

Course Specification

| A. Course Information | | |
|--|---|---|
| Final award title(s) | BSc (Hons) in Acupuncture BSc (Hons) in Acupuncture, Full time weekday option BSc (Hons) in Acupuncture, Full time weekend option BSc (Hons) in Acupuncture, Part time option | Course Code(s) 5322 BACUFTWDL 5323 BACUFTWEL 5324 BACUPTL |
| Course Director | Lara McClure | |
| Intermediate award title(s) | <p>Upon completion of all Level 4 modules, students may exit with a Certificate of HE (CertHE) in Chinese Health Studies.</p> <p>Upon completion of all Level 4 and 5 modules, students may exit with a Diploma of HE (DipHE) in Chinese Health Studies.</p> <p>Upon completion of all Level 4 and 5 modules and 60 credits at Level 6, students may exit with an ordinary (unclassified) degree in Chinese Health Studies. Compulsory modules to achieve this award are NCA6001 & NCA6005.</p> <p>None of these exit awards is a qualification to practise and none of them confer eligibility to apply for registration with the professional body.</p> | |
| Awarding Institution | London South Bank University | |
| School | <input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS | |
| Division | Allied Health Sciences | |
| Delivery site(s) for course(s) | <input type="checkbox"/> Southwark <input type="checkbox"/> Havering <input checked="" type="checkbox"/> Other: Northern College of Acupuncture | |
| Mode(s) of delivery | <input type="checkbox"/> Full time <input type="checkbox"/> Part time <input checked="" type="checkbox"/> Both | |
| Length of course | BSc: Full time: 3 years Part time: 4-6 years | |
| Approval dates: | Course(s) validated: | No |
| | Course specification last updated and signed off | n/a |
| | Version number | 1 |
| Professional, Statutory & Regulatory Body accreditation | British Acupuncture Accreditation Board (BAAB) The British Acupuncture Council (BAcC) | |
| How have Employers/PSRB contributed to the curriculum | Professional body requirements as set out in the BAcC's Standards of Education and Training for Acupuncture (SETA) and Standards of Practice for Acupuncture (SPA) have been taken into account in the | |

| | | |
|---|--|---|
| <p>design, assessments and delivery?</p> | <p>design of the course and key aspects are included in the curriculum, the teaching materials for each module and as components of assessments. This includes minimum requirements for the number of hours of patient contact our students must have. BAAB make regular visits to the college and the Course Director submits an Annual Monitoring Audit Form (AMAF) to BAAB.</p> | |
| <p>Reference points:</p> | <p><u>Internal</u></p> | <p>NCA (2017) <i>Bodywork Handbook</i> vols 1, 2 & 3. York, Northern College of Acupuncture.</p> <p>NCA (2017) <i>College Handbook</i>. York, Northern College of Acupuncture.</p> <p>NCA (2017) <i>The NCA Points Actions and Classifications Workbook</i>. York, Northern College of Acupuncture.</p> <p>NCA (2017) <i>The NCA Points Procedures Manual</i>. York, Northern College of Acupuncture.</p> <p>NCA (2017) <i>The NCA Clinic Handbook</i>. York, Northern College of Acupuncture.</p> <p>NCA (2017) <i>The NCA Pulse Handbook</i>. York, Northern College of Acupuncture.</p> |
| | <p><u>External</u></p> | <p>British Acupuncture Council Standards of Education and Training for Acupuncture (SETA)</p> <p>British Acupuncture Council Standards of Practice for Acupuncture (SPA)</p> <p>British Acupuncture Accreditation Board Accreditation Handbook</p> <p>The above available online at: https://baab.co.uk/</p> <p>British Acupuncture Council (2015) <i>Code of Professional Conduct</i>. London, BAAC.</p> <p>British Acupuncture Council (2016) <i>Code of Safe Practice</i>. London, BAAC.</p> <p>British Acupuncture Council (2010) <i>Guide to Safe Practice</i>. London, BAAC.</p> <p>British Acupuncture Council (2009) <i>Standards for the Practice of Acupuncture</i>. London, BAAC.</p> <p>The above available online at: http://www.acupuncture.org.uk/</p> <p>QAA FHEQ Guidelines</p> <p>QAA Quality Code</p> |

| | | |
|--|---|--|
| | | <p>SEEC Credit Level Descriptors for HE - 2016</p> <p>The above available online at: http://www.qaa.ac.uk/</p> <p>LSBU Academic Quality Enhancement Manual</p> |
| B. Course Aims, Features and Outcomes | | |
| Distinctive features of course | <p>This BSc (Hons) in Acupuncture is rooted in the practice of Traditional Chinese Medicine (TCM), a discipline with ancient pedigree as well as the capacity to adapt to health issues prevalent in a contemporary context. It is a discipline which values the experience of the individual, through:</p> <ul style="list-style-type: none"> • Holistic and sophisticated understanding of the fundamental patterns underlying health and disease. • A philosophy of interconnectedness which sees each person as a part of the natural world. • An emphasis on developing the personal qualities of the practitioner. • A rich and flexible approach to diagnosis and treatment. • Recognising the individual's capacity for self-healing, which can be catalysed by acupuncture treatment and lifestyle change, and enhanced by the therapeutic relationship. <p>This approach embraces a subtle, energetic model of health as a dynamic state of harmony and balance.</p> <p>Practical skills taught on the courses to provide a toolkit for our practitioners include:</p> <ul style="list-style-type: none"> • Point location and actions • Needling techniques • Clinical skills such as cupping, moxibustion and palpation • Pulse and tongue diagnosis • Bodywork techniques to complement acupuncture treatment • Consultation and listening skills • Treatment planning <p>The whole is underpinned with study of the Biomedical model of health and disease and of Research methods appropriate to the needs of an acupuncture practitioner, so that our graduates are able to meet the demands of contemporary practice with knowledge and confidence, liaising with healthcare practitioners from other disciplines and working with patients' Biomedical diagnoses and with the evidence base when designing approaches to the treatment of their patients.</p> <p>Upon successful completion of the course, students may obtain professional insurance to enter clinical practice and are eligible for membership of the BAAC.</p> | |
| Course Aims | <p>Aims of the BSc Course</p> <p>The course aims to enable students to meet the professional and academic requirements of acupuncture practitioners.</p> <p>To this end, the course provides the opportunity for students to develop the values required for professional acupuncture practice, and aims to</p> | |

| | |
|---|--|
| | <p>facilitate the development of competent, ethical and safe practitioners having the ability to act independently and meeting all the requirements of the appropriate professional and statutory bodies, including the professional body's clinical training requirement.</p> <p>Furthermore, it aims to enable the development of a critical understanding of Chinese Medicine and other approaches to acupuncture, fostering open-minded investigation focussing on the development of research skills and evidence-based practice. The course seeks to create a climate that enables critical self-reflection as a basis for life-long learning, enabling graduates to continue to engage with the continuing professional development requirements of the profession.</p> |
| <p>Course Outcomes (See also Appendix - Curriculum Map below)</p> | <p>Course Outcomes – BSc</p> <p>A. Knowledge and understanding</p> <p>On completion of this course the successful student will have knowledge and understanding of:</p> <p>A1. An extensive range of theory and clinical application, rooted in the fundamental concepts, patterns and frameworks of Chinese medicine, in analysing cases and designing treatments.</p> <p>A2. The relevance of the biomedical model and the importance of cross-referral in the care of acupuncture patients.</p> <p>A3. The factors that influence possible responses to acupuncture treatment when considering different cases.</p> <p>A4. The relationships between Western and Chinese philosophies and the role of their respective medical paradigms as systems for healing.</p> <p>A5. The role and value of evidence-based medicine in the field of acupuncture.</p> <p>B. Cognitive (thinking) skills</p> <p>On completion of this course the successful student will be able to:</p> <p>B1. Critically appraise modern and traditional literature and the research-based evidence in relation to acupuncture.</p> <p>B2. Critically reflect upon holistic pattern-based thinking and linear thinking.</p> <p>B3. Demonstrate appropriate clinical judgement and clinical reasoning skills verbally and in written work.</p> <p>C. Practical skills</p> <p>On completion of the course the successful student will be able to:</p> <p>C1. Demonstrate competence in verbal diagnostic skills when interviewing patients.</p> <p>C2. Demonstrate competence in non-verbal diagnostic skills to determine signs to provide supporting evidence in making a differential diagnosis.</p> <p>C3. Perform the practical treatment modalities and clinical skills employed in the practice of acupuncture safely and effectively.</p> <p>C4. Perform the verbal communication skills employed in the practice of acupuncture to effectively convey theory-based dietary and lifestyle advice to patients.</p> |

- C5. Accurately locate acupuncture points and channels on people with different body types using a variety of skills and considering the phenomenon of directly sensing qi.
- C6. Manage a clinical case load, including taking personal responsibility for the treatment of patients.
- C7. Demonstrate competence in accessing the extant and emergent evidence base for acupuncture and producing accurate Harvard references for all materials referred to in written work.

D. Graduate Skills

On completion of this course the successful student will be able to:

- D1. Communicate clearly with patients and colleagues in a clear and organised manner selectively using a range of interpersonal skills.
- D2. Deploy knowledge, understanding, skills and personal qualities with a high level of professional judgement and awareness.
- D3. Develop a personal and professional portfolio that illustrates a conscious recognition of own purpose and personal inclinations of practice style.
- D4. Critically reflect on and learn from experience developing critical self-awareness and strategies for self-maintenance.
- D5. Selectively use management and business skills relevant to establishing an acupuncture practice.
- D6. Maintain accurate records and information in accordance with professional standards and requirements, effectively employing information technology and manual approaches.
- D7. Demonstrate team-working skills necessary for effective practice within the professional community.
- D8. Organise and disseminate information, making effective use of presentation skills.

Assessment

Students must pass all modules with a minimum pass mark of 40%. All Summative Assessments in each module must be passed individually at 40% or above. All Formative Assessments must be attempted in each module.

Mapping of Course Outcomes to Intermediate Awards

For the Cert HE in Chinese Health Studies, course outcomes achieved at Level 4 are:

A1, A3, A5
B3
C1-5, C7
D1-4, D7, D8

For the Dip HE in Chinese Health Studies course outcomes achieved at Level 5 are:

A1, A2, A3, A5
B1-3
C1-5, C7
D1-4, D6, D8

| | |
|---|--|
| | <p>D7 is achieved at level 4</p> <p>For the Unclassified Degree in Chinese Health Studies, having completed NCA6001 and NCA6005, the course outcomes achieved at level 6 are: A1, A2 B2-3 C7 D2, D7, D8</p> <p>The course outcomes achieved at level 5 but not at level 6 are: A3, A5 B1 C1-6 D1, D3-6, D8 D7 is achieved at level 4</p> <p>Students exiting with the unclassified degree who successfully complete NCA6004 (Acupuncture Research) in addition to NCA6001 and NCA6005, have also achieved A5, B1 and D8 at level 6</p> |
| <p>How will students develop industry relevant skills and independence?</p> | <p>Each module on the BSc course contributes cumulatively to the development of a comprehensive skillset designed to enable competent, informed clinical practice. Reference to the Professional Body Requirements ensures that our graduates are trained to established industry standards.</p> <p>Our Teaching Clinic system places students in a clinical environment from the very beginning of their training, initially in an observational capacity, building through gradually greater levels of responsibility such that Year 3 students manage patient cases independently. Clinical supervision becomes increasingly light-touch as students grow in skill and confidence, such that the transition into independent practice is supported.</p> <p>Business planning classes prepare students for the realities of running their practice, and through the production of a personally relevant business plan students are encouraged to anticipate the real-world issues that will affect their business.</p> |
| <p>How is the offer of placements, internships and professional opportunities delivered?</p> | <p>Students on the BSc course complete a series of Practitioner Observation Visits in the first and second years of study, where they spend time in a range of different clinical settings observing established practitioners. Some of these visits are with acupuncture practitioners, allowing students to see at first hand operational acupuncture practices of different types, eg; sole traders, multibed practitioners, those offering a range of therapies, NHS settings. Further, students can spend some of their POVs with other therapists in their local area, eg; Chiropractors, Osteopaths, massage therapists, nutritional therapists. This provides opportunities for professional networking with other practitioners local to the student's own future practice.</p> <p>Within the Personal and Practitioner Development Stream, Supervision is modelled as a means of ongoing professional support that students are then encouraged to continue upon graduation. This again allows</p> |

| | |
|--|--|
| | <p>professional networking and can help practitioners find appropriate locum support when necessary.</p> <p>Student membership of the BAoC fosters understanding of the benefits of belonging to a Professional Body and classroom visits from the BAoC student services team help students to see the place of BAoC membership in their future practice.</p> |
| <p>How is learning flexible?</p> | <p>Students choose between weekday and weekend delivery models to fit around existing commitments. This choice is made by the student at the point of enrolment, and recorded on the student's file and on the NCA student database. Students who are eligible for student loans choose the weekday or weekend option when applying for their loan. Students cannot attend part of the teaching by joining the weekday cohort and part by joining the weekend cohort. However, if a student's personal circumstances change they can apply to the College Manager and Registrar to transfer from the weekday to the weekend cohort, or vice versa. This is subject to the agreement of the Course Director, and can only be agreed when a cohort is not full.</p> <p>The blended teaching model allows each individual student to schedule their e-learning and homestudy to suit their life.</p> <p>Most NCA students are mature students who are often juggling complex family and work commitments with their studies, and sometimes coping with their own health issues in addition. Our experience is that with changes to personal circumstances as they go through the course some students need the support of flexible pathways. Flexible pathways can also constitute a reasonable adjustment as required by law for students with disabilities. In the case of the BSc in Acupuncture flexible pathways can involve students enrolling for the flexible part-time option at the outset. However, this is rare – it is more common for students to transfer to a flexible part-time pathway during the course. For details of flexible pathways see "Flexible Pathways at the NCA".</p> <p>The NCA's VLE can be personally customised to suit different learners' needs and preferences. Induction training includes familiarising students with those features that can be adjusted, such as font size and background colour.</p> |
| <p>How personalised support is provided</p> | <p>Each student is allocated a personal tutor with whom they meet at least once annually. The amount of contact between students and their personal tutors beyond the mandatory annual meeting is student-driven, so that individuals can access the level of support they need. The personal tutor can work with students on their Personal Development Planning and provide support with academic work on the course as well as pastoral care in relation to their studies.</p> <p>In addition to the personal tutorial system, the NCA provides tailored study support through the Personal Access to Study Support (PASS) scheme. Some PASS provision is made in the form of workshop sessions for small groups of students who have requested support in a similar area, such as exam preparation, VLE navigation skills or</p> |

| | |
|--|--|
| | <p>academic writing. Students can also request one-to-one sessions where appropriate.</p> <p>The NCA provides optional SpLD screening for all students and part-fund DSA assessments for those students who suspect on the basis of this that they may have an SpLD. Study skills support is available both for those students with Specific Learning Difficulties (SpLDs) and those without.</p> <p>Short courses of counselling and coaching with professional providers are also funded by the College to help students with specific issues that are impacting on their study. Details of how to access these services confidentially can be found in the College Handbook which is available to all students.</p> <p>Any student experiencing a health-related issue that impacts upon their study can have a Limitations to Participation meeting with the registrar in which measures are agreed to support them, for eg by provision of specific items of furniture, or modifications to practical lessons for the duration of a pregnancy or surgery recuperation period.</p> <p>The College staff maintain an 'Open Door' policy so that students have access to tutors, clinic supervisors and admin staff as well as the Course Director and College Principal at point of need.</p> |
| C. Entry Requirements | |
| Pre-requisites for this course | <p>BSc: An IELTS (or equivalent) score of 6¹ is required for students who do not have English as their first language.</p> <p>Students with an undergraduate or postgraduate degree from a UK university will be accepted as having proved the requisite English language qualification.</p> <p>NCA is unable to take international students from outside the EU/EEA.</p> |
| Co-requisites for this course | none |
| Qualifications required for this course | <p>96 UCAS points², plus at least a GCSE Grade C or above (or equivalent) in English and Mathematics. 96 UCAS points corresponds, for example, to:</p> <ul style="list-style-type: none"> • three GCE A Level passes of 32 points each (Grade C) • two GCE A level passes of 48 points each (Grade A) • three Scottish Highers at Grade A • two Advanced Scottish Highers, one at grade A, one at grade B • a pass in Edexcel BTEC National Certificate/Diploma or HNC/HND (merit and distinction passes) • a pass in an Access to HE Diploma course recognised by the College • an International Baccalaureate Diploma <p>Non-standard application:</p> |

¹ As per [LSBU Admissions and Enrolment Procedures](#) 2.28 & 2.29 (pp6-7)

²This is the points required under the new UCAS tariff scheme operational from Sept 2017. 96 points is equivalent to 240 points in the old scheme (.)

| | | | | | | | | | | | |
|---|--|---------------------------------|--|---|------------|---|------------|--|------------|---|------------|
| | <p>Candidates coming in as a mature student are also welcomed if they have non-standard qualifications, relevant work or life experience and can demonstrate the ability to cope with and benefit from degree level studies. If they have not studied recently they may be required to undertake an Access course, such as Access to Health and Social Care Professions offered by Craven College, Skipton, North Yorkshire, or equivalent.</p> <p>All eligible candidates are interviewed.</p> <p>There are detailed <u>guidelines for the NCA Admissions Team</u> on implementing the admissions requirements and procedures.</p> <p>IT Requirements The minimum IT specification required to undertake our e-learning course is set out in detail here - https://chinese-medicine.co.uk/the-college/e-learning-minimum-specification. Failure to meet these requirements is likely to lead to failure in the e-learning parts of the course.</p> | | | | | | | | | | |
| <p>Recruitment Strategy</p> | <p>The NCA employs a marketing manager who maintains a website and social media presence to advertise the College's courses. Online and hard copy prospectuses are produced and advertising is placed in relevant professional publications.</p> <p>A course of Introductory events is run at the college to ensure that prospective applicants have access to all the information they need to make an informed decision about applying to study on an NCA course.</p> | | | | | | | | | | |
| <p>Student Fees</p> <p>Please indicate how fees for this course will be collected</p> | <p>Fees are published on the NCA website. Those BSc students in receipt of a student loan have this paid directly to the college. The remaining fees owed by these students, and the full fee in the case of BSc students not in receipt of a student loan, are collected by the college via Direct Debit in monthly instalments.</p> <p>Fees payable to NCA include a University registration fee for each module.</p> | | | | | | | | | | |
| <p>D. Additional Information</p> | | | | | | | | | | | |
| <p>Course structure(s)</p> | <p><u>Course Structure Diagram with exit awards – BSc</u> Three Year Full-time Course (weekday and weekend options)</p> <table border="1" data-bbox="331 1709 1469 1982"> <tr> <td colspan="2" style="text-align: center;">Year 1 Modules – Level 4</td> </tr> <tr> <td>NCA4000 – Being and Becoming (yearlong)</td> <td>20 credits</td> </tr> <tr> <td>NCA4001 – Foundations of Clinical Practice (yearlong)</td> <td>40 credits</td> </tr> <tr> <td>NCA4002 – Foundations of Chinese Medicine (yearlong)</td> <td>40 credits</td> </tr> <tr> <td>NCA 4003 – Bodywork for Acupuncturists (yearlong)</td> <td>20 credits</td> </tr> </table> | Year 1 Modules – Level 4 | | NCA4000 – Being and Becoming (yearlong) | 20 credits | NCA4001 – Foundations of Clinical Practice (yearlong) | 40 credits | NCA4002 – Foundations of Chinese Medicine (yearlong) | 40 credits | NCA 4003 – Bodywork for Acupuncturists (yearlong) | 20 credits |
| Year 1 Modules – Level 4 | | | | | | | | | | | |
| NCA4000 – Being and Becoming (yearlong) | 20 credits | | | | | | | | | | |
| NCA4001 – Foundations of Clinical Practice (yearlong) | 40 credits | | | | | | | | | | |
| NCA4002 – Foundations of Chinese Medicine (yearlong) | 40 credits | | | | | | | | | | |
| NCA 4003 – Bodywork for Acupuncturists (yearlong) | 20 credits | | | | | | | | | | |

At this point students may exit with a Certificate of HE in Chinese Health Studies. This is not a qualification to practise and does not confer eligibility to apply for registration with the professional body.

| |
|--|
| Year 2 Modules – Level 5 |
| NCA5000 – Clinical Practice (yearlong) 40 credits |
| NCA5001 – Biomedicine for Acupuncturists (yearlong) 20 credits |
| NCA5002 – Understanding Disharmony (yearlong) 20 credits |
| NCA5003 – Clinical Reality 1 (yearlong) 40 credits |

At this point students may exit with a Diploma of HE in Chinese Health Studies. This is not a qualification to practise and does not confer eligibility to apply for registration with the professional body.

| |
|---|
| Year 3 Modules – Level 6 |
| NCA6000 – Clinical Management (yearlong) 40 credits |
| NCA6001 – Clinical Reality 2 (yearlong) 40 credits |
| NCA6004 – Acupuncture Research (yearlong) 20 credits |
| NCA6005 – Integration and Diversity (yearlong) 20 credits |

At this point students having gained 60 credits at level 6 may exit with an ordinary degree in Chinese Health Studies. Compulsory modules to achieve this award are NCA6001 & NCA6005. This is not a qualification to practise and does not confer eligibility to apply for registration with the professional body.

Students who successfully complete the BSc (Hons) in Acupuncture are eligible to apply for registration with the professional body, the British Acupuncture Council.

Example of a Slow Pathway Course (weekday and weekend options)

| |
|--|
| Year 1 Modules – Level 4 |
| NCA4000 – Being and Becoming (yearlong) 20 credits |
| NCA4001 – Foundations of Clinical Practice (yearlong) 40 credits |
| NCA4002 – Foundations of Chinese Medicine (yearlong) 40 credits |
| NCA 4003 – Bodywork for Acupuncturists (yearlong) 20 credits |

At this point students may exit with a Certificate of HE in Chinese Health Studies. This is not a qualification to practise and does not confer eligibility to apply for registration with the professional body.

| |
|--|
| Year 2 Modules – Level 5 |
| NCA5001 – Biomedicine for Acupuncturists (yearlong) 20 credits |
| NCA5002 – Understanding Disharmony (yearlong) 20 credits |
| Year 3 Modules – Level 5 |
| NCA5000 – Clinical Practice (yearlong) 40 credits |
| NCA5003 – Clinical Reality 1 (yearlong) 40 credits |

At this point students may exit with a Diploma of HE in Chinese Health Studies. This is not a qualification to practise and does not confer eligibility to apply for registration with the professional body.

| |
|---|
| Year 4 Modules – Level 6 |
| NCA6000 – Clinical Management (yearlong) 40 credits |
| NCA6001 – Clinical Reality 2 (yearlong) 40 credits |
| NCA6004 – Acupuncture Research (yearlong) 20 credits |
| NCA6005 – Integration and Diversity (yearlong) 20 credits |

At this point students having gained 60 credits at level 6 may exit with an ordinary degree in Chinese Health Studies. Compulsory modules to achieve this award are NCA6001 & NCA6005. This is not a qualification to practise and does not confer eligibility to apply for registration with the professional body.

Students who successfully complete the BSc (Hons) in Acupuncture are eligible to apply for registration with the professional body, the British Acupuncture Council.

Six Year Part-time Course (weekday and weekend options)

| |
|--|
| Year 1 Modules – Level 4 |
| NCA4000 – Being and Becoming (yearlong) 20 credits |
| NCA4002 – Foundations of Chinese Medicine (yearlong) 40 credits |
| Year 2 Modules – Level 4 |
| NCA4001 – Foundations of Clinical Practice (yearlong) 40 credits |
| NCA 4003 – Bodywork for Acupuncturists (yearlong) 20 credits |

At this point students may exit with a Certificate of HE in Chinese Health Studies. This is not a qualification to practise and does not confer eligibility to apply for registration with the professional body.

| |
|--|
| Year 3 Modules – Level 5 |
| NCA5001 – Biomedicine for Acupuncturists (yearlong) 20 credits |
| NCA5002 – Understanding Disharmony (yearlong) 20 credits |
| Year 4 Modules – Level 5 |
| NCA5000 – Clinical Practice (yearlong) 40 credits |
| NCA5003 – Clinical Reality 1 (yearlong) 40 credits |

At this point students may exit with a Diploma of HE in Chinese Health Studies. This is not a qualification to practise and does not confer eligibility to apply for registration with the professional body.

| |
|--|
| Year 5 Modules – Level 6 |
| NCA6001 – Clinical Reality 2 (yearlong) 40 credits |
| NCA6004 – Acupuncture Research (yearlong) 20 credits |
| Year 6 Modules – Level 6 |

| | | |
|--|---|--|
| | NCA6000 – Clinical Management (yearlong) 40 credits | |
| | NCA6005 – Integration and Diversity (yearlong) 20 credits | |
| | <i>At this point students having gained 60 credits at level 6 may exit with an ordinary degree in Chinese Health Studies. Compulsory modules to achieve this award are NCA6001 & NCA6005. This is not a qualification to practise and does not confer eligibility to apply for registration with the professional body.</i> | |
| | <i>Students who successfully complete the BSc (Hons) in Acupuncture are eligible to apply for registration with the professional body, the British Acupuncture Council.</i> | |

E. Course Modules**BSc in Acupuncture**

| Module Code | Module Title | Level | Semester | Credit value |
|--------------------|----------------------------------|--------------|-----------------|---------------------|
| NCA4000 | Being and Becoming | 4 | 1&2 | 20 |
| NCA4001 | Foundations of Clinical Practice | 4 | 1&2 | 40 |
| NCA4002 | Foundations of Chinese Medicine | 4 | 1&2 | 40 |
| NCA4003 | Bodywork for Acupuncturists | 4 | 1&2 | 20 |
| NCA5000 | Clinical Practice | 5 | 1&2 | 40 |
| NCA5001 | Biomedicine for Acupuncturists | 5 | 1&2 | 20 |
| NCA5002 | Understanding Disharmony | 5 | 1&2 | 40 |
| NCA5003 | Clinical Reality 1 | 5 | 1&2 | 40 |
| NCA6000 | Clinical Management | 6 | 1&2 | 40 |
| NCA6001 | Clinical Reality 2 | 6 | 1&2 | 40 |
| NCA6004 | Acupuncture Research | 6 | 1&2 | 20 |
| NCA6005 | Integration and Diversity | 6 | 1&2 | 20 |

| Module | Sept | Oct | Nov | Dec | Jan | Feb | Mar | April | May | June |
|--|------|-------------------------------|-------------------------------|-----|--|-------------------------------|-----|---|---|---------------|
| NCA4000 Being and Becoming | | | | | | | | Personal Development Plan | Reflective Report on Clinical Experience | POVs reports |
| NCA4001 Foundations of Clinical Practice | | Clinical Skills Assessment | Clinical Skills Assessment | | Points Skills Assessment TCM diet/lifestyle advice assignment | Clinical Skills Assessment | | Pulses Skills Assessments Points Skills Assessment | | Clinical logs |
| NCA4002 Foundations of Chinese Medicine | | | | | | | | | Research Poster and Presentation | Examination |
| NCA4003 Bodywork for Acupuncturists | | | | | | | | Bodywork case-based exercise | Bodywork Skills Assessment | |
| | | | | | | | | | | |

| Module | Sept | Oct | Nov | Dec | Jan | Feb | Mar | May | June |
|--|------|-------------------------|-----|---------------------------------|-------------|------------------------------------|--|---|---|
| NCA5000 Clinical Practice | | | | Clinical Skills Assessment 1 | | Clinical Skills Assessment 2 | Clinical Skills Assessment 3 | Point Locations and Actions Skills Assessments Pulses Skills Assessment Clinical Case Worksheet Personal Development Plan Reflective Essay | Clinic Logs Supervisors' Assessment POVs reports |
| NCA5001 Biomedicine for Acupuncturists | | Biomedicine Workbook | | | | | | Examination | |
| NCA5002 Understanding Disharmony | | | | | Examination | | | | |
| NCA5003 Clinical Reality 1 | | | | | | | Dermatology Quiz Bodywork Case History | Literature Critique | Bodywork Skills Assessment Open Book Take Home Examination |

| Module | Sept | Oct | Nov | Dec | Jan | Feb | Mar | April | May | June |
|---|------|-----|-----|-----|------------------------|------------------------|-----|---|-----|---|
| NCA6000 Clinical Management | | | | | | Clinical Case Study | | Business Plan | PDP | Clinic Supervisors' Assessment Clinic Logs |
| NCA6001 Clinical Reality 2 | | | | | | | | Chinese Medicine Exam Biomedicine Take Home Exam | | |
| NCA6004 Acupuncture Research | | | | | | | | | | Research Project |
| NCA6005 Integration and Diversity | | | | | Extended Case Study | | | | | |

Appendix A – Curriculum Map

BSc in Acupuncture

This section shows the highest level at which course outcomes are to be achieved by all graduates, and maps course learning outcomes against the modules in which they are assessed.

Course learning outcomes - BSc

| Knowledge and understanding | | Practical skills | |
|-----------------------------|--|------------------|--|
| A1 | An extensive range of theory and clinical application, rooted in the fundamental concepts, patterns and frameworks of Chinese medicine, in analysing cases and designing treatments. | C1 | Demonstrate competence in verbal diagnostic skills when interviewing patients. |
| A2 | The relevance of the biomedical model and the importance of cross-referral in the care of acupuncture patients. | C2 | Demonstrate competence in non-verbal diagnostic skills to determine signs to provide supporting evidence in making a differential diagnosis. |
| A3 | The factors that influence possible responses to acupuncture treatment when considering different cases. | C3 | Perform the practical treatment modalities and clinical skills employed in the practice of acupuncture safely and effectively. |
| A4 | The relationships between Western and Chinese philosophies and the role of their respective medical paradigms as systems for healing. | C4 | Perform the verbal communication skills employed in the practice of acupuncture to effectively convey theory-based dietary and lifestyle advice to patients. |
| A5 | The role and value of evidence-based medicine in the field of acupuncture. | C5 | Accurately locate acupuncture points and channels on people with different body types using a variety of skills and considering the phenomenon of directly sensing qi. |
| | | C6 | Manage a clinical case load, including taking personal responsibility for the treatment of patients. |
| | | C7 | Demonstrate competence in accessing the extant and emergent evidence base for acupuncture and producing accurate Harvard references for all materials referred to in written work. |
| Cognitive skills | | Graduate Skills | |
| B1 | Critically appraise modern and traditional literature and the research-based evidence in relation to acupuncture. | D1 | Communicate clearly with patients and colleagues in a clear and organised manner selectively using a range of interpersonal skills. |
| B2 | Critically reflect upon holistic pattern-based thinking and linear thinking. | D2 | Deploy knowledge, understanding, skills and personal qualities with a high level of professional judgement and awareness. |
| B3 | Demonstrate appropriate clinical judgement and clinical reasoning skills verbally and in written work. | D3 | Develop a personal and professional portfolio that illustrates a conscious recognition of own purpose and personal inclinations of practice style. |
| | | D4 | Critically reflect on and learn from experience developing critical self-awareness and strategies for self-maintenance. |
| | | D5 | Selectively use management and business skills relevant to establishing an acupuncture practice. |
| | | D6 | Maintain accurate records and information in accordance with professional standards and requirements, effectively employing information technology and manual approaches. |

| | | | |
|--|--|----|---|
| | | D7 | Demonstrate team-working skills necessary for effective practice within the professional community. |
| | | D8 | Organise and disseminate information, including that drawn from the extant and emergent evidence base, making effective use of presentation skills. |

| Course outcomes | | | | | | | | | | | | | | | | | | | | | | |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | C1 | C2 | C3 | C4 | C5 | C6 | C7 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 |
| Highest level achieved by all graduates | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |

| Module Title | Module Code by Level | Course outcomes | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------------------|----------------------|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|
| | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | C1 | C2 | C3 | C4 | C5 | C6 | C7 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 | |
| Being and Becoming | NCA4000 | TD | | | TD | | | | TD | TDA | TD | TD | | | | DA | TDA | TDA | TDA | TDA | T | TD | | | |
| Foundations of Clinical Practice | NCA4001 | TD | | TDA | | | | | TD | D | TDA | TDA | TDA | TDA | T | | TDA | TD | | | | D | TDA | | |
| Foundations of Chinese Medicine | NCA4002 | TDA | | | TD | TDA | TD | TD | TDA | | | | | | | TDA | | D | DA | D | | | | TDA | |
| Bodywork for Acupuncturists | NCA 4003 | | | | D | | | | TDA | | | TDA | | TDA | | DA | DA | TD | TD | TDA | | | | | |
| Clinical Practice | NCA5000 | TD | | TDA | | | D | D | TDA | TDA | TDA | TDA | DA | DA | TD | | TDA | TDA | | TDA | TD | TDA | D | | |
| Biomedicine for Acupuncturists | NCA5001 | | TDA | | TD | | | D | TD | | | | | | | DA | D | TDA | | | | | | | |
| Understanding Disharmony | NCA5002 | TDA | | TD | TD | | D | TDA | TD | | | | | | | DA | | D | | | | | | DA | |
| Clinical Reality 1 | NCA5003 | TDA | TDA | TD | | TDA | TDA | TDA | TDA | | | | | | | TDA | TDA | TDA | | | | | | | |
| Clinical Management | NCA6000 | TDA | D | TDA | D | D | | D | TDA | TDA | TDA | TDA | DA | TDA | | TDA | TDA | TDA | TDA | TDA | TDA | TDA | D | | |
| Clinical Reality 2 | NCA6001 | TDA | TDA | TD | TDA | D | DA | TDA | TDA | | | | | | | DA | | DA | | D | | | | | |
| Acupuncture Research | NCA6004 | | | | TD | TDA | TDA | | | | | | | | | TDA | | DA | | | | | | TDA | |
| Integration and Diversity | NCA6005 | TDA | D | TD | TD | | D | | TD | | | TD | | | | | | D | TD | D | | | | | |

Appendix B: Personal Development Planning

A variety of terms is used in higher education to describe a process undertaken by individuals to gather evidence on, record and review their own learning and achievement, and identify ways in which they might improve themselves academically and more broadly. The term Personal Development Planning (PDP) is proposed to describe a structured process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal educational and career development. The purpose of this tool is to help HE teaching staff to explain where PDP is being used within a course or portfolio of modules.

| Approach to PDP | Level 4 | Level 5 | Level 6 |
|--|---|--|---|
| <p>1 Supporting the development and recognition of skills through the personal tutor system.</p> | <p>Each student is assigned a personal tutor for the duration of their course. Allocation is planned carefully to maximise rapport and geographical accessibility.</p> <p>Students are offered two formal opportunities for 1:1 meetings with their personal tutor during each academic year. They can also request further meetings as needed. The Personal Tutorial System Co-ordinator plans and monitors this process.</p> <p>Personal tutors are responsible for mentoring students and helping students to recognise and critically reflect on their own learning and development. Personal tutors ensure that students' support needs are identified and responded to appropriately throughout the course.</p> <p>Outputs from the personal tutorial sessions feed through into the twice yearly Student Progress Committee meeting attended by the Course Director, Module Leaders and the College Manager and Registrar.</p> | <p>Personal tutor support continues throughout year 2.</p> | <p>Personal tutor support continues throughout year 3 with a focus on preparation for graduation and clinical practice.</p> |
| <p>2 Supporting the development and recognition of skills in academic modules/modules.</p> | <p>Students are guided to complete preparatory work where necessary prior to joining their course in areas such as computer literacy and English language.</p> <p>Students are provided with extensive feedback on formative and summative assignments</p> | <p>Tutor feedback and support and PASS system continue as in year 1.</p> <p>In years 2 and 3 of the course, the proforma for</p> | <p>Tutor feedback and support and PASS system continue as in year 1.</p> <p>In years 2 and 3 of the course,</p> |

| | | | |
|---|--|--|--|
| | <p>throughout their course. Tutors are available to offer academic support on specific assessments.</p> <p>Students can access additional study skills support through the Personal Access to Study Skills system, either via their own request or on the advice of a course tutor.</p> | <p>the Professional Development Plan (PDP) requires that students return to a piece of feedback received in the previous year for specific planning work in the PDP.</p> | <p>the proforma for the Professional Development Plan (PDP) requires that students return to a piece of feedback received in the previous year for specific planning work in the PDP.</p> |
| <p>3 Supporting the development and recognition of skills through purpose designed modules/modules.</p> | <p>The Year 1 Being and Becoming module begins the process of one-to-one tutorials with the personal tutor to support and challenge students in their learning and personal development process.</p> <p>Students develop a formal, structured Professional Development Plan (PDP) in the early stages of the course which they work with in annual iterations. Maintaining a PDP reflects the working environment where employers and professional bodies encourage practitioners to assess their own continuous professional development (CPD) using a portfolio. It also provides an opportunity for students to develop their capacity for learning by encouraging an ongoing cycle of:</p> <ul style="list-style-type: none"> - self-reflection on why and how students are learning in theory and practice. - identification of 'next steps' through target setting and action planning - monitoring and recording of academic learning, personal development, skills development and career management. | <p>Personal tutorial contact continues within clinical modules.</p> | <p>Personal tutorial contact continues within clinical modules.</p> <p>The Year 3 Clinical Reality 2 module integrates research skills with clinical reasoning skills in preparation for the dissertation phase and for clinical practice.</p> |
| <p>4 Supporting the development and recognition of skills through research projects and dissertations work.</p> | <p>Research skill-building begins with foundational critical reading skills introduced and practised at level 4.</p> | <p>Research skills are consolidated at level 5 with literature review work.</p> | <p>Students produce a research proposal on a topic that is clinically relevant for</p> |

| | | | |
|---|--|---|---|
| | | | them and geared towards their imminent start in professional practice. |
| 5 Supporting the development and recognition of career management skills. | Business planning begins at level 4 with examination of extant practice models and development of foundational people-handling and consultation skills. | Business planning continues at level 5 and consultation skills are consolidated through practice sessions with simulated patients. | The level 6 Business Plan assignment is geared towards realistic practice-planning. Graduates go into practice as Acupuncturists in a variety of settings ranging from running their own private clinics to working in the NHS. |
| 6 Supporting the development and recognition of career management skills through work placements or work experience. | The Practitioner Observation Visit (POV) scheme at level 4 immerses students in a range of clinical environments in which they can begin to explore their own plans for practice establishment. | The Practitioner Observation Visit (POV) scheme at level 5 immerses students in a range of clinical environments in which they can begin to network with other practitioners. | Students are encouraged to network with other practitioners independently and establish Supervision groups in anticipation of professional practice. |
| 7 Supporting the development of skills by recognising that they can be developed through extra-curricular activities. | Students are encouraged to attend conferences and other Continuing Professional Development (CPD) events throughout the course. Students are encouraged to become student members of the BAAC on commencement of their studies. | Students are encouraged to contribute to the BAAC's activities at regional and national levels. | Student CPD at level 6 is geared towards imminent professional practice. BAAC classroom visits acquaint students with the ongoing role of the professional body in supporting their careers. |

| | | | |
|---|--|--|--|
| <p>8 Supporting the development of the skills and attitudes as a basis for continuing professional development.</p> | <p>Attendance at conferences, active student membership of the BAAC, and involvement in Supervision groups foster a culture of habitual continuous self-improvement in the student practitioner, this begins at level 4.</p> | <p>Culture of habitual continuous self-improvement in the student practitioner continued at level 5.</p> | <p>Culture of habitual continuous self-improvement in the student practitioner continued at level 6 with forward planning towards lifelong learning after graduation.</p> <p>We invite graduates to return to college in the February of the year after they complete the course to share practice development tips and network with other recent graduates.</p> |
| <p>9 Other approaches to personal development planning.</p> | <p>Level 4 sees the foundation of transferable skills in research, people-handling, business planning and other areas, specifically taught and assessed in some modules and cumulatively developed through the course as a whole.</p> | <p>Consolidation of these approaches at level 5.</p> | <p>Polishing of transferable skills at level 6 in preparation for practice.</p> |
| <p>10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.</p> | <p>A reflective journal is kept by each student throughout the course, this can be electronic or hard-copy according to student preference. The personal tutor will check in annually on the progress of this resource, and may be called upon by the student to comment on specific aspects, this is a student-driven process which fosters independent developmental thinking.</p> | <p>Personal tutor continues to monitor the keeping of the reflective journal.</p> | <p>Personal tutor continues to monitor the reflective journal with an eye to transitioning towards healthy reflective habits for a professional practitioner.</p> |