

PROGRAMME SPECIFICATION

Course record information

Name and level of final award:	BSc (Hons) Chinese Medicine: Acupuncture BSc (Hons) Chinese Medicine: Acupuncture with Foundation The Chinese Medicine: Acupuncture is a BSc degree that is Bologna FQ-EHEA first cycle degree or diploma compatible.
Name and level of intermediate awards:	BSc (Hons) Natural Therapeutics BSc Natural Therapeutics Diploma of HE Natural Therapeutics Certificate of HE Natural Therapeutics
Awarding body/institution:	University of Westminster
Teaching Institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Cavendish Campus
Language of delivery and assessment:	English
Mode, length of study and normal starting month:	Full-time: Three years Part-time: four – six years September start
QAA subject benchmarking group(s) :	
Professional statutory or regulatory body:	The BSc (Hons) course is accredited by the British Acupuncture Accreditation Board. This means that students meeting the requirements of the BSc (Hons) are recommended to the British Acupuncture Council (BAcC) as suitable members provided there is no reason to doubt the graduate's fitness as a member.
Date of course validation/review:	
Date of programme specification approval:	
Valid for cohorts :	2016/17 level 4 and 5, 2017/18 level 6
Course Leader	Felicity Moir
UCAS code and URL:	westminster.ac.uk/courses/undergraduate

Admissions requirements

There are standard minimum [entry requirements](#) for all undergraduate courses. Students are advised to check the standard requirements for the most up-to-date information.

For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements.

More information can be found here: westminster.ac.uk/courses/undergraduate/how-to-apply

Aims of the course

The BSc (Hons) Chinese Medicine: Acupuncture is designed to provide practitioner education to the professional entry standards and values of the British Acupuncture Council and to meet the requirements for accreditation of the British Acupuncture Accreditation Board. Our focus is to educate scholarly and inquisitive practitioners of Chinese Medicine acupuncture who, through their skills, critical thinking and mindfulness, can meet the health needs of a range of patients in the context of current medical systems and participate in debates on the meaning of science and tradition.

The medical principles developed in China 2,000 years ago remain integral components of the healthcare systems of China, Japan, the Koreas and Vietnam and are practiced today on a global scale. These principles together with a wealth of practice and research that has and is currently taking place world-wide, provide the basis of this professional entry course in Chinese Medicine: Acupuncture. Together with EASTmedicine (East Asian Sciences and Traditions in Medicine), our innovative interdisciplinary research centre, we focus on the understanding and practice of Chinese medicine as a living tradition which is complex and evolving. As practitioners, academics and researchers, our teachers combine a wealth of experience gained over the last 30 years.

What will you be expected to achieve?

Learning outcomes are statements on what successful students have achieved as the result of learning. These are threshold statements of achievement the learning outcomes broadly fall into four categories:

- The overall **knowledge and understanding** you will gain from your course (KU).
- **Graduate attributes** are characteristics that you will have developed during the duration of your course (GA).
- **Professional and personal practice learning outcomes** are specific skills that you will be expected to have gained on successful completion of the course (PPP).
- **Key transferable skills** that you will be expected to have gained on successful completion of the course (KTS).

Level 4 Learning outcomes

Upon completion of level 4 you will be able to:

1. Outline and discuss the key philosophical and historical concepts that underpin Chinese medicine. KU, KTS
2. Describe the inter-relationships between the *zang fu* and the fundamental substances in the healthy body and what happens when these connections and inter-relationships are affected by simple imbalances. KU, KTS
3. Describe, locate and palpate accurately and sensitively the channels and acupuncture points using appropriate anatomical language. KU, GA, PP, KTS

4. Explain the fundamental biomedical and physiological processes of the human body. KU
5. Demonstrate competency in the basic clinical skills of acupuncture (needling, moxibustion, cupping) with emphasis on issues of accuracy, health and safety. GA, PPP
6. Describe, identify and demonstrate the basics of the four examinations of Chinese medicine. KU, PPP
7. Effectively participate with others in the clinical setting demonstrating a patient-centred non-discriminatory and non-judgemental approach. GA, PPP, KTS
8. Integrate personal evaluation and peer and tutor feedback through the application of reflective cycles into your developing role as a health care practitioner, your own health and implications of change. KU, GA, PPP, KTS
9. Apply a range of methods of inquiry (communication through considered listening, speaking and writing, gathering information, use of learning technologies, critical thinking and reading, reflection, and the basics of research methodology) to support development as a self-directed learner. All modules contribute to this. GA, PPP, KTS

Level 5 Learning outcomes

Upon completion of level 5 you will be able to:

1. Recognise, analyse and interpret signs and symptoms linking classical and modern theories of CM with the skills of case taking and treatment planning. KU
2. Formulate and justify diagnoses, aetiologies, pathological processes, treatment principles and strategies, point prescriptions and treatment plans for a variety of clinical presentations. KU
3. Demonstrate effective examination of the body systems to identify normal and pathological signs and relate to diagnosis/ differential diagnosis of disease and treatment plans, appraising the complexities of working within professional boundaries and an ethical framework. KU, GA, PPP, KTS
4. Describe and explain the major pathophysiological processes, their underpinning mechanisms and how they contribute to the features of disease from a biomedical perspective. KU, PPP
5. Selectively and critically appraise literature and information from different sources and fields, and propose solutions to problems arising from the analysis; KU, GA, PPP, KTS
6. Effectively manage and be accountable for relevant aspects of the clinical process. GA, PPP, KTS
7. Analyse and interpret clinical situations within a cycle of reflection and action and further reflect on and critically analyse the therapeutic relationship and your developing role as a practitioner. GA, PPP, KTS
8. Evaluate research processes and critically analyse information from a diverse range of sources as they relate to a variety of clinical practices. KU, GA, PPP, KTS
9. Explore, describe and reflect on your developing understanding of acupuncture/herbal medicine through a process of self-evaluation and tutor and peer feedback and analyse personal change in relation to professional role and capability of self-directed learning. GA, PPP, KTS

Level 6 Learning outcomes

Upon completion of level 6 you will be able to:

1. Synthesise and apply learning from all aspects of the course in relation to clinical cases. KU, GA, PPP
2. Evaluate a wide range of evidence from traditional and modern sources (of acupuncture and Chinese medicine practices) and reflect on the contribution to the knowledge base and therapeutic application within modern practice. KU, PPP

3. Differentiate, interpret and explain signs and symptoms and presenting patterns of a range of patients and justify and defend treatment decisions recognising uncertainty and ambiguity. KU, GA
4. Demonstrate competency in entry level professional clinical skills within each clinical encounter and over time. KU, GA, PPP, KTS
5. Exercise personal responsibility, initiative and judgement in the clinical context according to the BAcC codes of professional conduct and safe practice. GA, PPP, KTS
6. Define limits of Chinese medicine within the social and political context of practice and routinely recognise own limits of competence and appropriately refer. KU, PPP
7. Apply the principles of research methodology and design in carrying out research activity that is rigorous and ethical, applying critical thinking and independent decision making. KU, GA, PPP, KTS
8. Identify work done skilfully and engage in appropriate research both propositional and personal to prioritise learning and demonstrating creative strategies for development & change initially and over time. KU, GA, PPP, KTS
9. Critically evaluate and plan you own career pathway using sources both local and global. GA, PPP, KTS

How will you learn?

The curriculum strategy for the course is to create a learning environment that is practice-led. Contact time is used to develop practice skills and to make sense of theory through its application in clinical practice and its emergence from practice. The emphasis in the classroom is to apply materials that students have been introduced to through recommended reading presented on-line – what is known as a ‘flipped classroom’. The aim is to create an interactive environment, which is balanced by developing ability to manage learning through self-directed reflexive appraisal and goal-setting, with a view to carrying these skills forward into professional life. Learning occurs in relation to personal experience, but also from sharing and exploring the perspectives and experience of others. Practical skills are learned experientially in practical classes before they are applied in clinic. Clinical practice also involves sensitive interpersonal working so facilitated supervision groups are provided throughout the three years as a safe space for students to explore personal development in the context of clinic. The teaching clinic offers supervised practice in which students take on increasing levels of responsibility in relation to their developing skills. This is further supported by external placements.

The curriculum is organised to support a spiral or accumulative model of intellectual and practical skills development with concepts returned to at deeper levels and for more complex presentations of illness over the three levels. Much of this is achieved through the use of themes that run through the modules and levels, held together by clinic which provides the context and authenticity for learning. In addition to the Chinese medicine specific knowledge and skills the key themes are the development of the therapeutic relationship, academic and research skills, and health sciences,

The teaching and learning strategies built into this course acknowledge that some students will have come to the course to extend their current practice, others will be embarking on a new career and may have been away from formal education for some time. All students bring personal knowledge, skills and attitudes that come from their own lived experience, their cultural and societal backgrounds. The exploration and reflection on these across the student group provides a rich and diverse experience that helps us in understanding the varied and eclectic patient base we have in our central London clinic.

A key aspect of modern education is the use of technological resources to enhance learning. The learning and teaching methods used on the course will help students to develop or ‘get up to date’ with these resources. The University has a ‘virtual learning environment’ called BlackBoard, which is one of the primary ways in which technology is used. This also allows

for immediate communication and sharing of ideas. As with all learning resources but especially with information that comes to us through the web, we need to learn to be critical and discriminatory in how we use it.

How will you be assessed?

The course offers a variety of assessments which reflect the principle that assessment should be appropriate to the material assessed and to the situation in which the knowledge, skills and attitudes are eventually to be used. This means for example that practical work is assessed practically and clinical work in the clinical context. The use of a spiral curriculum means that assessments draw on increasingly complex situations requiring synthesis of learning from different parts of the course.

The assessment strategy also includes the development of higher education and career management skills, which help the student to adjust to the demands of the work place and professional employment. Essential skills in critical thinking, reflection, communication, using resources effectively, team working and self-management form an aspect of assessments.

Employment and further study opportunities

University of Westminster graduates will be able to demonstrate the following five Graduate Attributes:

- Critical and creative thinkers.
- Literate and effective communicator.
- Entrepreneurial.
- Global in outlook and engaged in communities.
- Social, ethically and environmentally aware.

University of Westminster courses capitalise on the benefits that London as a global city and as a major creative, intellectual and technology hub has to offer for the learning environment and experience of our students.

The BSc (Hons) Chinese Medicine: Acupuncture aims to create graduates who are:

Critical and creative thinkers who can:

1. Apply and integrate sound professional knowledge, clinical skills, critical thinking, reflexivity and research mindedness to learning and practice.
2. Apply informed personal and professional judgement whilst also acknowledging uncertainty and ambiguity in practice.
3. Engage in debate within the academic and professional community and contribute to the development of the profession.
4. Aim to be self-directed learners through the synthesis of self-evaluation and critical reflection with interaction with peers, professionals and other relevant networks, and with an open and inquisitive approach.

Literate and effective communicators who can:

1. Demonstrate high level communication skills in written work, class and within the clinical context.
2. Able to make informed use of technology and information sources appropriate to the professional context to support continuing learning, practice management and inter-professional communication.
3. Apply empathy and sensitivity to individual patient care, and manifest cultural competence.

4. Work with others showing ability to lead and follow appropriately and to adapt to different audiences using verbal, written and visual formats.

Socially, ethically and environmentally aware who can:

1. Practice with responsibility, confidentiality, accountability and sensitivity in a patient centred context.
2. Actively operate and promote non-discriminatory and non-judgemental practice and treat patients with dignity and grace.
3. Recognise and appreciate the specific contexts in which they work (environmental, economic, social and cultural) and how these shape their practice and influence their relationships with patients, carers, colleagues and other health care professionals.
4. Generate, maintain and monitor a safe and ethical working environment according to local and professional standards.
5. Work within limits of competence and maintain a network of peer and professional support.
6. Committed and enthusiastic about practice and the profession and able to monitor and maintain own health and identify the impact on patients.

Entrepreneurial who can:

1. Able to critically evaluate personal performance in relation to given criteria and expectations, identify gaps, and work proactively and constructively with feedback from peers and tutors.
2. Able to promote and manage themselves as autonomous practitioners through appropriate business, financial and marketing skills.
3. Able to adapt their practice to the legal and regulatory frameworks appropriate to their practice location.
4. Has a clear understanding of the issues in building online identities, including issues of ethics, safety and reputational damage.
5. Able to take a responsible and co-operative role in a team to deliver the desired outcomes and able to give and receive feedback through consideration of appreciative inquiry.

Global in outlook and engaged in communities who can:

1. Value and respect the diversity of practice and experience across individuals, cultures, countries and paradigms and the impact on healthcare.

Course structure

This section shows the core modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year. Course structures can be subject to change each academic year following feedback from a variety of sources.

Credit Level 4				
Module code	Module title	Status	UK credit	ECTS
4CHMA001W	CM: Concepts and Context	Core	20	10
4CHMA003W	CM: Channels, Points & Palpation	Core	20	10
4CHMA002W	CM: Theory to Practice	Core	20	10
4CLCH002W	Anatomy and Clinical Skills	Core	20	10
4PHYM001W	Human Physiology	Core	20	10
4CLCH001W	Clinical Practice 1	Core	20	10
Award of Certificate of Higher Education Natural Therapeutics available				
Credit Level 5				
Module code	Module title	Status	UK credit	ECTS
5CHMA001	CM: Principles, Strategies & Treatment	Core	20	10
5CHMA002	CM: Pain and its Management	Core	20	10
5CLCH003	Research in Clinical Practice	Core	20	10
5PHYM004	Pathophysiology	Core	20	10
5PHYM005	Pathology and Clinical Medicine	Core	20	10
5CLCH001	Clinical Practice 2	Core	20	10
Award of Diploma of Higher Education Natural Therapeutics available				
Credit Level 6				
Module code	Module title	Status	UK credit	ECTS
6CHMA002W	Acumoxa: Learning through Cases 1	Core	20	10
6CHMA003W	Acumoxa: Learning through Cases 2	Core	20	10
6CHMA004W	Acumoxa: Learning through Cases 3	Core	20	10
6CHMA001W	Dissertation	Core	20	10
6HRBM004W	Starting Your Practice	Core	20	10
6CLCH001W	Clinical Practice 3	Core	20	10
Award BSc (Hons) Natural Therapeutics (not passed clinical module but has taken a further 20 credits) or BSc Natural Therapeutics (not passed dissertation module).				
Award BSc Honours available.				

Professional Body Accreditation or other external references

The course is accredited by the British Acupuncture Accreditation Board. This means that students graduating with the BSc (Hons) Chinese Medicine: Acupuncture are recommended to the British Acupuncture Council (BAC) as suitable members provided there is no reason to doubt the graduate's fitness to practice. The following documents have been used in writing and delivering the course.

- **The British Acupuncture Council's Standards for Education and Training (2011)**
This document outlines the educational programme required by the British Acupuncture Council
- **The British Acupuncture Accreditation Board (BAAB) Handbook (2010 revised 2013).**
These procedures set out the requirements for course accreditation by the BAAB. The BSc (Hons) Chinese Medicine: Acupuncture is accredited by the BAAB, and graduates are usually recommended to the British Acupuncture Council (BAC) as suitable members.
- **The British Acupuncture Council Standards for Practice of Acupuncture (2009)**
This sets out the standards expected by the profession, of a new graduate.
- **National Occupational Standards**
In 2010 Skills for Health in consultation with the major Professional organisations and education providers representing a range of CM practices, published National Occupational Standards (NOS) which have helped frame the curriculum around the competencies necessary for professional entry practitioners.

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations

How will you be supported in your studies?

Course Management

The course is managed on a day-to-day basis as part of the Herbal and East Asian Medicine (HEAM) Division. The Division co-ordinator meets regularly with course leaders to oversee the programme and ensure issues raised by students, staff and the university are disseminated, discussed and actioned. Course teams meet once per semester to review the programme, discuss feedback from students and plan developments. Clinical supervisors meet twice per year with the Clinical Provision Executive Group for discussion on matters of quality assurance and enhancement and staff development. The Division co-ordinator is a member of the Department Executive Group which meets fortnightly with the Head of Department, Dr Sharron McEldowney. All department heads and other key persons in the Faculty meet monthly with Prof. Annie Bligh the Dean of the Faculty of Science and Technology to deal with issues of management, quality and direction.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Faculty Registry Office. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time

students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students

Learning Support

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students¹ can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their Faculty. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student Affairs department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University.

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel in 1996. The panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers.

The course is also monitored each year by the Faculty to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from Course Committees, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. Each Faculty puts in to place an action plan. This may for example include making changes on the way the module is taught, assessed or even how the course is structured in order to improve the course, in such cases an approval process is in place.

A Course review takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with review panels to provide feedback on their experiences. Student feedback from previous years e.g. from Course Committees is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

¹ Students enrolled at Collaborative partners may have differing access due to licence agreements.

- Through Course Committees students have the opportunity to express their voice in the running of their course. Student representatives are elected to Committee to expressly represent the views of their peer. The University and the Students' Union work together to provide a full induction to the role of the student representatives.
- Each Faculty also has its own Faculty Student Forum with student representatives; this enables wider discussions across the Faculty. Student representatives are also represented on key Faculty and university committees.
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- The University also has an annual Student Experience Survey which seeks the opinions of students about their course and University experience. Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

Please note: This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.

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