

Annual Monitoring Audit Form 2021-22



Ensuring Excellence In Acupuncture Education

Name of Course Provider:

For submission to the Accreditation Committee of the British Acupuncture Accreditation Board

A separate form must be completed for each BAAB accredited programme.

There are seven sections of this form which need to be completed:

- Section 1: [About the teaching institution](#)
- Section 2: [Course Leader's Evaluative Summary of the programme in past academic year](#)
- Section 3: [Response to External Examiners reports](#)
- Section 4: [Course statistics and evaluation of course statistics](#)
- Section 5: [Action Plan](#)
- Section 6: [Mapping document](#)
- Section 7: [Declaration](#)

Check list of documents for submission	Please indicate if included
1. External examiners' reports for last year	
2. Any internal quality document (Annual Monitoring Report) completed and approved in past twelve months, if applicable.	
3. Any external quality monitoring document completed in past twelve months, if applicable, eg QAA report.	
4. Documentation relating to any significant changes made to the programme which impact upon the SETAPs mapped in section 7.	
5. Institutional Clinic Self-Audit (ICSA)	
6. Audited or certified accounts (or the expected submission date)	

Section 1: About the Teaching Institution

Name of awarding/validating body (if different from the teaching institution)	
Programme title	
Mode of delivery	<input type="checkbox"/> Full time <input type="checkbox"/> Part-time <input type="checkbox"/> Other (please provide details)
Contact details for person responsible for submitting the form to BAAB	
Name	
Job title	
Telephone number	
Email address	
Contact details for Chair of Governors	
Name	
Email/Telephone	

Section 2: Course Leader’s Evaluative Summary of the programme in the past academic year. *(The box will grow to accommodate your comments.)*

2.1 Please address issues raised from AC’s response to last year’s Annual Monitoring Audit Form (AMAF)

2.2 Please evaluate the delivery of your course throughout the year including any issues and developments that have arisen and how you have responded to them.

2.3 Issues arising from aspects of the Accreditation Committee’s work in 2021/22

This section addresses issues that have been brought to the attention of the AC, and which may need development overall.

- How do you ensure that the student voice is included on your Governing Board? How do you recruit or select student reps? What is the intention behind having student reps on the GB and how effective is it?
- Tell us how you ensure you have anonymity on all your documentation.

- Please provide details of any teaching qualifications of your staff in the table below.

Total number of teaching staff	
Specific qualifications	
Associate Fellow of Higher Education Academy (AFHEA)	
Fellow of Higher Education Academy (FHEA)	
Senior/Principal Fellow of Higher Education Academy (S/PFHEA)	
Level 5 Diploma in Education and Training	
Level 5 Certificate in Education	
Level 6 Degree level qualification in Education	
Level 7 Postgraduate Certificate in Education (PGCE, PGCAP) or equivalent	
Other	
None	

Section 3: Response to External Examiner reports. *(The box will grow to accommodate your comments.)*

Please list all external examiners contracted to the course(s)/modules.

	Name	Course/Module	Start date	Expected end date
1				
2				
3				

Section 4: Course statistics and evaluation of course statistics

If you are unsure how to complete these tables, please consult your Accreditation Officer.

If these statistics are already presented within your Annual Monitoring Report, and you do not wish to repeat the information, please detail where in your AMR document they may be found.

4.1 Student recruitment and admissions

Data for current year recruitment, and two previous years: numbers enrolled.

Programme Title e.g., Lic.Ac, BSc, MSc (FT/PT)	Year	Numbers Recruited/Enrolled
	<i>2022-23 (if known)</i>	
	<i>2021-22 (first intake)</i>	
	<i>2021-22 (second intake)</i>	
	<i>2020-21(first intake)</i>	
	<i>2020-21 (second intake)</i>	
	<i>2019-20(first intake)</i>	
	<i>2019-20 (second intake)</i>	

4.2 Student achievement: progression and completion

It is acknowledged that student progression is likely to have been delayed in 2021/22, please record the current situation.

If relevant, please complete extra rows to show data from different groups of students e.g., full time / part time programme routes.

Programme Title e.g. Lic.Ac, BSc, MSc (FT/PT)		Year 1			Year 2			Year 3		
		No. students enrolled	No. students eligible to progress to Year 2	% progression Year 1 to year 2	No. students enrolled	No. students eligible to progress to Year 3	% progression Year 2 to year 3	No. students enrolled	No. students completed	% of Year 3 students Completed
	2022/23 (1 st intake)									
	2022/23 (2 nd intake)									
	2021/22 (1 st intake)									
	2021/22 (2 nd intake)									
	2020/21 (1 st intake)									
	2020/21 (2 nd intake)									
	2019/20 (1 st intake)									
	2019/20 (2 nd intake)									
	2018/19 (1 st intake)									
	2018/19 (2 nd intake)									

Any Additional Notes

4.3 Final Awards of the last graduating cohort(s)

Title of Award e.g., Lic.Ac, BSc, MSc, Dip HE (FT/PT)	Year of Award	No of 1 st class	No of 2.1 class	No of 2.2 class	No of 3 rd class	No of other awards

4.4 Evaluation of course statistics: *(The box will grow to accommodate the length of your comment.)*

Please summarise action taken or planned, in response to programme admission/progression/completion/attrition rates, degree classifications and module pass rates which are giving cause for concern, (plus explanations for any anomalies due to student extenuating circumstances etc).

Section 5: Action Plans

Please provide:

Action Plan for last year with outcomes

Action Plan for current year with person responsible and target date

If your Action Plans are already presented within your Annual Monitoring Report, and you do not wish to repeat the information, please detail where in your AMR document the Action Points may be found in the box below:

Action Plan for last year

Area	Action planned	Outcome	Related SETAP

Action Plan for current year

Area	Action planned	Person responsible	Target Date	Related SETAP

Section 6: Mapping document

For each SETAP, please identify any changes and enhancements, and where this has occurred please provide documentation or evidence to support the minor changes made. These might include improved evaluation systems, staff development or better safe practice procedures.

(If there are substantive changes, then a Major Change form should be submitted. Major Changes might include a change of course leader, a change in the location/delivery of the course, or in the name of the programme. Please speak to your Accreditation Officer if this is the case.)

If there are no changes, (which will be the case in most columns, please write 'No change' as detailed below).

For example:

Standards of education and training	How did you meet the SETAP? How do you now meet the SETAP? In which document / page of the document provided can this information be found?
4.8 When there is inter-professional learning the profession-specific values, skills and knowledge of each professional group must be adequately addressed.	<ul style="list-style-type: none">• Previously there were no inter-professional learning assignments on the programme.• We have now introduced inter-professional activities in the form of non-credit-based PBL exercises.• Information on these activities can be found in appendix five, page 1 of the student handbook.• If no change, indicate 'No Change'

1 Level of qualification required by the Board for accreditation of acupuncture programmes	How did you meet the SETAP? How do you now meet the SETAP? In which document / page of the document provided can this information be found?
1.1 The Board requires that the threshold entry route for accreditation is: <ul style="list-style-type: none"> Honours degree level, professional licentiate at honours degree level, or higher academic award. 	
2 Programme admissions	How did you meet the SETAP? How do you now meet the SETAP? In which document / page of the document provided can this information be found?
2.1 The admissions procedures must give both the applicant and the teaching institution the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.	
2.2.1 The admissions procedures must apply selection and entry criteria, including evidence of a good command of reading, writing and spoken English.	
2.2.2 The admissions procedures must apply selection and entry criteria, including criminal convictions checks.	
2.2.3 The admissions procedures must apply selection and entry criteria, including compliance with any health requirements.	
2.2.4 The admissions procedures must apply selection and entry criteria, including appropriate academic and / or professional entry standards.	
2.2.5 The admissions procedures must apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms.	
2.3 The admissions procedures must ensure that the education provider has equality and diversity policies in relation to applicants and students, together with an indication of how these will be implemented and monitored.	
3 Programme management and resources	How did you meet the SETAP? How do you now meet the SETAP? In which document / page of the document provided can this information be found?
3.1 The programme must have a secure place in the teaching institution's mission and overall business plan.	
3.2 The programme must be effectively managed.	
3.3 The programme must have regular monitoring and evaluation systems in place relating to the institution's mission and philosophy.	

<p>3.4 There must be a named person with overall responsibility for the programme who should be appropriately qualified and experienced and, unless other arrangements have been agreed with the Board, also a member of the BAAC.</p>	
<p>3.5 There must be an adequate number of appropriately qualified and experienced staff to deliver an effective programme.</p>	
<p>3.6 Subject areas must be taught by staff with relevant specialist expertise and knowledge.</p>	
<p>3.7 A staffing strategy needs to be in place outlining the recruitment, appointment, induction, promotion, retention and development of appropriately qualified staff.</p>	
<p>3.8 The resources and facilities used to support student learning in all settings must be effectively used and must effectively support the required learning and teaching activities of the programme.</p>	
<p>3.9 Learning resources and facilities (including stocks of periodicals and subject books) and ICT access facilities (including internet access) must be appropriate to the curriculum and must be readily available to students and staff.</p>	
<p>3.10.1 There must be adequate and accessible facilities to ensure the welfare and wellbeing of students in all settings.</p>	
<p>3.10.2 There must be a system of academic and pastoral student support in place.</p>	
<p>3.10.3 There must be a student complaints process in place.</p>	
<p>3.10.4 There must be a policy that sets out the relationship and the boundaries between students and their teachers and clinical supervisors.</p>	
<p>3.11 Where students participate as patients or 'models' for clinical activities in clinical skills teaching (e.g. point location, needling and practitioner development) appropriate protocols must be used to obtain their consent.</p>	
<p>3.12 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.</p>	
<p>3.13 There must be a process in place throughout the programme for dealing with concerns about students' profession-related conduct.</p>	
<p>4 Curriculum standards</p>	<p>How did you meet the SETAP? How do you now meet the SETAP? In which document / page of the document provided can this information be found?</p>
<p>4.1 The learning outcomes must ensure that those who successfully complete the programme meet the expectations of the BAAC.</p>	

4.2 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any curriculum guidance from the profession.	
4.3 Integration of theory and practice must be central to the curriculum.	
4.4 The curriculum must remain relevant to current practice.	
4.5 The curriculum must ensure that students understand the BAcC's standards of conduct, performance and ethics and their impact on practice.	
4.6 Programme provision must support and develop autonomous and reflective practitioners.	
4.7 The range of learning and teaching approaches used must encourage scholarly approaches to practice and encourage evidence-based practice.	
4.8 When there is inter-professional learning the profession-specific values, skills and knowledge of each professional group must be adequately addressed.	
5 Clinical practice standards	How did you meet the SETAP? How do you now meet the SETAP? In which document / page of the document provided can this information be found?
5.1 Clinical practice must be central to and integral with the entire programme.	
5.2 The distribution of clinical learning hours throughout the programme must be consistent with the learning outcomes at the relevant stage of learning.	
5.3 The clinical practice settings must provide a safe and supportive environment.	
5.4 An effective system must be in place to approve and monitor all environments in which students undertake clinical practice both on and off campus.	
5.5 Supervisors and visiting practitioners in external clinics acting as clinical supervisors must work within the institution's equality and diversity policies.	
5.6 There must be an adequate number of appropriately qualified and experienced staff in clinical learning settings.	
5.7.1 Clinical supervisors must have relevant knowledge, skills and experience.	
5.7.2 Clinical supervisors must undertake preparation for clinical supervision.	
5.7.3 Clinical supervisors must be members of the BAcC or have an equivalent level of education, be members of a professional body with an active code of ethics/professional conduct and have full medical malpractice and public/products liability insurance.	
5.8 There must be formal and informal ongoing collaboration and communication between clinical supervisors and those teachers and managers who are responsible for all aspects of the curriculum.	

<p>5.9 Students as well as clinical supervisors and their managers must be fully prepared for clinical learning which will include information about and understanding of:</p> <ul style="list-style-type: none"> • the learning outcomes to be achieved; • the timings and the duration of clinical experience and associated records to be maintained; • expectations of professional conduct; • the assessment procedures including the implications of any actions to be taken in the case of failure • Communication and lines of responsibility. 	
<p>5.10 Learning, teaching and supervision must encourage safe and effective practice, independent learning and professional conduct at all stages of the programme and in all contexts.</p>	
<p>5.11 A range of learning and teaching methods that respect the rights and needs of patients, students and colleagues must be in place throughout clinical learning environments.</p>	
<p>6 Assessment standards</p>	<p>How did you meet the SETAP? How do you now meet the SETAP? In which document / page of the document provided can this information be found?</p>
<p>6.1 The assessment strategy and design must ensure that students achieve the expectations of the BAoC Standards of Education and Training (2011).</p>	
<p>6.2 All assessments must provide a rigorous process by which compliance with external frameworks can be measured.</p>	
<p>6.3 Professional aspects of practice must be integral to the assessment procedures in both theory and practice.</p>	
<p>6.4 Assessment methods must be employed that measure the learning outcomes and skills required to practice safely and efficiently.</p>	
<p>6.5 The measurement of student performance must be objective and ensure fitness to practise.</p>	
<p>6.6 There must be effective monitoring and evaluation mechanisms in place to ensure appropriate standards in assessment.</p>	
<p>6.7.1 Assessment regulations must clearly specify requirements for student progression and achievement within the programme.</p>	
<p>6.7.2 Assessment regulations must clearly specify requirements for Programme awards.</p>	
<p>6.7.3 Assessment regulations must clearly specify requirements for an aegrotat award.</p>	

6.7.4 Assessment regulations must clearly specify requirements for a procedure for the right of appeal for students.	
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6.7.5 Assessment regulations must clearly specify requirements for the appointment of two external examiners, one of whom must be a member of the BAAC.	
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Section 7: Declaration

To be completed by Head of School, Dean of Faculty or Programme Leader

I confirm that:

The programme continues to meet the British Acupuncture Accreditation Board Standards of Education and Training for Acupuncture Programmes (SETAP)

The programme continues to meet the British Acupuncture Council Standards of Education and Training for Acupuncture (SETA)

Those who successfully complete the programme demonstrate an ability to meet the British Acupuncture Council Standards of Practice for Acupuncture (SPA)

That there have been no unapproved changes to the programme either since initial accreditation was granted or ongoing accreditation was confirmed (whichever was more recent).

The information given on this annual monitoring form is correct and failure to disclose relevant information could result in the programme no longer being approved as leading to eligibility to register with the British Acupuncture Council.

I confirm that any significant changes to the programme will be reported to the Accreditation Committee of the BAAB via the major change process and failure to disclose relevant information could result in the programme no longer being approved as leading to eligibility to register with the British Acupuncture Council.

Name:

Date: