills (verbal & written),
3. ability to cope with both the academic and emotional demands of the programme,
4. successful completion of an individual application to the Criminal Records Bureau (CRB). All applicants for this programme are required to disclose any previous convictions or cautions since access to vulnerable adults may form part of the clinical practice at Level 5 and 6.

#### Criminal Records Bureau Checks

This programme requires a CRB check to be undertaken prior to admission onto the programme. The student is required to complete the CRB form and make the appropriate payment. Having a criminal record does not necessarily exclude a student but their place on this programme in particular (that involves working with the general public) will depend upon the nature and circumstances of the crime committed.

#### APL/APEL

Applications for APL/APEL are considered on an individual case basis. The applicant will attend an informal interview with the admissions tutor to assess if the application is appropriate in accordance with the University regulations on APL/APEL as laid out in the Academic Quality

Handbook. The student is told that once successfully admitted to the programme once APL/APEL is granted against a module(s) at level 4 and/or 5 will not normally be awarded credit for that module(s) but will be deemed to have satisfied the requirements of the module(s).

### **Aims of the programme**

*The aims of the programme are to*

- Equip graduates with subject expertise and practical skills to apply for independent membership to the appropriate professional body of their choice within the field of Complementary medicine.
- Provide an intellectually stimulating and vocationally relevant teaching environment to facilitate students' development of academic and practical skills.
- Equip graduates with the skills to identify personal strengths, qualities and limitations and to develop a reflective approach to their practice.
- Provide a supportive student-centred learning and teaching environment enabling the development of autonomous learners.
- Equip the student practitioner with the skills and opportunities required to later engage in the process of lifelong learning

### **Distinctive features of the programme**

Although the strategy for statutory regulation is still in its early developmental stage within the UK the programme team have endeavoured to provide a provision that will continue to be comparable to other programmes of this nature across the U.K. Drawing upon references such as QAAHE Benchmark Statements and National Occupational Standards the programme is developed with the primary aim of producing CAM practitioners who are fit for *purpose, practice* and *award*.

The BSc (Hons) Complementary Therapies for Healthcare programme is aimed at producing graduates who have developed knowledge, skills and competencies to practice as qualified practitioners within the field of Complementary medicine. Building on the broad expertise held within the programme team adds strength and cohesion to the overall delivery and encourages the growth of further programme initiatives.

Embarking on the journey of lifelong learning students who enrol on this programme will be working towards developing recognised practitioner skills in a number of disciplines including massage, reflexology and aromatherapy. Significantly based upon a practice-based approach to learning this route of study engages and challenges the student practitioner at both an intellectual and a practical level. The learning does not end upon graduation as the graduate practitioner, equipped with the skills and opportunities required to engage in the process of lifelong learning, may choose to enter into independent practice or continue to enhance their knowledge with further study.

Benefits of studying include:

Level 6	Upon graduation the student will be able to register for professional certification (with advanced standing) with a number of recognised professional bodies, in advanced massage, reflexology and aromatherapy.
---------	--

As the professional bodies have previously offered membership to graduates of the programme

who achieve a degree classification of 3<sup>rd</sup> or above the team do not propose that an ordinary degree will be offered in this programme as it is felt that this may disadvantage students who exit the programme with 300 credits.

### **Programme structures and requirements, levels, modules, credits and awards**

The BSc (Hons) in Complementary Therapies for Healthcare degree programme has been carefully designed to ensure that the divide between theoretical and practical (clinical) work was one of balance. As students progress through the programme(s) the combination of the theoretical and practical elements undertaken at each level is essential to enhance the employability of the graduate practitioners on successful completion of the programme.

Guided by the QAAHE benchmark statements and the National Occupational Standards for Complementary therapies the learning outcomes of this programme are designed to meet the changing needs of CAM education. To ensure a curricula that is of academic rigor the programmes have been based upon the knowledge, skills and competencies required by the graduate practitioner.

Students are expected to pursue their studies through independent study and research in addition to staff contact time. Skills are learned and then applied in practical sessions. Students then evaluate their own development through personal journals and portfolios and through personal progress files. Students are expected to include action planning and evaluation of their progress through monitoring their progress at regular intervals through the personal tutoring system. Learning outcomes in modules provide a focus for students to monitor their own learning. Supportive feedback to students is an important element of the learning process. Review of assessment through workshops and individual tutorials is offered.

The programme is three years (or a maximum of five years) and offers 360 credits in total. Students are required to complete

- 120 credits at Level 4 to exit with a Certificate of Higher Education in Complementary Therapies for Healthcare
- 120 credits at Level 5 to exit with a Diploma of Higher Education. in Complementary Therapies for Healthcare
- 120 credits at Level 6 (having achieved 120 credits at Level 4 and 120 credits at Level 5) to exit with a BSc Hons in Complementary Therapies for Healthcare.

The programme is structured to share a number of generic modules with the BSc (Hons) in Acupuncture to ensure that that the students are exposed to a rich learning environment providing the opportunity to draw on the learning experiences of their peers.

### **Programme Structure**

#### **Full time route**

<b>Level Four / Year One</b>				
Foundations in Bodyworks 40 Credits	Anatomy and Applied Physiology 20 credits	Foundations in Research 20 credits	Developing Academic & Personal Skills 20 credits	Nutrition for Therapists 20 credits

**Level Five / Year Two**

Bodyworks	Patho-physiology for Therapists	Research	Therapeutic Interventions for Musculoskeletal Injuries	Personal & Professional Skills Development
40 credits	20 credits	20 credits	20 credits	20 credits

**Level Six / Year Three**

Bodyworks in Practice	Dissertation	Health Psychology for Therapists	Applied Business Practice
40 credits	40 credits	20 credits	20 credits

**Part time route**

**Year One**

Foundations in Bodyworks	Anatomy and Applied Physiology	Developing Academic & Personal Skills
40 Credits	20 credits	20 credits

**Year Two**

Bodyworks	Foundations in Research	Nutrition for therapists
40 credits	20 credits	20 credits

**Year Three**

Patho-physiology for Therapists	Research	Therapeutic Interventions for Musculoskeletal Injuries	Personal & Professional Skills Development
20 credits	20 credits	20 credits	20 credits

**Year Four**

Bodyworks in Practice	Applied Business Practice
40 credits	20 credits

**Year Five**

Health Psychology for Therapists	Dissertation
20 credits	40 credits

**Modular Delivery Across Levels 4 – 6**

	<b>Semester One</b>	<b>Semester Two</b>
<b>4</b>	Foundations in Bodyworks P Battersby/S Fairhurst	
	Anatomy and Applied Physiology P Battersby	Nutrition for Therapists P Battersby
	Developing Academic and Personal Skills C Lomas	Foundations In Research S Fairhurst
<b>5</b>	Bodyworks S Fairhurst	
	Research S Fairhurst	Therapeutic Interventions for Musculoskeletal Injuries P Battersby
	Patho-physiology for Therapists A Feyler	Personal & Professional Skills Development C Lomas
<b>6</b>	Bodyworks in Practice S Fairhurst	
	Dissertation S Baker	
	Applied Business Practice P Battersby	Health Psychology for Therapists S Baker

**Intended learning outcomes of the programme**

**On completion of Level Four, students will be able to**

**A) Knowledge and understanding:**

A1 Describe anatomical and physiological processes from a Western perspective.

- A2 Demonstrate understanding of the philosophical and theoretical concepts underpinning the practice of Complementary therapies.
- A3 Recognise the importance of research to the development of Complementary therapies
- A4 Understand the diversity of values associated with health and well being.
- A5 Explain health as a contested concept.

**B) Intellectual skills:**

- B1 Work independently taking responsibility for autonomous learning and identify needs for personal, professional and academic development.
- B2 Demonstrate the ability to draw upon the personal and lived experience of health and illness through the skills of reflective practice.
- B3 Formulate questions, initiate, and carry out health related projects.

**C) Subject Skills:**

- C1 Communicate with others in a clear and articulate manner, using words and numbers, through written work using appropriate academic conventions.
- C2 Recognise and respond to appropriate moral and ethical issues within the context of Complementary therapies.
- C3 Plan, design and execute activities with peers, using appropriate techniques and procedures taking responsibility for an agreed area.

**D) Practical, professional and employability skills:**

- D1 Demonstrate a comprehensive knowledge of regional and surface anatomy and the location of internal organs, vessels and structures.
- D2 Employ effective interpersonal skills, with an awareness of the therapeutic relationship whilst giving consideration to personal and professional boundaries.
- D3 Demonstrate an understanding of professional and legal issues in practice.
- D4 Utilise information technology appropriately.

**On completion of Level Five, students will be able to**

**A) Knowledge and understanding:**

- A1 Recognise and reflect upon cultural diversities that lie within health and wellbeing.
- A2 Demonstrate an awareness of a multi-disciplinary and inter-disciplinary approach to health care and the acquisition of knowledge and skills from research, practice and professional experience.
- A3 Demonstrate the interpretation and analysis of information and experience relevant to the practice of Complementary therapies through research and problem-solving activities within an academic and vocational context.

**B) Intellectual skills:**

- B1 Apply the independence of thought required to describe, interpret and summarise key theoretical aspects.
- B2 Implement clinical decision-making and problem solving skills necessary to assess and formulate an effective treatment plan within the clinical environment of Complementary therapies.
- B3 Evaluate the outcomes of research to facilitate an evidence based approach to practice within the clinical environment of Complementary therapies.

**C) Subject Skills:**

- C1 Internalise and differentiate between values, ideals and beliefs which relate to others and certain situations.
- C2 Identify professional limitations of practice in order to refer patients appropriately so that they can receive necessary investigations and tests to eliminate or confirm the diagnosis of serious underlying pathology.
- C3 Utilise information technology to store, retrieve and produce material for health related coursework, drawing on skills in the use of word processing, databases and spreadsheets as appropriate to the task.
- C4 Communicate ideas and arguments succinctly and eloquently in written oral and appropriate other presentation formats.
- C5 Identify the key lifestyle factors, such as nutrition and exercise, that are either causing the patient's condition or are limiting potential recovery, and knowhow and when to give appropriate advice.
- C6 Demonstrate an understanding of the central theoretical arguments and paradigms in Complementary therapy research.

**D) Practical, professional and employability skills:**

- D1 Acknowledge and respond to moral and ethical issues relevant to health and clinical practice.
- D2 Respond appropriately to legal requirements and professional guidelines that relate specifically to health and CAM practice.
- D3 Demonstrate awareness of the implications of setting up a clinical practice.
- D4 Accurately maintain all types of information pertaining to the patient, showing knowledge of the requirements of confidentiality and compliance with the current Data Protection Act (1998) and other relevant legislation.

**On completion of Level Six, students will be able to****A) Knowledge and understanding:**

- A1 Reflect upon moral, ethical and legal implications within the areas of health and professional practice.
- A2 Debate the contemporary issues at the forefront of Complementary therapies.
- A3 Demonstrate an awareness of equal opportunities and diversity issues in context.

**B) Intellectual skills:**

- B1 Evaluate the principles and outcomes of care from the perspectives of both patient and practitioner within the clinical environment of Complementary therapies.
- B2 Articulate reasoned arguments and challenge traditionally held assumptions relating to health and well-being.
- B3 Utilise a range of research strategies for improving personal and professional standards in the practice of complementary therapies.

**C) Subject Skills:**

- C1 Synthesise coherent arguments from a range of theories relating to health and health issues
- C2 Demonstrate knowledge and skills to treat the wide range of commonly seen disorders.
- C3 Identify the appropriateness of treating with complementary therapies, knowing when

and how to refer, thereby minimising the risk of missing any symptoms which might indicate serious underlying pathology.

**D) Practical, professional and employability skills:**

- D1 Plan, propose and employ the appropriate treatment of care within the clinical environment of Complementary therapies.
- D2 Demonstrate with confidence and competence in the application of massage therapies and clinical practice within the clinical environment of Complementary therapies.
- D3 Demonstrate competence in skills transferable to the workplace.



## **Learning and teaching strategy used to enable outcomes to be achieved and demonstrated**

### **Learning and Teaching**

The learning and teaching strategies employed in this programme enable the development of reflective and critical approaches to the study of health, ill health and well being. These strategies reflect the contested and multi-dimensional nature of health and facilitate active student participation in recognition of the essential component that students bring to the learning and teaching process. The approach employed towards learning and teaching will be based upon a student-centred paradigm of learning intended to facilitate and maximise the capabilities of the student to work within the field of Complementary and Alternative Medicine.

As the student progresses through each level of the programme they move from methods of learning with a 'high' degree of support towards more 'autonomous and self-directing' methods of learning. Such methods enable the student to become an independent and reflective practitioner who is able to demonstrate the additional capabilities of cooperation and professionalism. This programme therefore provides the student with a qualification at undergraduate level that has embedded within its framework learning outcomes expected of those being professionally prepared to work within this field (QAAHE, 2008).

The philosophy that the programme adopts in relation to learning and teaching is in line with the University framework, focused upon learning as opposed to teaching, with the deployment of teaching methods that endorse effective student learning, personal development planning and reflective practice. Students are expected to accept responsibility for their learning, so becoming self-directed and engaging in the process of life-long learning.

There are a broad range of learning and teaching strategies employed to provide opportunities for progressive acquisition of subject-specific knowledge, understanding of skills, as well as generic and transferable skills. Just some examples of the range of learning and teaching methods employed on the programme will include:

- Lectures: to convey substantial elements of the subject context, core themes and provide explanations for difficult concepts, whilst setting the scene for independent learning.
- Practical/Clinical Sessions and Case Studies: will consolidate and apply theoretical knowledge and skills
- Blended learning routes for specific modules with workshop and tutorial support session.
- Tutorials/debates, student-led seminars and oral presentations: will provide a context for interactive learning and provide the forum for development of transferable skills such as information retrieval, problem solving and group work.
- Reflective accounts and Practice Portfolio Development: to enhance personal and professional development.
- Self-directed study: time spent on assignment work, project work and case studies, set alongside the themes selected by the individual for greater exploration of a given topic.

The full range of learning and teaching strategies are clearly identified within the individual module specifications.

The Programme also utilises Moodle, the organisational framework for the delivery of materials via a Virtual Learning Environment (VLE). Moodle offers resources that allow the programme team to share with the student; learning materials relating to individual modules and e-learning, announcements, materials relating to assessments and, to monitor progress. It also provides an extended learning community for students to engage with each other and the wider national and international community.

To ensure that students achieve the learning outcomes the programme team have employed methods of delivery based upon student-centred learning. Activities that promote independent learning are carefully balanced with activities that promote group/peer interaction whilst enhancing the development of interpersonal skills. Students are actively encouraged, should the need arise, to draw upon support that is offered within the University. Sessions such as study skills, research skills and career development workshops are just some examples of the support that is available to students.

As a team the Chinese and Complementary Medicine team has established a number of strategies in line with those held at University level that respect student diversity. Drawing on the extensive experience, the team work closely with Student Services to ensure that the differing needs of many of our students are met.

### **Student Experience**

Typically students on the full time route of this programme will attend University three days per week whilst part time students attend one and half days per week during term time. During Level 4 students will gain supervised clinical experience as part the Foundation to Bodyworks module. By semester 2 students aim to be treating members of the public at the onsite clinic.

During Level 5 students will gain further clinical skills and experience in each of the three modalities massage, reflexology and aromatherapy all of which are integral elements of the Bodyworks module. Students will also acquire skills in clinical management prior to progressing to the final year of the programme.

During Level 6 students although still supervised become more autonomous by managing their own clinical caseload. This assists them to become both competent and confident practitioners upon graduation.

### **Clinical Practice**

As clinical practice is an integral part of the learning experience all clinical practice undertaken by the students take place onsite in the University's clinic based within the Crispin Lane building on the main campus.

At Glyndŵr University, the Chinese and Complementary Medicine Clinic opened its doors in 2005. The main objective of the clinic was to provide an affordable service that excluded no-one and was committed to the needs of all in the local community. Conditions ranging from back pain to tinnitus are treated within the clinic. Students studying on the Chinese Medicine or Complementary Medicine Practice degree programmes welcome the challenge of working in a clinic that provides a broad spectrum of conditions. One student describes the clinic 'as an invaluable opportunity to put theory into practice' which she found 'a vital part of the course'. Accepting referrals from other health care providers such as local G.P's, the local Pain Clinic, Occupational Health, osteopaths and the cardiac rehabilitation clinic has created a reciprocal relationship, demonstrating to students the importance of a multi-disciplinary approach to health

All clinical supervision is carried out by appropriately qualified staff who are also members of the current programme team. Staff/Student ratios for clinical supervision are from the PSRB requirements. These are as follows

For the practice of Acupuncture

**Staff: Student Ratio 1:4**

For the practice of Complementary therapies

**Staff: Student Ratio 1:8**

## Welsh Medium

Although the majority of students within the University are English speaking it is recognised that Welsh is the language of many people within Wales and many students and staff members. The University responds positively and constructively to this bilingual situation by creating a welcoming environment within which students from all cultures can interact on the basis of equality and mutual respect.

As we do not currently have members of the programme team bilingual in both Welsh and English we are not able to offer any elements of the curriculum delivery in Welsh at this time.

However, students are entitled to submit assessments in Welsh, and where this is identified the written assessment will be translated into English by a qualified tutor here at the University for marking.

## Assessment strategy used to enable outcomes to be achieved and demonstrated

According to Section 6 of the QAA Code of Practice: *Assessment is a process that measures the outcomes of students learning that serves many purposes.* (Assessment of Students, 2006)

The purposes of assessment within this particular programme are as follows:

1. To determine students progression and final degree classification.
2. To provide a means of feedback to students on the strengths and limitations of their learning and assist them to improve their performance.
3. To provide evidence that a student is competent to practise to a professionally recognised standard.
4. Allows staff to measure the effectiveness of their teaching/learning strategy.

Careful consideration has therefore been given to the purpose of each assessment in ensuring that it reflects the learning outcomes determined for each individual module included within the programme.

Incorporated within the assessment strategy for this particular programme is a wide range of methods of assessment appropriate to the module outcomes. The programme team aim to ensure that there is balance between the use of both formative and summative elements of assessment across the programme. Methods employed include assignments, portfolio, written and practical examinations, poster presentations, tutorial and group tasks, case studies, dissertations and supervised clinical practice, a number of which are aimed to examine the student's ability to recognise the relationship between theory and clinical practice.

The programme team in consultation with the external examiner(s) are responsible for the evaluation and modification of all elements of the assessment. To ensure that the appropriate methods are chosen to measure that the achievements by students the programme team aim to annually review the range and type of assessments employed. (QAAHE Code of Practice: Section 6, 2006)

Staff are encouraged to attend Staff Development sessions that relate to all aspects of the learning, teaching and assessment strategies to ensure that the team remain up-to-date and informed of changes to theory and practice.

**Written Examinations**

In line with the University's assessment calendar and regulations all written examinations are organised and managed through the exams office. Exams are scheduled for one of the two assessment periods scheduled in January and May each year.

**Practical Examinations**

In line with the University's regulations the practical examinations on both programmes are organised and managed by members of the programme team. The scheduling of all practical examinations still falls within the University's assessment calendar.

**Dissertation**

Within the module Dissertation students will be given the option of undertaking a 10 000 Dissertation or 6 000 Journal Article. Although the type of assessment differ students will be required to apply the same analytical, critical thinking skills and research skills within both assessment tasks. The programme team will ensure student equity and parity of assessment through programme management meetings.

**Summative Assessment:**

The programme team strive to take a planned approach to the balance of summative assessment. The assessment matrix overleaf demonstrates the indicative assessment schedule for 2011/12 showing spreading of assessment submissions.

**Formative Assessment:**

Formative assessments are used in a variety of modules at each level of the programme to inform summative assessment through the use of discussions, peer education, informal assessment and feedback.

## Assessment Matrix

	Modules	Written Exam	Practical Exam	Assignment	Case Study	Poster Presentation	Work book	Business Plan	Dissertation	Indicative Submission Dates
Level 4	Foundations in Bodyworks		✓	✓						MAY MAY
	Anatomy and Applied Physiology			✓			✓			JAN (end)
	Foundations in Research			✓						APR (end)
	Developing Academic and Personal Skills			✓						JAN (beg)
	Nutrition for Therapists			✓			✓			MAR (end)
Level 5	Bodyworks		✓		✓ ③					MAY JAN FEB APR
	Patho-physiology for Therapists						✓			JAN (end)
	Research			✓						JAN (end)
	Therapeutic Interven for Musculoskeletal Injuries		✓	✓						MAY
	Personal & Professional Skills Development			✓						MAR
Level 6	Bodyworks in Practice		✓		✓ ③					MAY JAN FEB APR
	Dissertation							✓		APR
	Health Psychology for Therapists			✓						MAR
	Applied Business Practice							✓		JAN (end)

### Assessment regulations that apply to the programme

All assessments carried across the programme are carried out according to the *Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees*.

### Derogation from Regulations

As a 'practitioner-based degree programme' the programme team have a responsibility to ensure that all student practitioners are successful in completing both the theoretical and practical elements of modules that contain a clinical practice element within them. It is namely in the interest of patient safety that the team cannot afford to permit any student to progress through and graduate from this programme should that individual not be fit for purpose and fit for practice. It is therefore imperative that all students successfully pass all elements of assessment, i.e. that students achieve a minimum pass mark of 40% in all elements of assessment. This will involve a

derogation against the regulation 13.1 *Award of Credits* from the University's Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees.

The modules to which this derogation from regulations has been approved are as follows:

Level 4: Foundation to Bodyworks (40 credits)

Level 5: Bodyworks (40 credits)

Level 6: Bodyworks in Practice (40 credits)

## **Programme Management**

### **The Programme Team**

The *Programme Leader* (Caroline Lomas) has overall responsibility for the operation, development and quality enhancement of the programme. She will work in collaboration with the Module Leaders and Administrative Staff to provide the day-to-day general academic and pastoral support to students. The Programme Leader will chair regular meetings with the programme team to discuss all matters relating to the delivery of the programme. The programme leader reports directly to the Academic Head.

The Programme Team will be responsible for the delivery, assessment and evaluations of the modules offered within this programme of study. Monitoring student attendance in class and on clinical placements they will maintain quality across all areas of the programme. The extended Team, consisting of module leaders, demonstrators, sessional lecturers and support staff will meet monthly and the minutes of these meetings will be circulated to all relevant parties and tabled at the Department Meetings.

It is the responsibility of the programme leader and the team to ensure that any sessional lecturers, demonstrators and practitioners that support the programme are in receipt of documentation relating to the programme and individual modules that they are to be involved with. They are to both contribute to and be updated regularly on changes to the programme, academic regulations, retention and student support.

The CV's of all those contributing to the programme have been provided electronically.

Programme Leader	Caroline Lomas	Leader to both programmes.
Programme Team	Paul Battersby	Senior Lecturer in Chinese and Complementary therapies.
	Andreas Feyler	Senior Lecturer in Chinese medicine
	Sharon Fairhurst	Lecturer in Complementary Therapies
	Sally Baker	Senior Lecturer and module leader for Dissertation and Health Psychology Modules.

Although small in number, the team have made a number of contacts through the various external links they have drawn upon to support the programme.

The programme team are responsible for:

- Student tracking with regular updates reported to the rest of team.
- Attendance with regular reports to the rest of the team
- Open day events for recruitment.
- Initial processing of assignment extensions to deadlines which are then granted by the Programme Leader.
- Publishing and updating of module timetables.
- The maintenance and development of teaching and learning materials.
- The setting, marking and collation of marks for module assessments.
- Personal, pastoral and assignment tutorial support.
- Quality monitoring, including SPOMS (mid modular and end of module).
- Updating and maintaining Moodle with the appropriate learning resources.

### **Quality Management**

Quality of the programme conforms to procedures set out by the Department and University's requirements for academic quality assurance, monitoring and review. There are a range of systems in place to make certain that the range of learning, teaching and assessment methods is appropriate at each level of the programme. These systems that range from peer review to moderation have already been put into place by the team. Areas of good practice across the Institute have been examined and used to influence methods in combination with the experiences of the current programme team. The team intend to take a collaborative approach to planning, delivery, assessment and overall evaluation.

The following procedures provide a framework for the assurance and enhancement of quality and standards for the programme.

- Annual Monitoring Reports (AMR) are considered at Subject Team Meetings, and reviewed through the University's Quality Strategy Committee (QSC).
- External Examiners Reports are formally reviewed through the Annual Monitoring Report. A response to the report is formulated by the programme team and an action plan created.
- The use of formal annual Student Perception of the Module (SPOM) will be incorporated into the monitoring and review procedures and forms the reporting process for the AMR. Mid-module SPOM's piloted in 2010/11 will also be utilised across a number of modules each year.
- Module tutors provide a module based review of the operation, quality and standards of individual modules.
- Informal sharing of current and best practice occurs through team meetings.
- The Staff Student Consultative Committee (S.S.C.C) meetings are intended to provide a forum for the students to allow them to contribute their ideas on how the programme is running and how the team can improve and enhance the students learning experience. Led by student representatives from each cohort the committee has an independent chair from the Nursing and a staff representative. Minutes are taken and circulated to student representatives and posted upon Moodle with a team response. Part time students are encouraged to have their own representative(s) on the committee so to allow the committee to raise and discuss any issues that are specific to those students who are on the part-time route.
- Annual Site Inspections: annual inspection will continued to be carried out by those professional bodies that accredit the programme. This inspection result in a report that is considered and responded to at programme level then forwarded for consideration to the PSRB.

These mechanisms will ensure that there is an auditable and clear process for monitoring and review of all aspects of the programme's operation, leading to the maintenance of academic and professional standards.

### **Underpinning of the curriculum through research and scholarly activity.**

All staff within programme team are actively encouraged to develop their research profile, through presentation at conferences, written research publications and contribution to books.

The programme team use research, scholarly and professional activity to inform the curriculum throughout their subject specialism. For example Paul Battersby was recently elected onto the board of directors for the Acupuncture Association for Chartered Physiotherapists. As a member of the Chartered Society for Physiotherapists and the Health Professions Council he brings a wealth of experience linking into both education and within professional practice. Paul supports the current programmes in the areas of Chinese medicine and acupuncture, complementary therapies, anatomy and applied physiology, nutrition and applied business practice Paul plans to focus specifically on the integration of theory and practice on the new programme.

Another prime example is Sally-Ann Baker. Sally-Ann's teaching is underpinned by her research practice and scholarly activity. Service evaluation, Health promotion and illness prevention is a specific area of interest, and is the focus of a number of projects. She has a range of publications, conference presentations and more recently has been invited to speak at events run by organisations such as the Food standards Agency, Children and Young Peoples Network and is currently part of a team designing and delivering bespoke courses to members of the food and fitness network

In addition to these members of the team have engaged in internal quality assurance activities, sat on subcommittees such as the Audit and Review Committee and have actively sought externality. Caroline Lomas, programme leader to both programmes is currently the University of Wales moderator for a Traditional Chinese Medicine degree from in ISMET, Barcelona. All members of the team hold membership to one or more of the relevant professional bodies.

In addition the team have spent a considerable amount of time establishing links with professional organisations within the field including the Acupuncture Association for Chartered Physiotherapists (AACP), Association of Traditional Chinese Medicine (ATCM), Federation of Holistic Therapies (FHT), Institute of Complementary Medicine (who hold the British Register for Complementary Practice) and the Association of Reflexologists (AOR).

## **Particular support for learning**

### **Student Support**

Building upon the experiences acquired by the team over the last five years the programme has established policies that value student diversity whilst collaborating with strategies that have been implemented at University level. Drawing from the past experiences of meeting the learning needs of students with differing abilities the team are expected to ensure that preparation of learning materials meets the needs of all students who enrol upon the programme. Students who have individual learning needs will be encouraged to access specialist support through Student Services. Once assessed by the Student Services team there is a range of measures that may be implemented in the form of additional time for assessments, provision of audio equipment or laptop computers to assist with note taking in lectures.

### Induction Programme:

All students that enrol on to the programme will engage in an Induction programme run by the

programme team. Part time students are invited each year to attend the induction programme.

#### Practice Portfolio:

All students who enrol on the Complementary Therapies for Health Care programme will be issued with a Practice Portfolio document that they are requested to place within a lever arch file. The portfolio document is prepared in a way so that it is viewed as an 'integral' part of the development of the practitioner. Designed, as a *working document* the portfolio is expected to be brought regularly into the clinical area and used to identify additional learning needs. It will include many aspects of clinical practice such as sheets for the logging of clinical hours, learning contracts and proformas to promote the process of self-appraisal and reflective learning. It is proposed that the Practice Portfolios will incorporate the Personal Development Plans. It is intended that a number of the summative elements of assessment will form part of the document. It will be an expectation of the programme therefore that students will file certain pieces of assessment work in the portfolio at each level once they have been marked and feedback received. Aspects such as these will lend support to the development of the document and enhance the reflective process.

The portfolio also encourages the student to begin the process of self-appraisal by identifying areas of strength and challenges in their learning and practice. Such areas are then drawn together within action plans that the individual may use to monitor their progress throughout their programme of study. Part time students will follow this expected route of personal development. The time scale for completion of this document to graduate level will reflect the time it takes to complete the degree.

#### Pastoral Support:

All students are allocated a personal tutor who will be the provider of pastoral support on an individual basis throughout their time on the programme. Pastoral tutors previously arranged to meet with individual students at least once during each semester (more often if it is deemed necessary by either party). It is not an intention of the personal tutor to take on the role of counsellor but to offer on-going support to the individual to review personal progress. As the first point of contact for students the personal tutors aim to support the students with both academic and pastoral matters. The personal tutor remains with the student throughout their period of study.

A review of the tutorial system was undertaken and changes to the system introduced from 2009/10.

Changes to practice have involved;

- Staff identifying time slots across each week to allow student to book tutorials as required across the year rather than be 'invited' to attend once a semester.
- Personal development plans (PDP) are now part of the tutorial schedule to give the tutorials greater purpose and focus.
- Reintroduction in 2009 of the Year 1 tutor to provide additional support to all first year students who enrolled on the programmes. This active support is available through group sessions for the first 12 weeks and individual tutorials.

#### Module Leaders:

The module leaders at each level of the programme are responsible for the subject related support. All module leaders actively encourage students to raise questions during or at the end of the lectures. Included within the module literature are the office hours, times when the tutor is available to offer help and guidance to students. When an issue arises that the module leader or student perceives as being unresolved, the personal tutor and programme leader may be asked to be involved.

#### Disability Coordinator:

The programme team have identified a member of the team who will coordinate and disseminate information to staff and students. Where appropriate teaching and clinical staff will be made aware of disabilities and offered advice on ways that the team may adapt learning, teaching assessment methods to meet the needs of the individual. For those students who have more specialised learning needs a referral on to the Student Services Department will be encouraged.

#### Staff Student Consultative Committee: (S.S.C.C.)

The S.S.C.C meetings are intended to provide a forum for the students to allow them to contribute their ideas on how the programme is running and how the team can improve and enhance the students learning experience. Led by student representatives from each cohort the committee has an independent chair from the engineering department and a staff representative. Minutes are taken and circulated to student representatives and posted upon the programme notice board and Moodle Part time students are encouraged to have their own representative(s) on the committee so to allow the committee to raise and discuss any issues that are specific to those students who are on the part-time route.

#### Office Hours:

All members of the team are asked to select time slots during the week when they are available and to post these times on the staff information page on Moodle. Students are then able to make appointments with staff where they can meet to ask questions or discuss matters relating to the programme. Appointment times are posted weekly on the programme notice board that is sited outside of M409.

#### Assessment Feedback:

All assignment work that is submitted by students has the programme assignment feedback sheet attached to it. Students are also provided with a reflective sheet and asked to complete it prior to submission of their work. The feedback sheets have an area where the markers write feedback for the student on the strengths and areas of improvement within the work, and an area where the students are asked to comment. Group and individual tutorial sessions are also used as a means of discussing feedback from assessment work. At the end of each academic year following the assessment board each student is sent a transcript of their performance from the Student Data Services Office. The information contained within the transcript will include individual module marks and an overall mark for the year.

#### Provision for Part-time Students:

The team plans to continue to offer the programme both full and part time as we anticipate that both programmes will attract students who may wish to complete the programme on a part-time basis. The programme may be of interest to those individuals who are already working within the field who wish to enhance their practice and develop skills and qualifications whilst continuing in employment.

The team recognises the importance of identifying and meeting the differing needs/requirements that the provision of part-time study can bring. We aim to provide a learning, teaching and assessment environment that is supportive of these needs. To elucidate this point further the team have listed examples that are to be employed within both programmes:

- All part-time students will be allocated a personal tutor, who will be responsible for part-time study across the programme. The tutor will act as the personal tutor for the students throughout the programme of study.
- All part-time students will have an induction and study skills programme that is tailored to their needs. This will be arranged and led by the personal tutor.
- The use of Moodle as a VLE has been described earlier in the text. The use of such a medium for assignment submission and collection of additional teaching material and

handouts allows the part-time students direct access to materials and submission of assessments across the whole of the week, including times when the student is not timetabled to attend for lectures.

All students are issued with the part-time 'route' through the programme that makes certain that the student can identify the sequence of modules. This sequence will have been carefully developed to equip the student with the knowledge, skills, and competencies required to progress at each level.

**Attendance:**

It is a requirement of the professional accreditation held by the current provision that students will achieve the following attendance requirements;

Theoretical Attendance = 80% and Clinical Practice Attendance = 90%

Should a student's attendance fall below these requirements in any module of the programme their ability to successfully complete may be at risk.

To support students who may experience difficulties they will be informed in writing of the consequences of non-attendance. Students with poor attendance will receive a sequence of three letters each notifying the student of the developing risk to their successful completion of the programme and offer the opportunity to discuss/plan the required remedial action in order for student's to satisfy the minimum attendance requirements.

**Programme-specific learning resources**

The programme has access to a number of resources that includes:

- Fully resourced onsite Chinese and Complementary Medicine clinic.
- 2 online journals (Chinese Medicine) and one journal (Aromatherapy) that is kept within the clinic.
- A small reference library of approximately 40 texts that are held within the clinic.
- A range of visual and tactile resources such as a skeleton, models of joints and acupuncture models and reference charts.
- A wide range of subject specific texts held in the main library on the Plas Coch campus.

**The Onsite Clinic**

The Glyndŵr University Complementary and Chinese Medicine Clinic is an eight bedded training clinic offering treatments to the general public. Many of the patient's who use the clinic do so on a self referral basis. Some examples of the conditions treated by the student practitioners are infertility, pain management (including back pain), and emotional disorders such as insomnia and stress.

The clinic is well established and respected, has easy access and ample parking and is located on the second floor of the building that also houses the North Wales Clinical School. Already popular with the Wrexham Community and University Campus, the Complementary & Chinese Medicine Undergraduate Clinic has earned a reputation for outstanding practice and service. The clinic provides access to high quality equipment, a safe and secure working environment, and support from highly trained professional staff. All treatment modalities integrate up to date and current evidence based therapies for the benefit of the patient. The clinic enables up and coming practitioners to network with peers and clinical supervisors allowing them to explore and expand their own knowledge across other disciplines.

The Glyndŵr University clinic is a combined Chinese and Complementary Medicine clinic run by

devoted students and clinical supervisors. The practitioners work hard to keep a professional standard in the clinic with regards to both organisation and attitude. Due to the high level of organisation and professionalism the clinic runs very efficiently, allowing for a relaxed atmosphere that make both students and more importantly, patients feel at ease within the clinic. The knowledge and skill of the practitioners and their supervisors facilitates a treatment that is tailored to the patients needs to gain maximum benefit.

### **Equality and Diversity**

Ensuring all areas of the programme (including assessments) are accessible to students on the programme supports equality and inclusion. Recognising the requirements of current regulations and legislation in relation to the (Disability and) Equality Act 2010 all information that is produced for students will use plain language that is free from bias.

Where deemed appropriate by the Programme Leader and individual's consent staff are alerted to student disabilities and given advice/direction on adaptations that maybe required in relation to teaching and assessment methods. For example we have students on the Complementary Medicine Practice programme with visual and hearing impairments. Adaptations to teaching styles have been made to allow one of the students who is blind to allow him to still learning all massage techniques whilst in the class.

Students who present with a specific learning requirement are referred to Student Services where they can be formally assessed and the appropriate support can be implemented. The range of support that is available to individuals range from one-to-one tutor support to specialist equipment and software.