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**Programme Specification**

**Title of Course: BSc (Hons) in Acupuncture**

**Date Specification Produced: September 2015**

**Date Specification Last Revised: September 2016**

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Student Handbooks and Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | BSc (Hons) Acupuncture |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | College of Integrated Chinese Medicine |
| **Location:** | College of Integrated Chinese Medicine, Reading |
| **Programme Accredited by:** | British Acupuncture Accreditation Board |

**SECTION 2: THE PROGRAMME**

1. **Programme Introduction**

Acupuncture is a multidisciplinary practice, requiring technical expertise in Chinese medicine and its relationship with conventional medicine, human anatomy and pathophysiology, and a comprehensive appreciation of the ethical and empathetic treatment of clients. The majority of acupuncturists work in independent practice, requiring business planning and management skills.

The College of Integrated Chinese Medicine provides a vibrant academic and practice community in which students study in both classroom and clinic in close contact with highly experienced teacher-clinicians and peers. Cross-level student interaction and peer observation provide an engaging learning environment and associated opportunities for skills development.

This programme has a strong reputation for academic excellence, intellectual rigour, balance and high standards of professional practice and expertise. It is designed to ensure that students gain a comprehensive knowledge and understanding of the ancient and modern theories of Chinese Medicine and the practice of Acupuncture, providing extensive opportunities to develop practical expertise, and to equip graduates with the professional and business skills and confidence to set up in independent practice as professional acupuncturists. Graduates are also eligible to become members of the British Acupuncture Council. Furthermore, graduates will also have attained the key and transferable skills such as communication, independence, time and task management, qualitative and quantitative research skills, and ICT literacy that are essential for graduates to pursue their careers or post-graduate studies.

Teaching is conducted in small groups by expert and enthusiastic staff, providing an interactive, supportive and informal environment in which to learn. Teaching methods include lectures, tutorials, investigative work and the use of online and dvd resources.

The College is housed in two attractive Grade II listed buildings in central Reading with its own dedicated Teaching clinic, well-equipped classrooms with multimedia facilities, a library and IT centre, and student refreshment and common rooms.

The programme is designed to link the academic knowledge bases with the practical applications of Chinese Medicine, particularly in relation to diagnostic and treatment methods. It is the only programme in the U.K. where the two main strands of Chinese Medicine and Acupuncture, Five Element and Traditional Chinese Medicine (TCM), are integrated in theory and practice and studied to undergraduate level.

Six themes are identified as integrative vertical pathways through the programme. These are Chinese Medicine, Research and Reflective Practice, Conventional Medical Sciences Point Location, Professional Practice and Skills and Techniques. These six themes are divided into integrated modules.

The programme is planned to allow students to gain the essential underpinning core theories of Chinese Medicine and Acupuncture from Level 4 by providing a curriculum that introduces the fundamental foundations in Chinese medical and practice principles. This prepares students for increased breadth and depth of study and practice at Level 5 and to then further develop this knowledge and understanding into applied areas in directly and indirectly supervised clinical practice with patients at Level 6.

Students are also kept aware of the latest developments in Acupuncture, including research, and teaching is supported by seminars on research developments. In the final year, students will conduct an original piece of independent research in a topic of their choice related to Chinese Medicine/Acupuncture. All modules are core modules.

It is anticipated that students will be attracted to the course from a variety of backgrounds and with a diversity of relevant experience. Some students will hold degrees or professional qualifications in a variety of fields including the biomedical sciences, but also in other sciences, the arts and languages. For many it provides an opportunity for a rewarding and successful second career.

The College of Integrated Chinese Medicine was established in 1992 and currently has the largest number of students studying acupuncture in the U.K. The current Licentiate Course in Acupuncture taught by the College, and accredited by the British Acupuncture Accreditation Board (BAAB), was first validated as a BSc (Hons) Acupuncture by Kingston University in 2003, which was renewed in 2008. In 2009 it was re-accredited for the maximum period of six years by the BAAB.

1. **Aims of the Programme**

The main aims of the BSc (Honours) Acupuncture are to:

1. Enable students to achieve the learning outcomes required to fulfil the professional knowledge, activities and attributes of an acupuncturist as outlined in the British Acupuncture Council (BAcC) Standards of Education and Training for Acupuncture (2011) and provide the honours degree level education necessary to obtain a BSc Honours Degree in Acupuncture together with the acquisition of graduate skills.
2. Provide the students with opportunities to gain the comprehensiveknowledge and skills to equip them for a potential career in the practice of acupuncture.
3. Promote and enhance the students’ competence and commitment in applying integrated clinical skills to the science and artistry of the practice of acupuncture.
4. Develop students’ abilities in independent study, research, critical thinking and reflective practice, promoting an ethos of life-long learning and continuing professional development.
5. Facilitate personal and professional development including the transferable, communications and interpersonal skills necessary for autonomous and independent practice.

1. **Intended Learning Outcomes**

The programme learning outcomes comply with the educational outcomes detailed in the BAcC Standards of Education and Training for Acupuncture 2011 (SETA) required to meet the entry standards necessary for professional membership of the BAcC. They provide opportunities for students to develop and demonstrate in-depth knowledge and understanding, skills and other attributes in the following areas:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Programme Learning Outcomes** | | | | | | | |
|  | **Knowledge and Understanding**  **On completion of the course students will have knowledge and understanding of:** |  | **Intellectual skills – able to:**  **On completion of the course students will be able to:** | | |  | **Subject Practical skills**  **On completion of the course students will be able to:** |
| A1 | 1. Underlying philosophy and practice of Chinese Medicine incorporating the integration of Yin/Yang and Five Element Theory. | B1 | 1. Demonstrate and apply the skills necessary for academic enquiry, study and scholarship. | | | C1 | 1. Undertake skilled, competent and safe acupuncture practice, provide and sustain high standards of acupuncture care which meets the physical and psycho- emotional needs of the patient. |
| A2 | 1. Conventional anatomical, physiological, pathological and biomedical principles related to human health and disease. | B2 | 1. Critically analyse and evaluaterelevant literature and research to inform the practice of acupuncture. | | | C2 | 1. Offer sensitive, effective and ethical interaction and communicationwith patients, colleagues and other healthcare professionals. |
| A3 | 1. Theoretical, ethical and cultural basis of scientific research, clinical audit and evaluation of professional practice. | B3 | 1. Apply strategies for the appropriate selection and synthesis of information from historical, present and contemporary sources. | | | C3 | 1. Diagnose and treat,in terms of Chinese medical patterns of disharmony and the Five Element constitutional imbalance, utilising the four diagnostic methods of seeing, hearing, asking and feeling, together with appropriate palpatory skills. |
| A4 | 1. Ethical and legal issues and responsibilities relating to the practice of acupuncture and the safety of the public. | B4 | 1. Utilise complex problem-solving skills in the diagnosis and treatment of patients. | | | C4 | 1. Provide relevant and appropriate advice to patients on aspects of treatment   to enable informed choices to be made. |
|  |  |  |  | | | C5 | 1. Act confidently in autonomous and independent practice, recognising the limits to competence and initiate referral to other health-care practitioners where appropriate. |
|  |  |  |  | | | C6 | * Reflect upon clinical practice and utilise professional support or supervisory processes and participate in continuing professional development. |
|  |  |  |  | | | C7 | * Develop skills in clinical audit and research to set, measure and compare standards and modes of practice. |
| **Key Skills** | | | | | | | |
|  | **Self-Awareness Skills** |  | **Communication Skills** | | |  | **Interpersonal Skills** |
| AK1 | * Take responsibility for own learning and plan for and record own personal development | BK1 | * Express ideas clearly and unambiguously in writing and the spoken word (including CV writing) | | | CK1 | * Work effectively with others in a group or team |
| AK2 | * Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | BK2 | * Present, challenge and defend ideas effectively | | | CK2 | * Discuss and debate with others to reach agreement |
| AK3 | * Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | BK3 | * Communicate relevant information with accuracy, using form, structure and style to suit purpose | | | CK3 | * Give, accept and respond to constructive feedback |
| AK4 | * Work effectively without supervision in unfamiliar contexts |  |  | | |  |  |
|  | **Creativity and problem solving** |  | **Research and information literacy skills** | | |  | **Numeracy** |
| DK1 | * Apply scientific and other knowledge to analyse and evaluate information and data, and to find solutions to problems | EK1 | * Search for and select relevant sources of information | | | FK1 | * Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data |
| DK2 | * Work with complex ideas and justify judgements made through effective use of evidence | EK2 | * Critically evaluate information and use it appropriately | | | FK2 | * Present and record data in appropriate formats |
|  |  | EK3 | * Accurately cite and reference information sources | | | FK3 | * Interpret and evaluate data to inform and justify arguments |
|  |  | EK4 | * Use software and ICT technology as appropriate | | | FK4 | * Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data |
|  | **Management and leadership skills** |  |  | | |  |  |
| GK1 | * Determine the scope of a task (or project). |  |  | | |  |  |
| GK2 | * Identify resources needed to undertake the task (or project) and to schedule and manage the resources |  |  | | |  |  |
| GK3 | * Monitor and review resources and time to enable effective completion of a task or project |  |  | | |  |  |
| GK4 | * Work collaboratively with others to enable all to effectively contribute to the task or project |  |  | | |  |  |
| **Teaching/learning methods and strategies** | | | | | | | |
| The range of learning and teaching strategies includes   * Formal lectures * Practical classes * Demonstrations * Tutorials * Role play * Patient in class | | | | | * Group work exercises * Presentations * Case Studies * Clinical teaching in the practice setting * Guided study and distance learning * Observation and reflection | | |
| **Assessment strategies** | | | | | | | |
| The assessment strategies employed in the field include the following:   * Written examinations/tests * Practical skills examinations/tests * Online exercises/tests * Reflective essays * Case analysis * Oral presentations | | | | * + Reflective journals   + Observation reports   + Logs   + Clinical assessments   + Research project | | | |

1. **Entry Requirements**

Candidates must satisfy the general admissions requirements of Kingston University and the College of Integrated Chinese Medicine in the following ways:

Prospective students will be interviewed to assess their suitability for a career in acupuncture. Candidates must have the necessary requirements below and/or acceptable alternative qualifications of comparable standards. Two years’ experience of working with the general public in an appropriate context is preferred.

1. Five grade 'C' GCSE passes or better, which should include English and Mathematics and preferably Biology or Combined Science
2. Two 'A' Level passes or two 6-unit awards at a minimum of 80 points each at A-level
3. An appropriate BTEC National Diploma including merit and distinction passes or Advanced GNVQ at Level 3; or a minimum of 80 points at AVCE Double Award; or 2 passes at 'C' in Scottish Highers; or 6 passes at 'C' grade or above at higher level in Irish Learning Certificate
4. General Studies will not normally be accepted as a qualifying subject
5. Mature and overseas students considered on an individual basis usually with a degree from a British or overseas university or validated access course
6. Other APEL credit accumulation
7. All applicants will be expected to conform to the BAcC Fitness to Practise requirements
8. Declaration of disclosure of any criminal convictions including spent and outstanding
9. Full disclosure of previous educational and professional experience

Entry is based on two cohorts of students per year, with a maximum of 38 students per intake*.*

A minimum IELTS score of 6 is required for those for whom English is not their first language, with no single element score of less than 5.5 (or equivalent).

1. **Programme Structure**

This programme is offered in full-time mode, and leads to the award of BSc (Honours) in Acupuncture. Entry is normally at level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar programme is possible at level 5 with passes in comparable level 4 modules – but is at the discretion of the course team. Intake is normally in April and September.

**E1. Professional and Statutory Regulatory Bodies**

British Acupuncture Accreditation Board; British Acupuncture Council

**E2. Work-based learning, including sandwich programmes**

Although there is no opportunity for formal work placements, students arrange observation sessions at a range of external acupuncture clinics, as well as some observation sessions in the College Teaching clinic. Students are required to spend 30 hours per year engaged in such observation. There is summative assessment associated with these clinical observation sessions which allows students to reflect upon their experience of observing acupuncture practised in a range of settings and using a variety of treatment styles and to draw implications for their own future practice.

**E3. Outline Programme Structure**

The duration of the field is three years and attendance is full-time.

The course is made up of modules which are vertically linked as six themes (known as programmes) running throughout the course, providing a balance of propositional and practical knowledge with theorising practice and practical skills.

Each level is made up of four modules each worth 30 credit points. Typically a student must complete 120 credits at each level. All students will be provided with the University regulations. Full details of each module will be provided in module descriptors and the student module guides.

Level 4 of the programme is designed to provide students with grounding in the key concepts of Chinese Medicine theory which are considered essential to underpin Level 5 and 6 of the course. The anatomy taught in the first half of the year is essential for the development of point location and needling skills during the rest of the year and at Levels 5 and 6. Physiology and Pathology is introduced in the second half of the year. Grounding in the principles of reflective practice supports early and later stages of professional practice.

At Level 5 students build on their Level 4 knowledge with four key modules developing their knowledge and understanding of Chinese Medicine and its relationship with conventional medical sciences, practitioner skills in professional practice and practical skills of point location, needling and adjunctive techniques. Research and reflective practice skills are further developed through clinical observations, audit design, and reflection on patient encounters.

At Level 6 students start with 3 pre-clinical months, further developing the theoretical and practical knowledge and skills required for treating patients. The remainder of Level 6 is a sustained period of clinical practice under direct supervision followed by a final period of 3 months of practising under indirect supervision which incorporates an increasing level of practice independence for the student to assist their transition to professional practice.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level 4** (all core) | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Chinese Medicine 1 | AC4104 | 30 | 4 | 1+2 |
| Introduction to Professional Practice | AC4204 | 30 | 4 | 1+2 |
| Points and Anatomy | AC4304 | 30 | 4 | 1+2 |
| Acupuncture Skills and Techniques | AC4404 | 30 | 4 | 1+2 |
| Progression to level 5 requires completion of the core modules | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level 5** (all core) | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Chinese Medicine 2 | AC5505 | 30 | 5 | 1+2 |
| Integrating Theory and Practice 1 | AC5605 | 30 | 5 | 1+2 |
| Professional Practice 2 | AC5705 | 30 | 5 | 1+2 |
| Points and Skills | AC5805 | 30 | 5 | 1+2 |

Progression to Level 6 requires completion of the core modules

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level 6** (all core) | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Research and Reflective Practice | AC6906 | 30 | 6 | 1+2 |
| Integrating Theory and Practice 2 | AC6106 | 30 | 6 | 1 |
| Clinical Practice | AC6116 | 30 | 6 | 1+2 |
| Developing Professional Practice | AC6126 | 30 | 6 | 2 |

Level 6 requires completion of all core modules

**Relationship Between Integrative Themes and Modules**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Themes | Chinese Medicine | Research Reflective Practice | Conv Medical Sciences | Point Location | Professional Practice | Skills and Techniques |
| Integrated Modules |  |  |  |  |  |  |
| **Level 4**  Ch Med 1  AC4104 | √ |  |  |  |  |  |
| Int Prof Practice  AC4204 |  | √ | √ |  | √ |  |
| Points and Anatomy  AC4304 |  |  |  | √ | √ |  |
| Acup Skills and Tech  AC4404 |  |  |  |  |  | √ |
| **Level 5**  Ch Med 2  AC5505 | √ | √ |  |  |  |  |
| ITP 1  AC5605 |  | √ | √ |  |  |  |
| Prof Practice 2 |  |  |  |  | √ |  |
| Points and Skills  AC5805 |  |  |  | √ |  | √ |
| **Level 6**  RRP  AC6906 |  | √ |  |  | √ |  |
| ITP 2  AC6106 | √ |  | √ |  | √ | √ |
| Clinical Practice  AC6116 |  |  |  |  | √ |  |
| Developing Professional Practice  AC6126 |  |  | √ |  | √ |  |

1. **Principles of Teaching Learning and Assessment**

Teaching and learning strategies which permeate the course are mostly process-based and use problem-solving and investigational work in a collaborative environment where the teacher acts as a coach and guide to facilitate student learning. Cross-level student interaction and peer observation reinforce this collaborative approach to learning and provide extensive opportunities for skills development.

The rigour, differentiation and balance of methods used is appropriate to the particular learning situation and the increasing breadth and depth of the learning programme as students take increasing levels of responsibility culminating in independent practice. Teaching, learning and assessment principles are designed to develop independent learning, safe and effective practice and good professional conduct.

Transitions and progression in the student learning journey are designed to provide increasing levels of responsibility and autonomy of thought and principled action.

Introductory teaching blocs at the start of each Level enable students to make the transition, firstly into higher education at Level 4, then from the theoretical, observational and skills foundations laid down at Level 4 to a focus on practising diagnosis and treatment planning at Level 5 with increasing levels of responsibility progressing to clinical practice under supervision at Level 6. In the Level 6 clinical part of the programme students manage the care of a range of patients, taking increasing levels of responsibility for diagnosis and treatment until they are fully confident and competent in independent decision-making.

The final clinical programme includes a significant amount of contact time focussed on clinical practice in which students have to demonstrate high levels of responsibility and judgement giving them the opportunity to develop and enhance confidence and responsibility prior to graduation.

The curriculum is designed to take account of the expected variation in student knowledge base and in key and transferable skills competencies. At Level 4 students are guided within class in the development of study skills and by means of the How to Study handbook. They also have provision for talks with personal tutors, learning support, tutor-led regional support groups in local areas, tutor-led College practice groups and taught sessions on different learning styles. Such support continues throughout a student’s progress to graduation as an autonomous practitioner.

The teaching of key and transferable skills is integrated into each module and is context related according to the six areas of professional values and principles described in the BAcC Standards of Practice for Acupuncture 2009 (SPA). These are Practice Context, Diagnosis and Treatment, Communication and Interaction, Safety, Professional Development and Business Management. As well as personal and professional qualities, practitioner values and attitudes (highlighted in the BAcC Standards of Education and Training for Acupuncture [SETA]), the general transferable and key skills include numeracy, research, information literacy, management and leadership, creativity and problem solving. Time management and organisation skills are developed through the Professional Practice modules in which students independently organise a programme of external clinical observation.

All subject specialist teaching is informed by both acupuncture and relevant conventional medical research and supported by visiting lecturers in specialist subject areas such as paediatrics and mental health. Attendance at the British Acupuncture Council Annual Conference and access to the Acupuncture Research Resource Centre (ARRC) enhance the student’s contact with current research and areas of debate within the profession.

The College upholds the principles and values for the education of acupuncturists of the British Acupuncture Accreditation Board (BAAB) expressed in The BAAB Accreditation Handbook and in SETA. At Level 6 the students undertake a Setting up in Practice project involving all aspects of running a business and clinic which includes all the principles, values, knowledge and key transferable skills described in the course documents. In this way the students are assured of their fitness to practise autonomously, safely and effectively at the point of graduation and are very well equipped for employability as either self-employed or employed practitioners.

The course and curriculum provide opportunities to explore some of the main characteristics of practice such as complexity, uncertainty, practical reasoning, artistry and professional judgement. A flexible and integrated learning provision is made by matching the choice of learning and assessment modes and materials to their roles e.g. demonstrating skills and processes, explaining key ideas, discussing treatment rationales, which need different learning/teaching modes and assessment processes and materials.

**Technology-enhanced Learning**

The design of the curriculum takes account of improvements in technology which allow for the use of a variety of media including computer-mediated delivery, audiovisual aids, video-conferencing, online formative tests etc., whilst communication for teaching, assessment, tutoring, supervision and student support travels by electronic means. It presumes independent study which is directed or non-directed within the non-contact time as well as face-to-face contact in class and clinic.

The learning needs which are articulated as outcomes for the course are reflected in appropriately targeted assessment modes and processes in order for students to better achieve the desired outcomes. Assessment is also congruent with the integration of theory and practice which is a main theme of the student experience.

A range of assessment methods are used to enable students to demonstrate the acquisition of knowledge and skills. Methods include written and practical examinations, in-class and online tests, reflective essays and journals, case reports, clinical skills competency tests, oral presentation and a research dissertation. Each module provides formative opportunities allowing students to practise and receive feed forward before attempting the summative assessments.

Continuous assessment is a feature of the course. The main principles are that:

1. competence to practise at the point of registration is determined
2. formative and summative strategies will be used to demonstrate progression and integration of higher order intellectual and practical skills
3. integration of theory and reflective practice is promoted
4. students' self-assessment is encouraged

Level 6 provides opportunities for synoptic assessment which allow students to demonstrate achievement of learning outcomes from across a number of the vertical themes in the course. At Level 6 all students undertake a research project which allows them to explore in depth an area of chosen interest and demonstrate and apply the knowledge and skills acquired throughout the course. The research skills developed while undertaking this project also provide a foundation for further research after graduation. The British Acupuncture Council Annual Conference provides a platform for the presentation of outstanding research projects and potential for publication is flagged.

1. **Support for Students and their Learning**

Students are supported by:

1. Six day induction and orientation programme and introduction to study skills and learning styles
2. Student handbook and module guides
3. Library and IT resources on site and library and other learning resources at Kingston University
4. Internet website
5. StudySpace – the University’s online interactive intranet and learning environment
6. Staff-student ratios for teaching of 13:1 for practical work, 4:1 for clinical supervision and 38:1 for theory classes
7. Clinical education supported by direct on-site supervision, personal supervision interviews, and off-site network of qualified acupuncturists (MBAcC)
8. Access to Regional Support tutors
9. Allocation of Personal Tutor
10. Regular and ad hoc personal progress interviews
11. Access to teaching and learning support services in identification and provision for special needs and learning difficulties
12. Assessment re-sit opportunities and deferral arrangements
13. Access to student counsellor
14. Appointment of Student representatives for the Student Consultative Committee and representation on the Board of Studies, including liaison with KU student representatives and involvement in student union events
15. Appropriately qualified teaching staff who regularly undertake continuing professional development in acupuncture and education
16. Module leaders
17. Academic Director
18. Personal supervisor during clinical period
19. Dissertation supervisor
20. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External examiners
* Boards of Study with student representation
* Annual review and development
* Periodic review undertaken at the subject level
* Student evaluation
* Moderation policies
* BAAB Accreditation process including Annual Report to the BAAB Accreditation Committee

1. **Employability Statement**

Graduates typically set up in independent or group practice and preparation for setting up a practice is embedded within the course. At Level 4 students are introduced to the time-management, communication, group work and IT skills essential for their progress through the course and for their future career. These skills are further developed at Level 5 when students are also expected to show greater independence in organising and managing their studies and begin to think about their plans for practice and setting up a business. At Level 6 key skills focus more on the skills required to run a business with the development of practice management and entrepreneurial skills as well as the development of networking skills through researching practice opportunities and networking with other practitioners at acupuncture conferences.

Students spend 90 hours observing in external acupuncture practices and the associated coursework provides them with an opportunity to reflect on different styles of practice and a variety of practice settings – individual practitioners, group practices and multi-bed clinics.

There are teaching sessions on marketing, giving public talks, ethics, safe practice and multi-bed clinics. At Level 6 students undertake their own Setting up in Practice project in which they make detailed plans for their future practice. This is followed up two thirds of the way through the clinical phase to ensure that the necessary steps are being put in place. The process is additionally supported by the BAcC Standards of Practice for Acupuncture and guidance on setting up and transition into practice, including the Business Support Programme.

In the final three months of the course, students practise under indirect supervision in their own external practice while continuing to attend the Teaching Clinic. This provides an invaluable opportunity to discuss progress, including initial challenges, with clinical supervisors and the academic director before becoming fully independent. The links with independent professional practice are made stronger and emphasis is placed on the BAcC requirements.

The strong emphasis on the development of good communication, rapport making and presentation skills throughout the course is crucial in preparing students for practice. These skills are enhanced at Levels 5 and 6 as are problem-solving and reflective skills, time-management and prioritisation, networking, team-working and giving and receiving feedback. There are extensive opportunities to develop management and leadership skills through the organisation of clinical observations, guiding student observers in the clinical phase, carrying out the final capstone project and collaborating with peers in group tasks. These, together with business skills, academic writing and key research skills including the collection and critical analysis of data, the critical evaluation of literature and the effective use of evidence to justify judgements fit the student not only for a career in acupuncture but also for post-graduate research and a wide range of other careers.

This course has been designed to fulfil the requirements for graduates to have automatic entry into full membership of the British Acupuncture Council on graduation, having had student membership during training which allows them to participate in the BAcC Annual Conference and have access to the Acupuncture Research Resource Centre (ARRC). This also provides a sound foundation for those students wishing to move into postgraduate study at diploma, masters and doctorate levels in the future. Additionally all graduates are required to participate in a mandatory career-long CPD programme which is based on research and reflection in and on practice.

The College has an excellent record of graduates setting up successful practices, most often in private practice, either as sole practitioners or in a group practice with 90% typically reporting being in practice. Some graduates are now involved in NHS practice. College graduates also contribute to the wider profession through participation, for example, in British Acupuncture Council committee work, regional group coordinator roles and tutoring and teaching on accredited courses.

1. **Approved Variants from the UMS/PCF**

There are no variants to the UMS

1. **Other sources of information that you may wish to consult**

Kingston University website

http://www.kingston.ac.uk/undergraduate-course/acupuncture

CICM website <http://www.cicm.org.uk>

BAAB Accreditation Handbook www.baab.co.uk

BAcC Standards of Education and Training for Acupuncture www.acupuncture.org.uk

**Development of Programme Learning Outcomes in Modules**

This map identifies where the programme learning outcomes are assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, and a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes. Include both core and option modules.

|  |  |  | **Level 4** | | | | **Level 5** | | | | **Level 6** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module Code** |  | AC4104 | AC4204 | AC4304 | AC4404 | AC5505 | AC5605 | AC5705 | AC5805 | AC6906 | AC6106 | AC6116 | AC6126 |
| **C10C6Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | F/S | F/S |  | F/S | F/S | F/S | F/S | F/S | S | S | S | S |
| A2 |  | F/S | F/S |  |  | F/S |  |  |  | F/S | F/S | F/S |
| A3 |  | F/S |  |  |  | F/S | F/S | S | S | S | S | S |
| A4 |  | F |  | F |  | F | F/S |  |  | F/S | F/S | F/S |
| **Intellectual Skills** | B1 | F/S | F/S | F/S |  | F/S | F/S | F/S |  | F/S | S | S | S |
| B2 | F/S | F/S |  |  | F/S | F/S | F/S |  | F/S | F/S | S | S |
| B3 | F/S | F/S | F/S |  | F/S | F/S | F/S |  | S | S | S | S |
| B4 | F/S | F/S |  | F | F/S | F/S | F/S | F/S. |  | F/S | F/S | F/S |
| **Practical Skills** | C1 |  | F |  | F/S | F/S |  | F/S |  |  | F/S | F/S | S |
| C2 |  | F | F | F | F |  | F |  |  |  | F/S | F/S |
| C3 | F/S | F/S | F/S | F | F/S |  | F/S | F/S |  | F/S | F/S | S |
| C4 | F | F |  |  | F/S | F | F/S |  |  |  | F/S | S |
| C5 |  |  |  |  | F/S |  | F/S |  |  |  | F/S | S |
| C6 |  | F |  |  | F/S |  | F |  |  |  | F/S | S |
| C7 |  | F |  |  |  | F/S |  |  | F/S |  | F/S | S |
| **Transferable Skills:**  **Self-Awareness** | AK1 | F | F/S | F | F | F/S | F/S | F/S | F | F/S | S | F/S | S |
| AK2 | F | F/S | F | F/S | F/S | F/S | F/S | F | F/S | S | S | S |
| AK3 | F | F/S | F | F | F/S | F/S | F/S | F/S | F/S | S | S | S |
| AK4 | F | F/S | F | F | S | S | S | S | F/S | S | F/S | S |
| **Transferable Skills:**  **Communication Skills** | BK1 | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | S | F/S | S | S |
| BK2 | F/S | F/S |  | F/S | F/S | F/S | F/S | F/S | S | F/S | F/S | S |
| BK3 | F | F | F | F | F/S | F | F/S | F/S | F/S | F/S | F/S | F/S |
| BK4 | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | S | F/S | F/S | S |
| **C10C6Programme Learning Outcomes** | **Transferable Skills:**  **Interpersonal Skills** | CK1 | F | F | F | F | F/S | F | F/S | F/S | F | S | F/S | F/S |
| CK2 | F | F |  | F | F | F | F | F | F | F | F/S | F/S |
| CK3 | F | F | F | F | F/S | F/S | F/S | F/S | F | F | F/S | F/S |
| **Transferable Skills:**  **Creativity and Problem-solving** | DK1 | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | S | F/S | F/S | F/S |
| DK2 | F/S | F/S |  | F/S | F/S | F/S | F/S | F/S | S | F/S | f/S | F/S |
| **Transferable Skills:**  **Research and Information literacy skills** | EK1 | F/S | F/S | F/S | F/S | F/S | F/S | F/S. | F/S | S | F/S | F/S | S |
| EK2 | F/S | F/S |  | F/S | F/S | F/S | F/S | F/S | S | F/S | F/S | S |
| EK3 | F/S | F/S | F/S | F/S | S | S | S |  | S | S | S | S |
| EK4 | F/S | F/S | F/S | F/S | S | S | S |  | S | S | S | S |
| **Transferable Skills:**  **Numeracy** | FK1 | F/S | F/S | F/S | F/S | F/S | F/S | F/S |  | S | F/S | S | S |
| FK2 | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | F/S | S | S |
| FK3 | F/S | F/S |  |  | F/S | F/S | F/S | F/S | S | F/S | S | S |
| FK4 | F/S | F/S | F/S | F/S | F/S | F/S | F/S |  | F/S | F/S | S | S |
| **Transferable Skills:**  **Management and leadership skills** | GK1 | F/S | F/S |  | F/S | F/S | F/S | F/S | F/S | S | F/S | F/S | S |
| GK2 | F/S | F/S |  |  | F/S | F/S | F/S | F/S | F/S | F/S | S | S |
| GK3 | F/S | F/S |  | F/S | S | S | S | S | F/S | S | S | S |
| GK4 | F | F | F | F | F/S |  | F | F/S |  | F/S | F/S | F/S |

**S**  indicates where a summative assessment occurs.

**F** where formative assessment/feedback occurs.

**Technical Annex**

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| **Final Award(s):** | BSc (Honours) Acupuncture |
| **Intermediate Award(s):** | Not applicable |
| **Minimum period of registration:** | 3 years |
| **Maximum period of registration:** | 6 years |
| **FHEQ Level for the Final Award:** |  |
| **QAA Subject Benchmark:** |  |
| **Modes of Delivery:** | Full time |
| **Language of Delivery:** | English |
| **Faculty:** | Science, Engineering and Computing |
| **School:** | Life Sciences, Pharmacy and Chemistry  Department of Applied & Human Sciences |
| **JACS code:** | B343 |
| **UCAS Code:** |  |
| **Course Code:** | NFOAUDH4F |
| **Route Code:** | NFACU |
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