

PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	
Details of accreditation by a professional, statutory or regulatory body	Programme awarded full professional accreditation with the Association of Traditional Chinese Medicine (ATCM) in July 2011. http://www.atcm.co.uk
What type of accreditation does this programme lead to?	Graduates are eligible upon successful completion of the degree programme to apply for the Ordinary Membership Category One (Acupuncture and Tui Na).
Is accreditation in some way dependent on choices made by students?	No
Final award/s available eg BSc/DipHe/CertHE	BSc (Hons) in Acupuncture (360 credits) Diploma of Higher Education (240 credits) Certificate of Higher Education (120 credits)
Award title	BSc (Hons) in Acupuncture
JACS 2 code	B343
UCAS code	B341
Relevant QAA subject benchmark statement/s	QAA Benchmark Statements for Health Studies 2008
Other external and internal reference points used to inform the programme outcomes	Guidelines to Acupuncture Education (BAcC, 2000) National Occupational Standards for Massage, Sports Massage and Acupuncture (Skills for Health, 2009 - 2010) Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) University Modular Framework QAA Benchmark Statements
Mode/s of study <i>(p/t, f/t, distance learning)</i>	Full Time (3 years) Part Time (5 years)
Language of study	English
Date at which the programme specification was written or revised	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 programme.

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 that do not 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 from study at the University 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 and the application for APL/APEL is granted against a module(s) at level 4 and/or 5 that they 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

- Enable students to gain individual qualities and the skills required to register as independent, autonomous and competent practitioners, in acupuncture practice.
- Provide a student-centred learning and teaching environment that is both supportive and stimulating.
- Equip the student practitioner with the skills and opportunities required to later engage in the process of lifelong learning.
- Enable graduates to identify personal strengths, qualities and limitations and to develop a reflective approach to their practice.
- Enable graduates to apply for independent membership to the appropriate professional body of their choice

Distinctive features of the programme

Although the strategy for statutory regulation in CAM is still in an early stage of development 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, National Occupational Standards and Guidelines to Acupuncture Educations issued by the British Acupuncture Council (BAcC, 2000) the programme is developed with the primary aim of producing CAM practitioners who are fit for *purpose, practice and award*.

The BSc (Hons) Acupuncture programme is aimed at producing graduates who have developed knowledge, skills and competencies to practice as qualified practitioners within the field of Complementary Medicine. Having built on the broad expertise held within the programme team has added strength and cohesion to the overall delivery and should encourage the growth of further programme initiatives.

A programme of study such as this is an extraordinary journey into a new way of understanding health, well-being and disharmony (ill-health). To be a practitioner qualified in acupuncture can be one of the most fascinating, challenging but ultimately rewarding career paths that a student can embark upon. The learning does not end upon graduation as the graduate practitioner, equipped with the skills and opportunities required to engage in the process of life-long learning, may choose to enter into independent practice or continue to enhance their knowledge with further study.

The programme will enable the graduate to apply for independent membership of the Association of Traditional Chinese Medicine (ATCM) or to the appropriate professional body of their choice. As the professional bodies and the ATCM have previously offered membership to graduates of both programmes who achieve a degree classification of 3rd 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.

This BSc (Hons) Acupuncture programme has been mapped against the accreditation requirements for the Traditional Chinese Medicine Accreditation Board (ATCM) and was awarded professional accreditation by the TCMAB (ATCM) in July 2011.

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

The BSc (Hons) in Acupuncture degree programme has been carefully designed to ensure that the divide between theoretical and practical (clinical) work is 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
- 120 credits at Level 5 (having achieved 120 credits at level 4) to exit with a Diploma of Higher Education.
- 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 Acupuncture.

The programme is structured to share a number of generic modules with the BSc (Hons) in Complementary Therapies for Healthcare 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

BSc (Hons) Acupuncture

Full time route

Level Four / Year One				
Principles and Diagnostic Skills for Chinese Medicine	Anatomy and Applied Physiology	Foundations in Research	Developing Academic & Personal Skills	Nutrition for Therapists
40 Credits	20 credits	20 credits	20 credits	20 credits

Level Five / Year Two					
Acupuncture and Point Location	Acupuncture and Syndrome Differentiation	Patho-physiology for Therapists	Research	Therapeutic Interventions for Musculoskeletal Injuries	Personal & Professional Skills Development
20 credits	20 credits	20 credits	20 credits	20 credits	20 credits

Level Six / Year Three			
Acupuncture and Clinical Practice	Dissertation	Health Psychology for Therapists	Applied Business Practice
40 credits	40 credits	20 credits	20 credits

Part time route

Year One		
Principles & Diagnostic Skills for Chinese Medicine	Anatomy and Applied Physiology	Developing Academic & Personal Skills
40 Credits	20 credits	20 credits

Year Two			
Acupuncture & Point Location	Acupuncture & Syndrome Diff.	Foundations in Research	Nutrition for Therapists
20 credits	20 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	
Acupuncture and Clinical 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

Semester One	Semester Two
Principles and Diagnostic Skills for Chinese Medicine C Lomas	
Anatomy and Applied Physiology P Battersby	Nutrition for Therapists P Battersby
Developing Academic and Personal Skills C Lomas	Foundations In Research S Fairhurst
Acupuncture and Point Location P Battersby	Acupuncture and Syndrome Differentiation P Battersby
Research S Fairhurst	Therapeutic Interventions for Musculoskeletal Injuries P Battersby
Patho-physiology for Therapists A Feyler	Personal and Professional Skills Development C Lomas
Acupuncture and Clinical Practice A Feyler	
Dissertation S Baker	
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 Demonstrate an understanding of anatomical and physiological processes from both the Eastern and Western perspectives.
- A2 Interpret theories that underpin the practice of modalities embraced within the system of Chinese medicine.

- A3 Recognise the place of research activity in the development of Chinese medicine and Acupuncture.
- A4 Understand the diversity of values associated with health and well being.
- A5 Explain health as a contested concept.

B) Intellectual skills:

- B1 Apply self-motivational skills for autonomous learning and continuous professional 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 Demonstrate the ability to communicate with others in a clear and articulate manner, using words and numbers, through written work using appropriate academic conventions.
- C2 Work independently and identify personal needs for skill development on an ongoing basis.
- C3 Reflect upon and review progress in students' own studies and seek assistance or guidance as appropriate in order to enhance their own personal development.
- C4 Work with peers in groups, taking responsibility for an agreed area of an activity.

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 Communicate effectively in written and oral presentation formats.
- D3 Demonstrate an understanding of ethical and legal issues in practice

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 the diversity of the experience of health and well being.
- A3 Identify professional limitations to refer patients appropriately so that they can receive the necessary investigations and tests to eliminate or confirm the diagnosis of serious underlying pathology.

B) Intellectual skills:

- B1 Apply analytical thought to describe, interpret and summarise key theoretical aspects.
- B2 Implement clinical decision-making and problem solving skills necessary to diagnose, assess and formulate an effective treatment plan within the clinical environment of Chinese Medicine and Acupuncture.
- B3 Interpret the outcomes of research to assist in an evidence base for practice within the clinical environment of Chinese Medicine and Acupuncture.

C) Subject Skills:

- C1 Internalise and differentiate between values, ideals and beliefs which relate to others and certain situations.

- C2 Draw upon the lived experience of health, well being and illness.
- 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 Present ideas and arguments verbally in formal presentations and seminars, and informal discussions in a variety of environments.
- 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 know how and when to give appropriate advice.
- C6 Evaluate central theoretical arguments and paradigms in Acupuncture research.

D) Practical, professional and employability skills:

- D1 Acknowledge and respond to moral and ethical issues relevant to health and clinical practice.
- D2 Demonstrate appropriately to legal requirements and professional guidelines that relate specifically to health and Acupuncture practice.
- D3 Develop an appreciation of the implications of setting up a clinical practice.
- D4 Demonstrate the ability to 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 and other relevant legislation.

On completion of Level Six, students will be able to

A) Knowledge and understanding:

- A1 Critically analyse moral, ethical and legal implications within the areas of health and professional practice.
- A2 Appraise contemporary issues at the forefront of Chinese Medicine and Acupuncture.
- A3 Demonstrate an awareness of equal opportunities and diversity issues in context.

B) Intellectual skills:

- B1 Demonstrate analytical skills to evaluate the principles and outcomes of care from the perspectives of both patient and practitioner within the clinical environment of Chinese Medicine.
- 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 Acupuncture.

C) Subject Skills:

- C1 Synthesise coherent arguments from a range of theories relating to health and health issues.
- C2 Demonstrate competence and skills to treat the wide range of commonly seen disharmonies which have no formal biomedical diagnostic label (BAcC).
- C3 Identify the appropriateness of treating with acupuncture, knowing when and how to refer, thereby minimising the risk of missing any symptoms that might indicate serious underlying pathology.
- C4 Succinctly and clearly communicate their findings, diagnosis, treatment plan and prognosis to the patient in everyday language, in such a way that the patient's own needs, expectations and commitment to treatment are taken into consideration

(BAcC).

D) Practical, professional and employability skills:

- D1 Justify, propose and competently employ the appropriate treatment of care within the clinical environment of Chinese Medicine and Acupuncture.
- D2 Demonstrate clinical competency in the application of acupuncture and clinical practice in accordance with the ATCM code of practice.
- D3 Correlate the results from observation and investigations to form a coherent diagnostic picture from which the pattern(s) of disharmony can be discerned and differentiated.
(BAcC).
- D4 Demonstrate competence in skills transferable to the workplace.

Learning and Teaching Strategy used to enable outcomes to be achieved and demonstrated

Following the Programme Scrutiny Event of the current provision in February 2010 the panel's findings expressed confidence in the good health of the programmes. Members of the panel commended the team on the excellent programme standards and quality illustrated through the documentation and discussions. They commented further on the enthusiasm and commitment demonstrated by the programme team and the representing students.

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 (QAAHE, 2008). The approach employed towards learning and teaching is 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 will be expected to accept responsibility for their learning, so becoming self-directed and engaging in the process of life-long learning.

It is planned that a broad range of learning and teaching strategies will be employed to provide opportunities for progressive acquisition of subject-specific knowledge, understanding of skills, as well as generic and transferable skills. 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 programme team has established a number of strategies in line with those held at University level that respect student diversity. Drawing on extensive experience, the team work closely with Student Services, to ensure that the differing needs of all our students are met. These needs include dyslexia, dyspraxia, hearing and visual impairments. This year a blind student was admitted onto the Complementary Medicine practice Programme and is working towards, with support, successfully completing Level 4 of the programme.

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 obtain a minimum of 50 clinical hours observing their peers carrying out supervised clinical practice in the onsite clinic. This enhances the foundation year of the degree as it adds value to their learning experience as students do not engage actively in clinical practice during their first year.

During Level 5 students will obtain a minimum of 150 clinical hours as they move from observers to student practitioners taking on a clinical caseload. This transition is as a result of them successfully passing the practical examination at the end of semester 1. The clinical hours at this level are accrued from the clinical practice aspect of two modules; Acupuncture and Point Location and Acupuncture and Syndrome Differentiation with additional hours gained from the weekly mandatory attendance at the onsite clinic.

During Level 6 students will obtain a further 200 clinical hours across the year managing their own clinical caseload. The clinical hours at this level are accrued from the clinical practice aspect of the module; Acupuncture and Clinical Practice with additional hours gained from the weekly mandatory attendance at the onsite clinic.

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.

The Glyndŵr University Chinese and Complementary Medicine Clinic first opened its doors to the general public 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 infertility are treated within the clinic. Students currently 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 Pain Clinic, Occupational Health, Nightingale House Hospice, Wrexham, 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 meet 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 entitle 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.

Staff will also be 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.

Assessment Matrix

A matrix demonstrating the range of assessment, and indicative assessment schedules is shown overleaf.

	Modules	Written Exam	Practical Exam	Assignment	Case Study	Poster Presentation	Work book	Business Plan	Dissertation	Indicative submission
Level 4	Principles and Diagnostics Skills for Chinese Medicine	✓				✓				MAY FEB
	Anatomy and Applied Physiology			✓			✓			JAN (end)
	Foundations in Research			✓						APR (end)
	Developing Academic & Personal Skills			✓						JAN (beg)
	Nutrition for Therapists			✓			✓			MAR (end)
Level 5	Acupuncture and Syndrome Diff.				✓ ✓					MAY
	Acupuncture and Point Location		✓		✓					JAN JAN (beg)
	Patho-physiology for Therapists						✓			Jan (end)
	Research			✓						JAN (end)
	Therapeutic Interven for Musculoskeletal Injuries		✓	✓						MAY
	Personal & Professional Skills Development			✓ ✓						MAR
Level 6	Acupuncture and Clinical Practice		✓		✓					MAY APR
	Dissertation								✓	APR
	Health Psychology for Therapists			✓ ✓						MAR
	Applied Business Practice							✓		JAN (end)

Summative Assessment:

The programme team strive to take a planned approach to the balance of summative assessment. The assessment matrix 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 regulations that apply to the programme

Assessment regulations 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 programmes 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:

Principles and Diagnostics for Chinese Medicine (40 credits)

Level 5:

Acupuncture and Point Location, and Acupuncture and Syndrome Differentiation (20 credits each)

Level 6:

Acupuncture and Clinical 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.

Guest speakers have on the previous programmes made a positive contribution to certain aspects of the curriculum. Chris Nortley (reported to be one of the top ten acupuncturists in the UK by the BAacC) has delivered sessions that were well received by all students on the Chinese Medicine programme. Jong Balik, acupuncturist has also contributed sessions for students and graduates so supporting the ethos of life-long learning. The programme team plan to draw on such valuable resources for the new 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

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 Glyndŵr 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 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 inspections are carried out by those professional bodies that accredit the programme. This inspection results 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 engaging in CPD activities, conference presentations, engaging with professional bodies and attaining professional qualifications.

The programme team use research, scholarly and professional activity to inform the curriculum throughout their subject specialism. For example Paul Battersby, who was recently elected onto the board of directors for the Acupuncture Association for Chartered Physiotherapists, is a member of the Chartered Society for Physiotherapists and the Health Professions Council and 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.

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 in ISMET, a private college in Barcelona. All members of the team hold membership to one or more of the relevant professional bodies.

The programme team have also 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 Acupuncture 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 Student Services 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 on Moodle. Part time students are encouraged to have their own representative(s) on the committee 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 sheets are pinned to the notice boards situated outside M409.

Assessment Feedback:

All assignment work that is submitted by students has the programme assignment feedback sheet attached to it. The students are asked to complete a reflective exercise of the work

prior to submission and attach the sheet to the assignment for submission. 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 Student Data Services. 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 the programme 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 continue 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.

Student learning contracts are employed on the programme when students have been identified as being at risk due to poor attendance.

Programme-specific learning resources

Both programmes already have access to a number of resources that include

- Fully resourced onsite Chinese and Complementary Medicine clinic.
- 2 online journals (Chinese Medicine) and two journals (Aromatherapy) that is kept within the clinic.
- A small reference library of approximately 40 texts and a number of research papers 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.