

Course Specification

This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

We undertake continuous review of our courses to ensure quality enhancement and professional relevance, in response to student and other stakeholder feedback and to manage our resources. As a result, this course may be revised during a student's period of registration. Major changes to courses and modifications to courses are approved following consideration through the University's Course Approval and Review processes or Course and Unit Modification policy, as appropriate; Any changes will be balanced against our obligations to students as set out in our Student Agreement and will be discussed with and communicated to students in an appropriate and timely manner.

Basic Course Information

Final award and title	BSc (Hons) Acupuncture	Course Code	BSACUF
FHEQ level and credit of final award	Level 6 360 CATS (120 Level 4 CATS, 120 Level 5 CATS, 120 Level 6 CATS) and successful completion of 224 placement hours.		
Intermediate awards titles	Certificate of Higher Education in Chinese Medicine (Theory) (120 CATS) Diploma of Higher Education Chinese Medicine (Theory) (240 CATS) BSc Chinese Medicine Theory (300 CATS).		
FHEQ level and credit of intermediate award	Cert HE 120 Level 4 credits normally having completed Year 1 Dip HE 120 Level 4 Credits and 120 Level 5 credits, normally having completed Year 2 BSc 120 Level 4 Credits, 120 Level 5 Credits and 60 Level 6 Credits to include Research & Reflective Practice 3 and Integrating Theory & Practice Units, normally having completed Year 3		
Awarding Institution	Health Sciences University		
Teaching Institution	College of Integrated Chinese Medicine		
Professional, Statutory and Regulatory Body (PSRB) accreditation/recognition	British Acupuncture Accreditation Board (BAAB)/ British Acupuncture Council (BAcC)		
Duration of PSRB accreditation/recognition where applicable	Accreditation period is 5 years, with the next review due in 2028.		
Mode of study	Full-Time		
Variants	None		
Standalone Units	NA		
Distance Learning course	No		
Standard length of course	3 Years		

Language of delivery	English
Location of delivery	College of Integrated Chinese Medicine 19 Castle Street Reading RG1 7SB
UCAS code (where applicable)	N/A
HECOS Code(s)	100233/100236
Date Course initially approved	2017
Version number	v3.0
Date this version approved	August 2026
Academic year from which this applies	2026-2027
Author	Lynda French, Academic Director

Course Overview

1. Admissions regulations and entry requirements

The admissions regulations for this Course are set out in the University's Recruitment, Selection and Admission Regulations published here: <https://www.hsu.ac.uk/about/policies-and-procedures/academic-regulations-policies-and-procedures/>

These regulations include the general entry requirements and specific requirements regarding English language.

Recognition of Prior Learning (RPL)

The University has a Recognition of Prior Learning Policy which can be found in the University's Recruitment, Selection and Admission Policy and Procedure for Taught Courses published here: <https://www.hsu.ac.uk/about/policies-and-procedures/academic-regulations-policies-and-procedures>.

2. Additional entry requirements

All prospective students are interviewed to assess their suitability for a career in acupuncture. Candidates must have the necessary requirements below and/or acceptable alternative qualifications of comparable standards.

- Five grade 4 GCSE passes or better, which should include English and Mathematics and one other science preferably Biology.
- Two 'A' Level passes or two 6-unit awards at a minimum of 80 points each at A-level
- As an alternative to A' Levels we accept BTEC National Diploma including merit and distinction passes or Advanced GNVQ at Level 3; or a minimum of 80 points at AVCE Double Award; or 2 passes at 'C' in Scottish Highers; or 6 passes at 'C' grade or above at higher level in Irish Learning Certificate
- Mature and overseas students considered on an individual basis usually with a degree from a British or overseas university or validated access course

Applicants who are unable to evidence the stated requirement entry at Level 3, but who have experiential and/or work-based evidence are required to complete a set assessment prior to interview. This allows a more accurate assessment of readiness to study at Level 4 and the ability to signpost suitable Access to Higher Education (HE) programmes in cases where this readiness is not demonstrated.

2. Additional entry requirements

Students whose first language is not English are required to demonstrate fluency in both written and spoken English. A minimum IELTS score of 6.5 is required for those for whom English is not their first language.

All applicants will be expected to conform to the British Acupuncture Council (BAcC) Professional Codes requirements ([Professional codes - BAcC](#))

Any criminal convictions including spent and outstanding, must be declared. This will be considered independently of the academic selection process.

Any previous educational and related professional experience must be disclosed.

CICM is committed to a policy of inclusion, actively seeking to widen participation and to increase opportunities for high-calibre students with the aptitude and potential to undertake a degree in acupuncture. Students from diverse ethnic and social backgrounds, mature 'second career' applicants and students with a range of seen and unseen disabilities are all warmly welcomed. Every application is considered on its own merits.

3. Aims of the course

The aims of the course are to

- Align student learning with professional standards by enabling students to meet the knowledge, competencies, and professional attributes required of acupuncturists as defined in the British Acupuncture Council *Standards of Education and Training for Acupuncture* (2011; updated 2022), and to achieve the academic requirements for the award of BSc (Hons) Acupuncture, including core graduate skills.
- Ensure regulatory and academic compliance with the Office for Students, British Acupuncture Accreditation Board and align to the Quality Assurance Agency (QAA) Frameworks for Higher Education Qualifications for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ).
- Meet the standards of Health Science University's Quality Assurance Framework in course design, delivery, and assessment.
- Equip students with comprehensive theoretical knowledge and clinical competencies required for professional practice in acupuncture.
- Develop students' capacities for independent learning, research literacy, critical analysis and reflective practice, fostering a commitment to lifelong learning and continuing professional development.
- Support students' personal and professional training, including the development of transferable skills, including communication, time management and research skills, supporting both professional success and progression to postgraduate study and employment.

4. Course Learning Outcomes – what students will be expected to achieve

This course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

The methods used to enable outcomes to be achieved and demonstrated are as follows:

Subject Knowledge and Understanding Having successfully completed this course students will be able to demonstrate knowledge and understanding of: A1 Apply knowledge of the philosophy and practice of Chinese Medicine, including Five Element principles to clinical contexts. A2 Apply knowledge of anatomy, physiology and biomedicine to clinical contexts including recognition of Warning Features of serious disease and when to refer appropriately. A3 Evaluate the theoretical, ethical and cultural foundations of research and evidence-based practice and apply them in clinical contexts.	Teaching and Learning Methods Students learn theoretical knowledge through lectures, delivered in person and online, including interactive discussion and exercises. Recordings of theory lectures are made available on the VLE for review, alongside supporting materials. There are also interactive materials and quizzes on VLE. Practical skills are demonstrated and practiced in classes and workshops (in class discussions) and the soft skills of rapport, respectful and considerate patient handling, and sensitive palpation are introduced at Level 4 and then developed throughout the course before being applied in the clinical setting. There are opportunities to observe patient interviews with a qualified practitioner in class at all levels. Subsequent discussion and analysis of findings lead progressively to diagnosis and treatment planning. Students are also required to observe practitioners and reflect on their experiences to support their learning and development. Undertaking a Literature Review and subsequent dissertation (Research paper) at Level 6 allows the students to appreciate and contribute to the evidence base for acupuncture practice. Assessment Methods Formative assessment is used to consolidate learning and prepare students for summative assessments. Summative exams have a formative pre-cursor earlier in time to allow students to experience the format. Summative written assessments often build on work begun and discussed in class. Assessment formats vary to support inclusion of all students and include written assignments, written time-bound exams, practical assessments, oral presentations and continuous assessment evidenced by a portfolio. Students also undertake a piece of original research, supported by a Literature Review to guide their choice of topic and research question.
Cognitive Skills Having successfully completed this course students will be able to: B1 Critically apply and synthesise advanced clinical reasoning and problem-solving skills to inform assessment, diagnosis and treatment planning in complex cases.	Teaching and Learning Methods Students first learn the basic theoretical knowledge and then develop clinical reasoning through case-history based study. Cases of varying length and complexity allow them to consolidate learning by bringing the strands of learning together in a single example. Information, that may be given or may need to be collected by the student, is analysed in line with principles studied to make a diagnosis and plan a treatment strategy. Theoretical knowledge is delivered by lectures, in person and online, including interactive discussion

B2 Critically analyse and evaluate scientific and clinical literature to inform autonomous acupuncture practice.	and exercises and interactive materials and quizzes on VLE. Students observe patients being interviewed in a classroom setting and then contribute to a class discussion regarding diagnosis and treatment planning. They also undertake clinical observations which allows a more focused discussion with the individual practitioner. All stages of this process may involve further reading of scientific and clinical literature to further understand any of the following: treatment approaches that may have been evaluated or shown success with specified conditions; implications of a given Western medical diagnosis; other treatment the patient may also be receiving; additional resources that might be recommended to the patient to support lifestyle changes. Assessment Methods Some case histories are given and submitted as written work. Students are also asked to interview their own 'patients' and then to document and analyse the information gained, formulating diagnosis and treatment planning as they progress through the course. Reflection is encouraged and some reflections are documented and submitted for assessment. Students also undertake a piece of original research, supported by a Literature Review to guide their choice of topic and research question. Assessment is through written work, and through oral presentation.
Practical Skills Having successfully completed this course students will be able to: C1 Demonstrate critically informed use of essential diagnostic and technical skills, including accurate location of a specified range of acupuncture points, identification of all pulse and tongue pictures and advanced techniques for safe, needling, moxibustion, guasha, and cupping. C2 Deliver safe, sensitive, competent and effective acupuncture care in accordance with professional and ethical standards, adapting practice to complex patient presentations.	Teaching and Learning Methods Practical skills are demonstrated and practiced in classes and workshops (in class discussions), alongside the soft skills of rapport, respectful and considerate patient handling, and sensitive palpation. These are introduced at Level 4 and developed throughout the course before being applied in the clinical setting. Classes also provide the opportunity to discuss issues that may arise in a treatment space. Skills are developed across the levels of the course from basic to advanced techniques, with an emphasis on safety and appropriate application. Assessment Methods There is continuous formative assessment through feedback in class. Students are also encouraged to keep a portfolio of pulse and tongue examinations at Levels 4 and 5. Summative assessments of point location, needling,

	moxibustion, guasha, and cupping are undertaken to ensure safety and accuracy. These are preceded by formative classes. Once in the clinical phase of the course, students maintain a handbook of point location and all practical skills which must be signed off by their supervisor.
Transferable skills Having successfully completed this course students will be able to: D1 Communicate effectively, ethically and sensitively with patients and healthcare professionals, adapting communication to complex clinical contexts. D2 Critically apply business, organisational and practice-management skills to support and sustain autonomous professional practice.	Teaching and Learning Methods Communication with patients and healthcare professionals is practiced in the classroom, often in lessons where a 'patient' has been interviewed by a qualified practitioner. Discussion is also prompted by information in case histories, either those set for the students or examples that students bring. Clinical classes provide a forum to discuss issues arising with patients being treated by students under supervision. Rapport building skills are taught within the 5 Element strand of the course. The development of observational skills throughout the course also supports effective communication. Organisational skills are developed throughout the course and reflections and plans for setting up in independent professional practice are explored at Level 6. Assessment Methods A practical exam is held for the demonstration of rapport building and 5 Element skills. A Setting Up In Practice (SUIP) project is undertaken with safety, ethical and legal considerations studied prior to entering clinic. Once students receive their Pre-Qualifying Practice (PQP) status, they are required to produce a Personal Development Plan (PDP) to support their first year following graduation. This is assessed via an oral presentation with supporting portfolio.
Professional competencies Having successfully completed this course students will be able to E1 Practise autonomously and responsibly, demonstrating critical awareness of limits of competence, and make appropriately justified and timely referrals to other health professionals to ensure patient safety. E2 Critically evaluate and apply knowledge of the ethical, legal and regulatory requirements	Teaching and Learning Methods In class discussion of case histories from a Chinese medicine and a Western point of view support recognition of limits of competence. Recognition of Warning Features (Red Flags) of serious disease is central to ensuring appropriate referral to other healthcare professionals. This is underpinned with study of anatomy, physiology and disease processes. Treatment of patients under supervision in the student clinic provides opportunity to demonstrate practice in accordance with the BAcC Code of Safe Practice, and this contributes towards gaining PQP status.

governing acupuncture practice to ensure safe, accountable and professional patient care.	Assessment Methods As above, the SUIP project forms part of assessment of knowledge of safety, ethical and legal aspects of practice. Students are asked to reflect on their experiences of treating patients initially under supervision, and then as they progress towards independent practice. Knowledge of Warning Features of serious disease is assessed by a case-history based written exam.
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Intermediate Exit Award Outcomes

Certificate HE Chinese Medicine Theory

- A1 Outline the basic philosophy of Chinese Medicine, including identification of Five Element associations and basic practical techniques.
- A2 Describe the basic anatomy and physiology of the body, from a conventional medical perspective, and how this links to health and disease processes, including the concept of Warning Features of serious disease.
- B1 Apply basic clinical reasoning and problem-solving skills to assessment, diagnosis and treatment planning.
- B2 Identify basic scientific and clinical literature that informs acupuncture practice.
- C1 Apply diagnostic and technical skills, including accurate location of a specified range of acupuncture points, identification of basic pulse and tongue pictures, and basic techniques for safe needling, moxibustion, guasha, and cupping.
- C2 Demonstrate safe and appropriate care under supervision in accordance with professional standards.
- D1 Demonstrate clear, respectful and appropriate communication with patients and peers.
- D2 Demonstrate organisational skills to support professional practice.

Diploma HE Chinese Medicine Theory

- A1 Apply knowledge of the philosophy and practice of Chinese Medicine, including Five Element principles to clinical contexts.
- A2 Apply knowledge of anatomy, physiology and biomedicine to clinical contexts including recognition of Warning Features of serious disease and when to refer appropriately.
- A3 Evaluate the theoretical, ethical and cultural foundations of research and evidence-based practice and apply them in clinical contexts.
- B1 Apply clinical reasoning and problem-solving skills to inform assessment, diagnosis and treatment planning.
- B2 Analyse and evaluate scientific and clinical literature to inform acupuncture practice.
- C1 Apply and adapt diagnostic and technical skills, including accurate location of a specified range of acupuncture points, identification of all pulse and tongue pictures and advanced techniques for safe, needling, moxibustion, guasha, and cupping.
- C2 Deliver safe and appropriate care under supervision in accordance with professional standards.
- D1 Communicate clearly, respectfully and appropriately with patients and peers in a range of contexts.
- D2 Apply and adapt organisational skills to support professional practice.

BSc Chinese Medicine Theory

- A1 Critically evaluate and synthesise the philosophy and practice of Chinese Medicine, including Five Element principles, to inform clinical decision making.
- A2 Critically apply and integrate knowledge of anatomy, physiology and biomedicine to inform clinical practice, including recognition of Warning Features of serious disease and when to refer appropriately.

- A3 Critically evaluate and synthesise the principles of the theoretical, ethical and cultural foundations of research and evidence-based practice.
- B1 Critically apply and synthesise advanced clinical reasoning and problem-solving skills to inform assessment, diagnosis and treatment planning in complex cases.
- B2 Critically analyse and evaluate scientific and clinical literature to inform autonomous acupuncture practice.
- C1 Demonstrate critically informed use of essential diagnostic and technical skills, including accurate location of a specified range of acupuncture points, identification of all pulse and tongue pictures and advanced techniques for safe, needling, moxibustion, guasha, and cupping.
- C2 Deliver safe, sensitive, competent and effective acupuncture care in accordance with professional and ethical standards, adapting practice to complex patient presentations.
- D1 Communicate effectively, ethically and sensitively with patients and healthcare professionals, adapting communication to complex clinical contexts.
- D2 Critically apply business, organisational and practice-management skills to support and sustain autonomous professional practice.
- E2 Critically evaluates knowledge of the ethical, legal and regulatory requirements governing acupuncture practice.

Course Structure

5. Outline of course content

The course provides a comprehensive grounding in classical and contemporary Chinese Medicine theory and the clinical practice of acupuncture. It offers extensive opportunities to develop practical competence and the professional and business skills required for independent practice. Graduates are eligible for membership of the British Acupuncture Council and acquire key transferable skills, including communication, time management and research skills, supporting both professional success and progression to postgraduate study.

Academic study is directly integrated with clinical application, particularly in diagnostic reasoning and treatment methods. Uniquely within the UK, the curriculum combines the two principal strands of Chinese Medicine, Five Element Acupuncture and Traditional Chinese Medicine (TCM), in both theory and supervised practice at undergraduate level.

The course is structured around six vertically integrated themes: Chinese Medicine; Research and Reflective Practice; Conventional Medical Sciences; Point Location; Professional Practice; and Skills and Techniques. These themes are delivered through coordinated modules that introduce core theoretical foundations at Level 4, expand and deepen knowledge and skills at Level 5, and apply learning in supervised clinical practice with patients at Level 6.

Students are kept informed of contemporary developments in acupuncture through research-led teaching and specialist seminars. In the final year, each student undertakes an independent research project in a chosen area of Chinese Medicine or acupuncture. All units within the course are core.

6. Placements, work-based learning or other special features of the course

Clinical observations

Students are required to undertake clinical observations at each level of learning. These may be carried out within the student clinic, but students are also encouraged to approach external qualified practitioners. The College maintains a register of practitioners who accept observers. Practitioners are required to carry out a safety and quality audit prior to being registered with the college. They are asked to provide feedback following student observations.

Completion of a minimum of 20 hours observed clinical practice is required at each level for successful

6. Placements, work-based learning or other special features of the course

completion of the award.

Student Clinic

Students are required to treat their own patients in the College student clinic at level 6 of their study. Patients are usually members of the general public, but students can refer their own patients. They are supported by two clinical supervisors who work together. This provides continuity but also access to variation. Feedback from students supports the value of individual supervision.

7. Course structure, levels, units, credit and award

The level of study, units and credits required for the course and for final and intermediate exit awards are set out in the **course diagram** provided at [Appendix 1](#).

The **learning outcomes mapping document** at [Appendix 2](#) shows the relationship between the Learning Outcomes for units and the overarching Learning Outcomes of the course.

The **Course summary document** at [Appendix 3](#) shows the structure of each unit in terms of summative assessment and gives an indication of learning hours/student workload for each unit.

8. Learning hours/student workload

University courses are made up of units of study, which are given a credit value indicating the notional amount of learning undertaken. One credit equates to ten student study hours, including student contact time, tutor guided learning time, and independent study (including assessment). Ten University credits are equivalent to five European Credit Transfer System (ECTS) credits.

Student contact time is a broad term, referring to the amount of time students can expect to engage with staff in relation to teaching and learning. It includes scheduled teaching sessions (sessions on a student and/or staff timetable), specific academic guidance (i.e. not broader pastoral support/guidance) and feedback. Contact time can take a wide variety of forms depending on the subject and the mode of study. It can include engagement both face-to-face (in person) through on-campus seminars, labs, studios and workshops - and online, for example through Teams seminars, online discussion forums, webinars, e-mail or live chat. Online contact time can be synchronous or asynchronous. Online contact time is always characterised by personalised tutor presence and input within a specified timeframe.

Opportunities for one-to-one interaction with members of staff, during which students can receive individual help or personalised feedback on their progress, may not always present themselves as formal scheduled sessions. 'Office hours', for example, are a frequent feature where members of staff are available for one-to-one sessions at set times. Interactions via email are another example of contact time.

Independent study incorporates student-led activities (without the guidance of a member of teaching staff), such as preparation for scheduled sessions, reflecting on feedback received and planning for future tasks, follow-up work, wider reading (including reading beyond set topics), or practice, revision, and completion of assessment tasks,

Independent study helps students learn to manage their own learning as preparation for the expectations of a professional life that emphasises continuing professional development and life-long learning.

Tutor-guided learning covers specific learning activities that students are asked to undertake by a tutor, such as directed reading, review of learning materials on the Virtual Learning Environment (VLE) in advance of scheduled 'flipped classroom' sessions.

In a typical week, students on this course will normally have around 15 hours of contact time, that may include lectures, seminars, labs, practicals, workshops. Contact time may be face-to-face or on-line activities that are tutor-led or mediated. Students will have around 5-6 hours of tutor guided time, that may include directed reading, review of lecture presentation on the VLE in advance of scheduled 'flipped classroom' sessions.

8. Learning hours/student workload

In addition to contact time and guided non-contact hours, students are expected to undertake around 18-20 hours of independent study per week. This includes time for revisions/preparation for assessments, as well as activities such as private reading and researching. Students are expected to arrange their own 20 hours of clinical observations per year either within the college clinic or with external practitioners, in any ratio.

More detail about student workload is provided in unit specifications.

9. Staff delivering the course

Teaching is conducted in small groups by expert and enthusiastic staff, providing an interactive, supportive and informal environment in which to learn. Most of the teachers hold a degree level qualification in acupuncture, at least 5 years clinical experience and belong to a professional body, commonly the British Acupuncture Council (BAcC), which is accredited by the Professional Standards Authority (PSA). Many teachers hold specialist HE teaching qualifications and some have Fellowship of Advance HE.

10. Progression and assessment regulations

The regulations for this course are the University's standard Assessment Regulations which are published here:

<https://www.hsu.ac.uk/about/policies-and-procedures/academic-regulations-policies-and-procedures/>

11. Employment progression routes

Qualified acupuncturists in the UK typically work as independent practitioners within private clinics, multidisciplinary health centres, or community wellbeing settings. Opportunities also exist in specialist areas such as fertility, musculoskeletal health, women's health, oncology support, and mental health in private and NHS clinics. Some practitioners work in charitable or community projects or contribute to corporate wellbeing services. Graduates may progress into teaching, clinical supervision, or research roles in higher education. Most acupuncturists are self-employed, and professional registration, such as with the British Acupuncture Council, enhances career prospects.

12. Additional costs and special or unusual conditions which apply to this course

Additional costs are mandatory or optional costs which students will need to meet to fully participate in and complete their course. Students will need to budget for these costs separately as they are not included in the overall Course Fee they are charged.

'Special or unusual conditions' are aspects of the course which students may not be expecting, and which may therefore have an impact on whether they wish to undertake the course.

Information about additional costs and special or unusual conditions applying to students on this course can be found in the **Important information to take into account when choosing your course** published here: (link to Important Information and Additional Costs document will be added, document supplied separately).

13. Methods for evaluating the quality of learning and teaching

Students have the opportunity to engage in the quality assurance and enhancement of their courses in several ways, which may include:

- Completing student surveys annually to give feedback on individual units and on the course as a whole.
- Completing the National Student Survey in the final year of the course.
- Taking part in focus groups as arranged.

- Serving as a student representative on Course Consideration panels for course approval/review.
- Taking part in Course Consideration or professional body meetings by joining a group of students to meet with the panel.
- Taking part in meetings with the external examiner(s) for the course (such meetings may take place virtually).

The ways in which the quality of the University's courses are monitored and assured, both inside and outside the institution, are:

- Annual monitoring of units and courses.
- Periodic Course review, at least every six years.
- External examiners produce an annual report.
- Oversight by Academic Standards and Quality Committee (which includes student representation), reporting to Academic Board.
- Professional body accreditation and annual reports to these bodies.

14. Inclusivity statement

The University is committed to being an institution where students and staff from all backgrounds can flourish. We recognise the importance of equality of opportunity and promoting diversity, in accordance with [HSU Equality, Diversity, Inclusion and Belonging Policy](#). We are committed to a working and learning environment that is free from physical, verbal and non-verbal harassment and bullying of individuals on any grounds, and where everyone is treated with dignity and respect, within a positive and satisfying learning and working environment.

The University seeks to ensure that all students admitted to our courses can fulfil their educational potential. The interests of students with protected characteristics will be taken into consideration and reasonable adjustments will be made if these do not compromise academic or professional standards as expressed through the learning outcomes.

15. External reference points

The academic level of the course reflects the FHEQ descriptor of a Level 6 achievement in the following ways:

- Graduates have developed an understanding of Chinese Medicine theory and its application as a therapeutic intervention. Collecting a case history and using the information to formulate a diagnosis and treatment strategy shows analytical and problem-solving skills that are transferable to alternative situations. Delivering treatment involves gathering and evaluating evidence for effectiveness of treatment, alongside the ability to reach decisions and communicate them effectively to the patient.
- Graduates demonstrate personal responsibility by working in accordance with the British Acupuncture Council's (BAcC) Codes of Safe Practice and Professional Conduct. These provide a framework within which the therapeutic patient/practitioner relationship, one that often results in complex and/or unpredictable circumstances, is managed.
- The course is a bachelor's degree with Honours completed over 3 years of full-time study.

This is further reflected in the SEEC descriptor at Level 6 as the application of acupuncture as a therapeutic intervention as practiced by graduates of this course necessarily involves:

- A deep understanding of theoretical knowledge and the ability to analyse this with respect to an individual patient thereby forming a diagnosis, formulating a treatment plan and delivering this through a set of practical skills

15. External reference points

- The ability to work autonomously in accordance with the British Acupuncture Council (BAcC) Codes of Safe Practice and Professional Conduct while taking responsibility for diagnoses and treatment delivered.
- The ability to analyse and reflect on any aspect of patient management, treatment delivered, and clinic and business management to critically evaluate effectiveness and take responsibility for developments identified.
- The ability to engage with the wider profession, and related health-care professions, to enhance their own learning and development and that of others.

The course is mapped to the Standards for Education and Training in Acupuncture (SETAP 2022) published by the British Acupuncture Accreditation Board (BAAB).

16. Internal reference points and policy frameworks

University Strategic Plan
University Course Design Framework
University Assessment Feedback Policy
The course conforms fully with the University's academic policies and procedures applicable to Taught Courses.

Record of Modifications

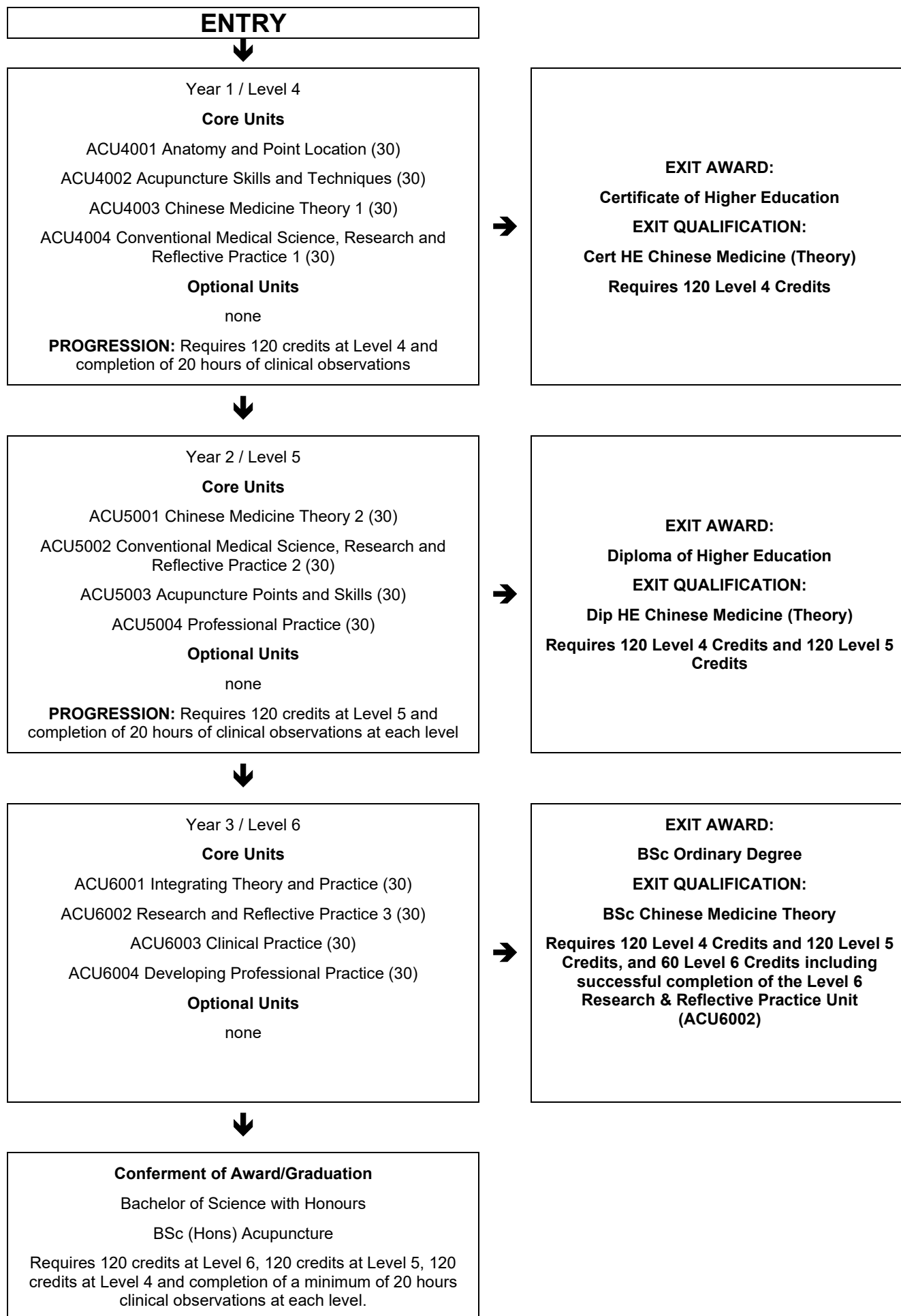
Course level

Description of Modification	Date approved	Intake to which modification applies

Unit level

Unit code and title	Nature of modification	Date of approval/ approving body	Intake to which modification applies

Appendix 1: Course Diagram BSc (Hons) Acupuncture



Appendix 2: Learning outcomes mapping document template

This table shows where a learning outcome referenced in the course specification may be taught (T), developed (D) and/or assessed (A) within a unit. The numbers A1 A2 B1 B2 etc refer back to the learning outcomes listed under Subject Knowledge and Understanding, Cognitive Skills, Practical Skills, Transferable Skills and Professional Competencies in this course specification template (Course [Intended Learning Outcomes](#)).

		Course Outcomes										
Unit Code	Level	A1	A2	A3	B1	B2	C1	C2	D1	D2	E1	E2
ACU4001	4		T A				T A	D	T		D	
ACU4002	4	T A			T		T A	D	T D		D	
ACU4004	4		T D A	D		T D			D		D	
ACU4003	4	T A		T D	T D A	T D			D		D	
ACU5002	5		T D A	T D A		T D A			D		D	
ACU5001	5	T D A		T D	T D A	D			D		D	
ACU5004	5	T D A			T D A	D A			D A		D	
ACU5003	5	D A					D A	D	T D		D	
ACU6001	6	D A			D A	D	D A	D A	D	D	D A	D A
ACU6003	6	A	A	D	A	D	D	D A	T D	D	D A	D
ACU6002	6	D		D A		D A				D		
ACU6004	6	D A	D		D A	D	D	D A	D A	D A	D A	D A

Appendix 3: Course Summary

Course title: BSc (Hons) Acupuncture Level 4

Unit details						Assessment Component Weightings (%) (Formal elements only)					Prof. body requirement applies*	Indicative learning hours			
Code	Title	Version	Credits	Core/Option	Pre/ co requisites	Exam 1	Cwk 1	Cwk 2	Prac 1	Prac 2		Student contact time	Independent study	Tutor-guided learning time	Placement
ACU4001	Anatomy and Point Location	3.0	30	C	None	100			P/F	P/F	Y	114	156	30	0
ACU4002	Acupuncture Skills and Techniques	3.0	30	C	None	100			P/F	P/F	Y	129	131	40	0
ACU4003	Chinese Medicine Theory 1	3.0	30	C	None	75	25				Y	138	122	40	0
ACU4004	Conventional Medical Science, Research and Reflective Practice 1	3.0	30	C	None		50	50				64	85	131	20
PROGRESSION: Requires 120 credits at Level 4 and completion of 20 hours of clinical observations EXIT QUALIFICATION: Certificate of Higher Education: Chinese Medicine (Theory) Awarded if a student achieves 120 Level 4 Credits															

* If this box is marked 'yes,' then a requirement is set by the relevant professional body which must be applied in the assessment of the component and/ or unit. See relevant Unit Specification for further information.

**Course title: BSc (Hons) Acupuncture
Level 5**

Unit details						Assessment Component Weightings (%)							Prof. body requirement applies*	Indicative learning hours				
Code	Title	Version	Credits	Core/Option	Pre/ co requisites	(Formal elements only)								Student contact time	Independent study	Tutor-guided learning time	Placement	
ACU5001	Chinese Medicine Theory 2	3.0	30	C	None	65	35							Y	124	136	40	0
ACU5002	Conventional Medical Science, Research and Reflective Practice 2	3.0	30	C	None		25	25	50						75	50	155	20
ACU5003	Acupuncture Points and Skills	3.0	30	C	None		50			50	P/F	P/F	Y	185	85	30	0	
ACU5004	Professional Practice	3.0	30	C	None		25	25	50					78	197	25	0	
PROGRESSION: Requires 120 credits at Level 5 and completion of 20 hours of clinical observations																		
EXIT QUALIFICATION:																		
Diploma of Higher Education: Chinese Medicine (Theory) Awarded if a student achieves 120 Level 4 Credits and 120 Level 5 Credits																		

**Course title: BSc (Hons) Acupuncture
Level 6**

Unit details						Assessment Component Weightings (%) (Formal elements only)					Prof. body requirement applies*	Indicative learning hours			
Code	Title	Version	Credits	Core/ Option	Pre/ co requisites	Exam 1	Cwk 1	Cwk 2	Prac 1	Prac 2		Student contact time	Independent study	Tutor-guided learning time	Placement
ACU6001	Integrating Theory and Practice	3.0	30	C	None		60	10	30			154	136	10	0
ACU6002	Research and Reflective Practice	3.0	30	C	None		20	80				17	263	20	0
ACU6003	Clinical Practice	3.0	30	C	None	35	65				Y	77	78	10	135
ACU6004	Developing Professional Practice	3.0	30	C	None		65		35			35	185	30	50
Exit qualification: BSc Chinese Medicine Theory: Awarded if a student achieves 120 Level 4 Credits, 120 Level 5 Credits and 60 Level 6 Credits including successful completion of the Year 3 Research & Reflective Practice Unit (ACU6002) Final Award: BSc (Hons) Acupuncture: Awarded if a student achieves 120 Level 4 Credits, 120 Level 5 Credits and 120 Level 6 Credits and 60 hours of clinical observations (20 hours at each level).															