

PART TWO: B PROGRAMME SPECIFICATION

- 1 **Awarding body** Glyndŵr University
- 2 **Teaching institution** Glyndŵr University
- 3 **Award title**
BSc (Hons) Complementary Therapies for Healthcare
- 4 **Final awards available**
BSc (Hons) Complementary Therapies for Healthcare
Diploma of Higher Education in Complementary Therapies for Healthcare
Certificate of Higher Education in Complementary Therapies for Healthcare
- 5 **Professional, Statutory or Regulatory Body (PSRB) accreditation**
The programme is to be professionally accredited with the Federation of Holistic Therapists (FHT)

Please list any PSRBs associated with the proposal
Federation of Holistic Therapists (FHT) is the chosen accrediting professional body

Accreditation available

Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)
None Known
- 6 **JACS3 code** B300
- 7 **UCAS code** B343, D34Q (FD YR)
- 8 **Relevant QAA subject benchmark statement/s**
QAA Subject Benchmark Statement for Health Studies (2008)
- 9 **Other external and internal reference points used to inform the programme outcomes**
National Occupation Standards for Massage, Aromatherapy and Reflexology and CNH 1 and CNH 2
Framework for Higher Education Qualifications
University Modular Framework
QAA Benchmark Statements
- 10 **Mode of study** Full & part time
- 11 **Language of study** English

Office use only
Approved August 2016
Modified March 2018 – changes to programme
team

12 Criteria for admission to the programme

Standard entry criteria

UK entry qualifications

Applicants for undergraduate bachelor Degrees require 240+ UCAS tariff points

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

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

International entry qualifications

Qualifications outlined on the National Academic Recognition and Information Centre (NARIC) as equivalent to the above UK entry qualification.

Programme specific requirements

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

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

1. academic ability (application form),
2. communication skills (verbal & written),
3. the ability to cope with both the academic and emotional demands of the programme,

All applicants will also be required to complete a Disclosure and Barring Service (DBS) clearance (previously known as CRB) and pay the appropriate fee, so that a check can be made on their suitability for working with children and vulnerable adults.

Non-standard entry criteria

(e.g. industry experience)

Applications are welcome from anyone who exhibits the ability and experience to manage the demands of the programme. We welcome applications from those with Access to H.E. Diplomas; relevant work experience and other higher education or professional qualifications.

The Foundation Year

The Kick-Start year will be offered where an applicant does not meet the entry requirements for the honours degree or where the admissions tutor / applicant feel they would benefit from an additional year to gain some additional experience before progression to the full three year degree. Upon successful completion the student will automatically progress to their chosen degree course.

Entry to the four year kick-start programme will be conditional on interview and review of applications to confirm that students are able to satisfactorily complete the programme. The principal criteria for entry will be based on the academic judgement of the admissions tutor and members of the programme team in the relevant subject area that the applicant will be able to satisfactorily complete the programme.

All applicants however must be able to demonstrate a minimum level of competence in English /Welsh Language and in Mathematics, with a pass at Grade C or above in GCSE or an equivalent qualification.

Therefore, this route is aimed at:

- Those who do not meet the entry requirements for a full degree.
- Those who have been out of education for a while and feel they would benefit from the extra year of preparation.
- Those looking to undertake a degree in an entirely new subject area and do not have the subject specific experience necessary to go straight to a degree.

English language requirements: (See Section 22 Welsh Medium Provision for Welsh Speakers)

For applicants whose native language is not English or Welsh they need to demonstrate English language proficiency.

- In addition to the academic entry requirements, all applicants whose first language is not English/Welsh require a UKVI Approved Secure English Language Test (SELT) achieving an overall score of 6.0 with no component below 5.5
- If arranging a test, applicants must ensure they book an 'IELTS for UKVI' test. For further information see: <http://takeielts.britishcouncil.org/ielts-ukvi/book-ielts-ukvi>. Applicants are asked to note that only an IELTS for UKVI test result will be accepted.

13 Recognition of Prior (Experiential) Learning

Applicants may enter the programme at levels 4 and 5 with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations. Any programme specific restrictions are outlined below.

Programme specific requirements

The applicant will be invited to attend an informal interview with the Admissions Tutor to assess if the application is appropriate in accordance with the University regulations on RPL/RPEL as laid out in the Academic Quality Handbook. The student is then advised that if they are successfully admitted to the programme and the application for RPL/RPEL is granted against a module(s) at level 4 and/or 5 that they will not normally be awarded credit for that module(s) but will be deemed to have satisfied the requirements of the module(s).

14 Aims of the programme

Each of these innovative and dynamic undergraduate programmes is aimed towards applicants who are seeking to advance their education, that share an interest in health, well-being and exercise and who aim to work with different patient or client groups within complementary therapies practice, sport and the wider community.

The aims of the Complementary Therapies for Healthcare programme are to

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

15 Distinctive features of the programme

Although the strategy for statutory regulation is still, after more than 15 years, in its infancy within the UK the programme team have endeavoured to provide a provision that will continue to be comparable to other programmes of this nature across the U.K. Drawing upon references such as QAA's Subject Benchmark Statements and National Occupational Standards the programme is developed with the primary aim of producing Complementary Therapists who are fit for *purpose, practice and award*.

The BSc (Hons) Complementary Therapies for Healthcare programme is aimed at producing graduates who have developed knowledge, skills and competencies to practice as qualified practitioners within the field of Complementary Therapies. Building on the broad expertise the programme team feels that this adds strength and cohesion to the overall delivery and should encourage potential growth of this provision.

Embarking on the journey of lifelong learning students who enrol on this programme will be working towards developing recognised practitioner skills in a number of disciplines including massage, reflexology and aromatherapy. Significantly based upon

a practice-based approach to learning this route of study engages and challenges the student practitioner at both an intellectual and a practical level.

The learning does not end upon graduation as the graduate practitioner, equipped with the skills and opportunities required to engage in the process of life-long learning, may choose to enter into independent practice or continue to enhance their knowledge with further study accessing post-graduate level programmes to MSc and PhD level.

Benefits of studying include:

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

As the professional bodies have previously offered membership to graduates of Glyndŵr's Complementary Health programmes who achieve a degree classification of 3rd or above the team do not propose that an ordinary degree will be offered in this programme as it is felt that this may disadvantage students who exit the programme with 300 credits.

Other benefits of studying the programme include:

- All programmes within this provision aim to produce, upon successful graduation, practitioners who are suitably prepared to enter directly into the industry.
- Glyndŵr University has a well-established clinical facility that is run by clinical supervisors with a wealth of experience in the field of Complementary and Orthodox medicine, as a result students get to draw on and learn from qualified practitioners in the field.
- Having an established clinical facility means that unlike similar programmes offered in other HEI's students are not required to seek out any clinical placements of their own.
- The University provides the equipment required by students whilst onsite working in clinical practice.
- The University's onsite clinic, through a donation scheme, provides a service to the region that is "open to all".

Finally, the Onsite Clinic Facility provides students with real world opportunities to observe, rehearse and practice on patients with acute and chronic conditions whilst assisting in the promotion of health and wellbeing.

16 Programme structure narrative

Structure

The BSc (Hons) Complementary Therapies for Healthcare degree programme has been carefully designed to ensure that, as with the Acupuncture programme, the divide between theoretical and clinical work is one of balance. As a student progresses through the programme the combination of the theoretical and practical elements

undertaken at each level is essential to enhance the employability of the graduate practitioners on successful completion of the programme.

Guided by the Subject Benchmark Statements and the National Occupational Standards for Complementary Therapies the learning outcomes of this programme are designed to meet the changing needs of Complementary and Alternative Medicine (CAM) education. To ensure a curricula that is of academic rigor the programmes have been based upon the knowledge, skills and competencies required by the graduate practitioner.

Programme Routes

The programme will be offered on a full and part time basis and will follow the normal academic year in terms of entry and assessment points. There will be only one entry point which is in September. Where possible timetabling is structured to avoid students attending the University for short periods and typically lectures are scheduled over 3 days for the full time route and 1:5 days for the part time route.

Programme Expectations

All students are expected to attend the scheduled lectures and tutorials, that are timetabled within both Trimester 1 and 2 teaching weeks and to demonstrate that they have the ability to pursue their studies through independent study and research in addition to staff contact time. Many of the skills learned, and then practiced, are later applied by the student practitioner in the clinic sessions. Students then evaluate their own development through reflective journals, portfolios and through engaging in the process of personal development planning (PDP).

Students are also expected to include action planning and evaluation of their progress to allow them to monitor their own progress at regular intervals through the personal tutoring system. Modular learning outcomes are developed to provide a focus for students to monitor their own learning. Supportive feedback to students is an important element of the learning process. Review of assessment through workshops and individual tutorials is also offered at each level of the programme.

Progression and Completion

Progression will be via the completion of all modules at each level of the programme. Students who do not pass all elements of the programme will have the opportunity to exit the programme with a named award (see below). The classification of the award will be based upon the student's performance at Level 5 and Level 6 as defined in the Academic Regulations.

Students are required to complete

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

17 Programme structure diagram

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

Level Four						
Trimester 1	Mod title	Foundations in Bodyworks	Mod title	Anatomy and Applied Physiology	Mod title	Learning to Learn in Higher Education
	Mod code	CMP411	Mod code	CMP404	Mod code	CMP407
	New/Exist	New	New/Exist	Exist	New/Exist	New
	Credit value	40	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Gemma Jones	Mod leader	Paul Battersby	Mod leader	Caroline Lomas
Trimester 2	Mod title	Foundations in Bodyworks	Mod title	Nutrition	Mod title	Introduction to Evidenced Based Practice
	Mod code	CMP411	Mod code	CMP408	Mod code	CMP409
	New/Exist	New	New/Exist	New	New/Exist	New
	Credit value	40	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Gemma Jones	Mod leader	Paul Battersby	Mod leader	Caroline Lomas

Level Five						
Trimester 1	Mod title	Bodyworks	Mod title	Understanding Common Conditions	Mod title	Evidenced Based Practice
	Mod code	CMP512	Mod code	CMP508	Mod code	CMP509

	New/Exist	New	New/Exist	New	New/Exist	New
	Credit value	40	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Gemma Jones	Mod leader	Caroline Lomas	Mod leader	Caroline Lomas
Trimester 2	Mod title	Bodyworks	Mod title	Safeguarding Patients and Self	Mod title	Therapeutic interventions for MSK Injuries
	Mod code	CMP512	Mod code	CMP510	Mod code	CMP504
	New/Exist	New	New/Exist	New	New/Exist	Exist
	Credit value	40	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Gemma Jones	Mod leader	Caroline Lomas	Mod leader	Paul Battersby

Level Six						
Trimester 1	Mod title	Application of Bodyworks in Clinical Practice	Mod title	Dissertation	Mod title	Setting Up in Business
	Mod code	CMP609	Mod code	CMP604	Mod code	CMP606
	New/Exist	New	New/Exist	Exist	New/Exist	New
	Credit value	40	Credit value	40	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Paul Battersby	Mod leader	Paul Battersby	Mod leader	Paul Battersby
Trimester 2	Mod title	Application of Bodyworks in Clinical Practice	Mod title	Dissertation	Mod title	Contemporary Application for Practitioners
	Mod code	CMP609	Mod code	CMP 604	Mod code	CMP607
	New/Exist	New	New/Exist	Exist	New/Exist	New

	Credit value	40	Credit value	40	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Paul Battersby	Mod leader	Paul Battersby	Mod leader	Caroline Lomas

18 Intended learning outcomes of the programme

Knowledge and understanding

On completion of levels 4/5/6 the student will be able to

	Level 4	Level 5	Level 6 Honours Degree
A1	Demonstrate an understanding of anatomical and physiological processes from a Western perspective.	Recognise and reflect upon cultural diversities that lie within health and wellbeing.	Reflect upon moral, ethical and legal implications within the areas of health and professional practice.
A2	Demonstrate understanding of the philosophical and theoretical concepts underpinning the practice of Complementary therapies.	Demonstrate an awareness of a multi-disciplinary and inter-disciplinary approach to health care and the acquisition of knowledge and skills from research, practice and professional experience.	Debate the contemporary issues at the forefront of Complementary therapies.
A3	Recognise the place of research activity in the development of Complementary therapies.	Demonstrate the interpretation and analysis of information and experience relevant to the practice of Complementary therapies through research and problem-solving activities within an academic and vocational context.	Demonstrate an awareness of equal opportunities and diversity issues in context.
A4	Understand the diversity of values associated with health and wellbeing.	Identify professional limitations to refer patients appropriately so that they can receive the necessary investigations and tests to eliminate or confirm the diagnosis of serious underlying pathology.	Critically evaluate treatment choice and where appropriate offer evidence based alternatives.
A5	Explain health as a contested concept.		

Intellectual Skills

On completion of levels 4/5/6 the student will be able to

	Level 4	Level 5	Level 6 Honours Degree
B1	Work independently taking responsibility for autonomous learning and identify needs for personal, professional and academic development.	Apply the independence of thought required to describe, interpret and summarise key theoretical aspects.	Evaluate the principles and outcomes of care from the perspectives of both patient and practitioner within the clinical environment of Complementary therapies.
B2	Demonstrate the ability to draw upon the personal and lived experience of health and illness through the skills of reflective practice.	Implement clinical decision-making and problem solving skills necessary to diagnose, assess and formulate an effective treatment plan within the clinical environment of Complementary therapies.	Articulate reasoned arguments and challenge traditionally held assumptions relating to health and wellbeing.
B3	Formulate questions, initiate, and carry out health related projects.	Evaluate the outcomes of research to facilitate an evidence based approach to practice within the clinical environment of Complementary therapies.	Utilise a range of research strategies for improving personal and professional standards in the practice of Complementary therapies.

Subject Skills

On completion of levels 4/5/6 the student will be able to

	Level 4	Level 5	Level 6 Honours Degree
C1	Communicate with others in a clear and articulate manner, using words and numbers, through written work using appropriate academic conventions.	Internalise and differentiate between values, ideals and beliefs which relate to others and certain situations.	Synthesise coherent arguments from a range of theories relating to health and health issues.
C2	Work independently and identify personal needs for skill development on an ongoing basis.	Identify professional limitations of practice in order to refer patients appropriately so that they can receive necessary investigations and tests to eliminate or confirm the diagnosis of serious underlying pathology.	Demonstrate competence in knowledge skills to treat the wide range of commonly seen disorders.
C3	Recognise and respond to appropriate moral and ethical issues within the context of Complementary therapies.	Utilise information technology to store, retrieve and produce material for health related coursework, drawing on skills in the use of word processing, databases and spreadsheets as appropriate to the task.	Identify the appropriateness of treating with acupuncture, knowing when and how to refer, thereby minimising the risk of missing any symptoms that might indicate serious underlying pathology.
C4	Reflect upon and review progress in students' own studies and seek assistance or guidance as appropriate in order to enhance their own personal development.	Communicate ideas and arguments succinctly and eloquently in written oral and appropriate other presentation formats.	Succinctly and clearly communicate their findings, disease-diagnosis, treatment plan and prognosis to the patient in everyday language, in such a way that the patient's own needs, expectations and commitment to treatment are taken into consideration.
C5	Plan, design and execute activities with peers, using appropriate techniques and procedures taking responsibility for an agreed area.	Identify the key lifestyle factors, such as nutrition and exercise, that are either causing the patient's condition or are limiting potential recovery, and know how and when to give appropriate advice.	Be aware of their limitations in competence. In the context of medical science, the practitioner should be able to recognise clinical situations where it would not be adequate to use only CAM methods. In this situation, the practitioner should be able to provide suitable suggestions to assist the patient in seeking appropriate medical care.

Practical, professional and employability skills:

On completion of levels 4/5/6 the student will be able to

	Level 4	Level 5	Level 6 Honours Degree
D1	Demonstrate a comprehensive knowledge of regional and surface anatomy and the location of internal organs, vessels and structures.	The propensity to demonstrate knowledge of and respond to moral and ethical issues relevant to health and clinical practice.	Plan, propose and competently employ the appropriate treatment of care within clinical environment of Complementary therapies.
D2	Employ effective interpersonal skills, with an awareness of the therapeutic relationship whilst giving consideration to personal and professional boundaries.	Respond appropriately to legal requirements and professional guidelines that relate specifically to health and CAM practice.	Demonstrate with confidence and competence in the application of massage therapies and clinical practice within the clinical environment of Complementary therapies.
D3	Demonstrate an understanding of professional, ethical and legal issues in practice.	Demonstrate awareness of the implications of setting up a clinical practice.	Demonstrate competence in skills transferable to the workplace.
D4	Utilise appropriate information technology appropriately.	Accurately maintain all types of information pertaining to the patient, showing knowledge of the requirements of confidentiality and compliance with the current Data Protection Act (1998) and other relevant legislation.	

19 Curriculum matrix

To demonstrate how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

	<i>Module Title</i>	<i>Core or option?</i>	A1	A2	A3	A4	A5	B1	B2	B3	C1	C2	C3	C4	C5	D1	D2	D3	D4	
Level 4	<i>Foundations in Bodyworks</i>	Core	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	
	<i>Anatomy and Applied Physiology</i>	Core	x			x	x			x	x	x		x	x	x			x	
	<i>Learning to Learn</i>	Core						x	x		x	x		x	x				x	
	<i>Nutrition</i>	Core								x	x	x		x					x	
	<i>Introduction to Evidenced Based Practice</i>	Core			x	x	x			x	x	x		x	x			x	x	
Level 5	<i>Module Title</i>		A1	A2	A3	A4		B1	B2	B3	C1	C2	C3	C4	C5	D1	D2	D3	D4	
	<i>Bodyworks</i>	Core	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	
	<i>Understanding Common Conditions</i>	Core	x	x	x	x				x		x	x	x	x	x				
	<i>Evidenced Based Practice</i>	Core			x			x		x			x		x	x				
	<i>Safeguarding Patient and Self</i>	Core			x	x				x	x	x							x	x
	<i>Therapeutic Interventions for MSK Injuries</i>	Core	x	x	x	x				x		x	x	x	x	x			x	
Level 6	<i>Module Title</i>		A1	A2	A3	A4		B1	B2	B3	C1	C2	C3	C4	C5	D1	D2	D3		
	<i>Application of Bodyworks in Clinical Practice</i>	Core	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x		
	<i>Dissertation</i>	Core	x	x					x		x	x								
	<i>Setting Up in Business</i>	Core	x		x														x	
	<i>Contemporary Application for Practitioners</i>	Core	x	x	x	x		x	x		x				x					

20 Learning and teaching strategy

The learning and teaching strategies employed in each of the programmes based within this provision enable the development of reflective and critical approaches to the study of health, ill health and wellbeing. These strategies reflect the contested and multi-dimensional nature of health and facilitate active student participation in recognition of the essential component that students bring to the learning and teaching process (QAA, 2008).

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

The philosophy that the programme adopts in relation to learning and teaching is in line with the University framework, focused upon learning as opposed to teaching, with the deployment of teaching methods that endorse effective student learning, reflective practice and personal development planning.

Students will be expected to accept responsibility for their learning, so becoming self-directed and engaging in the process of life-long learning. It is anticipated that, as in previous years, a wide range of learning and teaching strategies will be employed to provide opportunities for progressive acquisition of subject-specific knowledge, understanding of skills, as well as generic and transferable skills.

Examples of the range of learning and teaching methods employed on the programme will include:

- **Lectures**; to convey substantial elements of the subject context, core themes and provide explanations for difficult concepts, whilst setting the scene for independent learning.
- **Practical/Clinical Sessions and Case Study Presentations**; these will consolidate and apply theoretical knowledge and skills.
- **Blended Learning Modules** for specific modules with workshop and tutorial support sessions.
- **Tutorials, Student-led Seminars and Oral Presentations**; which will provide a context for interactive learning and provide the forum for development of transferable skills such as information retrieval, problem solving and group work.
- **Reflective Accounts and Practice Portfolio Development**; to enhance personal and professional development.
- **Self-directed Study**; this is time spent on assignment work, project work and case studies, set alongside the themes selected by the individual for greater exploration of a given topic.

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

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

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

As a team the Complementary Healthcare programme team have established a number of strategies in line with those held at University level that respect student diversity. Drawing on extensive experience, the team work closely with both Study Skills and the Student Services Department, to ensure that the differing needs of all our students are met. These needs include dyslexia, dyspraxia, hearing and visual impairments.

Student Learning Experience

Typically students on the full time route of this programme will attend University three days per week whilst part time students attend one and half days per week during term time.

During Level 4 students will gain supervised clinical experience as part the Foundation to Bodyworks module. By Trimester 2 students aim to be treating members of the public at the onsite clinic.

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

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

21 Work based/clinical practice learning statement

As work based learning (described here as *clinical practice*) is an integral part of the learning experience for student practitioners this document can confirm that all work-based learning undertaken by the student practitioners within the University's Onsite Complementary Healthcare Clinic based within the Crispin Lane building on the main campus.

The Glyndŵr University Complementary Healthcare Clinic first opened its doors to the general public in 2005. The main objective of the clinic was to provide an affordable service that excluded no-one and was committed to the needs of all in the local community. Conditions ranging from back pain to infertility are treated within the clinic. Students currently studying on the Complementary Therapies for Healthcare degree

programmes have welcomed the challenge of working in a clinic that provides a broad spectrum of conditions.

One student practitioner described the clinic '*as an invaluable opportunity to put theory into practice*' which she found '*a vital part of the course*'.

Accepting referrals from other healthcare providers such as local G.P's, the Pain Clinic, Occupational Health, Nightingale House Hospice, Wrexham, osteopaths and the cardiac rehabilitation clinic has created a reciprocal relationship, demonstrating to students the importance of a multi-disciplinary approach to health.

All clinical supervision is carried out by appropriately qualified staff who are also members of the current programme team.

Staff/Student ratios for clinical supervision meet the PSRB requirements. These are as follows

For the practice of Complementary Therapies for Healthcare the
Staff: Student Ratio is 1: 8 (FHT)

Accumulation of Clinical Hours in line with PSRB expectations

During the three years all CT students will need to obtain a minimum of **400 clinical hours**. This accumulation of clinical hours must be obtained across the academic year and not simply within a single trimester.

- During the first year the clinical supervisor will allocate and supervise all clinical practice on patients within the Complementary Healthcare Clinic. Student practitioners will be expected to gain the minimum of **100 hours at Level 4**
- During the second and third years the clinic is an integral mandatory aspect of the programme. Student practitioners will be expected to gain the minimum of **150 hours at Level 5** and **150 hours at Level 6**.

22 Welsh medium provision

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

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.

23 Assessment strategy

In accordance to Chapter B6 of the QAA Quality Code Part B: Assessment of Students and the Recognition of Prior Learning (QAA, 2013).

The purposes of assessment within this particular programme are:

1. To determine students progression and final degree classification.

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

Careful consideration has therefore been given to the purpose of each assessment in ensuring that it reflects the learning outcomes determined for each individual module included within the programme. Incorporated within the assessment strategy for this particular programme are a wide range of methods of assessment appropriate to the module outcomes. The programme team aim to ensure that there is balance between the use of both formative and summative elements of assessment across the programme. Methods of assessment to be employed will include assignments, portfolio, written and practical examinations, poster presentations, tutorial and group tasks, case studies, dissertations and supervised clinical practice, a number of which are aimed at examining the student's ability to recognise the relationship between theory and clinical practice.

The programme team in consultation with the external examiner are responsible for the evaluation and modification of all elements of the assessment. To ensure that the appropriate methods are chosen to measure the achievements by students the programme team aim to continue to annually review the range and type of assessments employed at each level of the programme. Staff will also be actively encouraged to attend staff training events that relate to all aspects of the learning, teaching and assessment strategies to ensure that the team remain up-to-date and informed of changes to theory and practice.

Written Examinations

In line with the University's assessment calendar and regulations all written examinations are organised and managed through the Exams Office which forms an integral part of Academic Registry. Exams are scheduled for one of the two assessment periods scheduled in January and May each year.

Practical Examinations

In line with the University's regulations the practical examinations are organised and managed by members of the programme team. The scheduling of all practical examinations however will still fall within the University's assessment calendar.

Dissertation

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

A diagrammatic overview of the module assessments throughout the programme has been provided overleaf, with an indication of submission dates.

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
Level 4			
CMP411 Foundations in Bodyworks	Portfolio 50% Practical Exam 50% Attendance Pass/Fail	3 000 words 75 min 100 hours	Wk. 32 Wk. 37 Wk. 42
CMP404 Anatomy and Applied Physiology	Practical Exam 50 % Written Exam 50%	20 min 2 hours	Wk. 21 Wk. 26
CMP407 Learning to Learn in Higher Education	Assignment 100%	4 000 words	Wk. 20
CMP408 Nutrition	Workbook 100%	4 000 words equivalent	Wk. 35
CMP409 Introduction to Evidenced Based Practice	Assignment 100%	4 000 words	Wk. 39
Level 5			
CMP512 Bodyworks	Case Study x 3 50 % Practical 50 % Attendance	2 000 words per CS 75 min 150 hours Pass/Fail	Wk. 27/31/40 Wk.41 Wk. 42
CMP508 Understanding Common Conditions	Poster Presentation 70% Oral Assessment 30%	4 000 word equivalent 15 min	Wk.26
CMP509 Evidence Based Practice	Research Proposal 100%	4 000 words	Wk. 20
CMP510 Safeguarding Patients and Self	Report - H&S Audit and Narrative 100%	4 000 words	Wk. 36
CMP504 Therapeutic Interventions for MSK Injuries	Practical 50% Written Exam 50%	30 min 2 hours	Wk. 43/44 Wk. 43/44
Level 6			
CMP609 Application of Bodyworks in Clinical Practice	Case Study x 3 50 % Practical 50 % Attendance	2 500 words each 60 min 150 hours Pass/Fail	Wk. 18/28/34 Wk. 41 Wk. 42
CMP604 Dissertation	Dissertation 100%	10 000 words	Wk. 40
CMP606 Setting Up in Business	Business Plan 100%	5 000 words equivalent.	Wk. 24
CMP607 Contemporary Application for Practitioners	Poster Presentation 100%	20 min	Wk. 43/44

24 Assessment regulations

Assessment Regulations:
Generic Award Regulations
Bachelor Degrees, Diplomas, Certificates and Foundation Degrees.

Derogations

Derogation for regulations against specific modules offered on the programme named will be applied for as part of the approval process.

As 'practitioner-based degree programmes' the programme team have a responsibility to ensure that all student practitioners are successful in completing both the theoretical and practical elements of modules that contain a clinical practice element within them.

It is namely in the interest of patient safety that the team cannot afford to permit any student to progress through and graduate from either named programme should that individual not be fit for purpose and fit for practice. It is therefore imperative that all students successfully pass all elements of assessment, i.e. that students achieve a minimum pass mark of 40% in all elements of assessment. The modules that derogation for regulations has been agreed for are as follows:

Level 4

- Foundations in Bodyworks (40 credits)
- Anatomy and Applied Physiology (20 credits)

Level 5

- Bodyworks (40 credits)
- Therapeutic Interventions for Musculoskeletal Injuries (20 credits)

Level 6

- Application of Bodyworks in Clinical Practice (40 credits)

Application for derogation is to be made against the *Regulation 7 Passing a Module and Award of Credits* from the University's Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees.

Non-credit bearing assessment

Not Applicable

Borderline classifications (for undergraduate programmes only)

Borderline definition (extracted from Section 3 Award Regulations 2015-16)

Only the following rounded marks will be regarded as "borderline":

- 39% Borderline Class III
- 49% Borderline Class II(ii)
- 59% Borderline Class II(i)
- 69% Borderline Class I

14.2 If a student's average score is borderline as defined above, the criteria listed in the paragraph below shall be used to determine whether or not a higher degree classification is awarded than is indicated by the numerical average alone.

14.3 In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

- At least 50% of the credits at level 6 fall within the higher classification.³²
- All level 6 modules must have been passed at the first attempt. (If failure has been condoned in accordance with Paragraph 10 above in respect of a Level 6 module, this module will not qualify as a pass at the first attempt and consequently, the borderline criteria will not be met);
- The mark achieved for the dissertation or other substantial module is within the higher classification. In the case of professional or vocational programmes, this may be replaced by above average performance on the placement element of the programme or both criteria may be applied.

In respect of professional and vocational programmes, it shall be decided at validation which of the following shall be taken into account in considering the classification:

- The dissertation or other substantial module; and/or
- Above average performance on the placement element of the programme.

Programme Specific Borderline Classifications

Borderline classifications will be determined by the overall mark received for the 40 credit module at Level 6 which is based upon the application of the chosen specialism, in this case Complementary therapies.

25 Programme Management

Programme Leader

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

Programme team

The Programme Team are responsible for the delivery, assessment and evaluations of the modules offered within this programme of study. Monitoring student attendance in class and in clinical practice they will maintain quality across all areas of the programme. The team, consisting of module leaders, sessional lecturers and support staff will meet monthly and the minutes of these meetings will be circulated to all relevant parties and tabled at the appropriate School Meetings as directed by the Head of School.

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

Current Programme Team

Mrs Caroline Lomas Programme Leader, Senior Lecturer
Mr Paul Battersby Senior Lecturer
Mrs Gemma Jones Lecturer
Mrs Valerie Williams Sessional Lecturer

Although small in number, the team have made a number of contacts through the various external links they have drawn upon to support the programme. Guest speakers have made a positive contribution on the current programmes to certain aspects of the curriculum.

For example

- Penelope Oldham delivered a training day on Baby Reflexology.
- Kevin Young (physiotherapist and TCM practitioner) has offered current students and graduates sessions on the application of Tui Na.
- Jong Balik, acupuncturist has also contributed sessions for students and graduates so supporting the ethos of life-long learning.

The programme team plan to draw on such valuable resources for the new programme.

Quality management

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

- *“Annual monitoring is a key element of Glyndŵr University’s approach to quality assurance and enhancement. It is designed to provide assurance regarding the quality and standards of academic programmes, to provide opportunities for the sharing of good practice, and to identify areas for enhancement”* (Glyndŵr , 2015) Annual Monitoring Reports (AMR) are developed and considered at the School Annual Monitoring Meetings after being forwarded to the Head of School. After which they are forwarded to SPC so that they may be sent to be reviewed by the Academic Programme Sub-Committee (APSC).
- External Examiners Reports are formally reviewed through the Annual Monitoring Report (AMR). A response to the report is formulated by the programme team and an action plan created.
- The use of module evaluations has till recently be carried out by Module leaders mid and/or at the end of the module delivery. Student feedback has then been incorporated into the monitoring and review procedures and forms the reporting process for the AMR. Mid-module student evaluations have previously provided;
 - Module tutors provide a module based review of the operation, quality and standards of individual modules.
 - Informal sharing of current and best practice occurs through team meetings.
- The Staff Student Consultative Committee (S.S.C.C) meetings are intended to provide a forum for the students to allow them to contribute their ideas on how the programme is running and how the team can improve and enhance the students learning experience. Led by student representatives from each cohort the committee has an independent chair from the Psychology team and a staff representative. Minutes are taken and circulated to student representatives and

posted upon Moodle with the team's response. Part time students are encouraged to have their own representative(s) on the committee so to allow the committee to raise and discuss any issues that are specific to those students who are on the part-time route.

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

Research and scholarship activity

All members of the programme team are actively encouraged to develop their research profile, through engaging in CPD activities, conference presentations, engaging with professional bodies and attaining/maintaining professional qualifications.

The team use research, scholarly and professional activity to inform the curriculum throughout their subject specialism. For example Paul Battersby, elected four years ago onto the board of directors for the Acupuncture Association for Chartered Physiotherapists (AACP), is a member of the Chartered Society for Physiotherapists and the Health Care Professions Council (HCPC) and in 2016 became the President of the Federation of Holistic Therapies (FHT). He brings a wealth of experience linking into both education and professional practice. Paul supports the current programmes in the areas of Chinese medicine and acupuncture, complementary therapies, anatomy and applied physiology, nutrition and applied business practice.

In addition to these members of the team have engaged in internal and external quality assurance activities, sat on subcommittees and have actively sought externality. Caroline Lomas, Programme Leader to both programmes is currently external examiner for the BSc (Hons) Complementary Healthcare programme at Cardiff Met and was until 2013 the University of Wales moderator for a Traditional Chinese Medicine degree in ISMET, a private college in Barcelona. Caroline supports the current programmes in the areas of Chinese Medicine and acupuncture, academic study skills, personal development and pathophysiology.

All members of the team hold membership to one or more of the relevant professional bodies and are currently are fellows or are seeking fellowship with the HEA.

The professional/ regulatory bodies include:

- Nursing and Midwifery Council (NMC)
- Health Care Professions Council (HCPC)
- Chartered Society for Physiotherapists (CSP)

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

26 Learning support

Institutional level support for students

The University has a range of departments that offer the support for students as:

- Library & IT Resources
- The Assessment Centre
- DisAbility Support Team
- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

School support for students

The School of Social and Life Sciences has declared that it aims to be Agile, Accessible and Ambitious, in order to achieve this the School have developed a number of objectives in their Strategic Plan. One objective states that the School will “*exhibit an ethic of care towards all our staff and students for their greater wellbeing and ensure an outstanding student experience and staff engagement and morale*”.

Part of this School provision is the implementation of University recognised mechanisms based around student support, which is provided from Day One. All students are invited in week one to engage in Induction programme, which is a combination of School and Programme based activities.

The annual Student Programme Handbook is provided to all students via Moodle and on memory sticks (for new students joining the programme). This handbook provides up to date details on a range of topics including student support.

Programme specific support for students

Building upon the experiences acquired by the programme team over the last ten years the programme has established policies that value student diversity whilst collaborating with strategies that have been implemented at University level.

Drawing from the past experiences of meeting the learning needs of students with differing abilities, the team are expected to ensure that preparation of learning materials meets the needs of all students who enrol upon the programme. Students who have individual learning needs are encouraged to access specialist support through Student Services. Once assessed by Student Services there is a range of measures/strategies that may be implemented in the form of additional time for assessments, provision of audio equipment or laptop computers to assist with note taking in lectures.

Pastoral Support

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

Office Hours

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

Provision for Part-time Students

The programme team plans to continue to offer the programme for full and part time delivery as we anticipate that the programme will attract students who may wish to complete the programme on a part-time basis. The programme may be of interest to those individuals who are already working within the field who wish to enhance their practice and develop skills and qualifications whilst continuing in employment. The team recognises the importance of identifying and meeting the differing needs/requirements that the provision of part-time study can bring. We aim to continue to provide a learning, teaching and assessment environment that is supportive of these needs.

To elucidate this point further the team have listed examples that are to be employed within both programmes:

- All part-time students will be allocated a personal tutor, who will be responsible for part-time study across the programme. The tutor will act as the personal tutor for the students throughout the programme of study.
- All part-time students will have an induction and study skills programme that is tailored to their needs. This will be arranged and led by the personal tutor.
- The use of Moodle as a VLE has been described earlier in the text. The use of such a medium for assignment submission and collection of additional teaching material and hand-outs allows the part-time students direct access to materials and submission of assessments across the whole of the week, including times when the student is not timetabled to attend for lectures.

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

Programme-specific learning resources

The current provision has access to a number of resources that includes

- Fully resourced onsite Complementary Healthcare clinic which is open five days a week.
- A number of online journals that students can access.
- A small reference library of approximately 40 texts and a number of research papers are held within the onsite clinic
- A range of visual and tactile resources such as a skeleton, models of joints and acupuncture models and reference charts.
- A wide range of subject specific texts held in the main library on the Plas Coch campus.
-

The Onsite Clinic

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

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

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

27 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's policy on Equality and Diversity, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

Where deemed appropriate by the Programme Leader and individual's consent staff are alerted to student disabilities and given advice/direction on adaptations that maybe required in relation to teaching and assessment methods. For example we have had in the last five years students on the Complementary Medicine Practice programme with visual and hearing impairments. Adaptations to teaching styles were developed to allow one of the students, who was blind, the opportunity to learn all massage techniques alongside their peers whilst in the lectures.

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

One student, who graduated from the programme in 2014, said
"My dad's friend recommend the course and it's been brilliant. I've learnt about reflexology, nutrition, health psychology and business but it's helped to improve my confidence too".