

# Annual Monitoring Form 2023-2024

**Name of Course Provider:** [Click or tap here to enter text.](#)

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*For submission to the Accreditation Committee of the British Acupuncture Accreditation Board. A separate form must be completed for each BAAB accredit programme.*

## Sections to be Completed

1. **About the Teaching Institution**
2. **Course Leader's Evaluative Summary**
  - Evaluative summary of the programme for the past academic year
3. **Response to External Examiners' Reports**
4. **Course Statistics**
  - Evaluation of course statistics
5. **Action Plan**
6. **Mapping Document**
7. **Declaration**

## Checklist of Documents for Submission

*Please tick to confirm inclusion:*

- External examiners' report for last year
- Any internal quality document (Annual Monitoring Report) completed and approved in the past twelve months, if applicable
- Any external quality monitoring documents completed in the past twelve months, if applicable (e.g., QAA report and/or degree validation document)
- Documentation relating to any significant changes made to the programme which impact the SETAPs mapped in Section 7

Institutional Clinic Self-Audit (ICSA)

Evidence of ongoing college and programme viability (SETAP 3.1), please include the following:

- Audited or certified accounts (or the expected submission date)
- Current business plan
- Risk register

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Please ensure all relevant documents are included to facilitate a smooth review process.  
Thank you!

## Section 1: About the Teaching Institution

Name of awarding/validating body (if different from the teaching institution)	Click or tap here to enter text.
Programme Title	Click or tap here to enter text.
Mode of delivery	Choose an item.
<b>Contact details for person responsible for submitting this form to BAAB</b>	
Name	Click or tap here to enter text.
Job Title	Click or tap here to enter text.
Telephone number	Click or tap here to enter text.
Email address	Click or tap here to enter text.
<b>Contact details for Chair of Governors</b>	
Name	Click or tap here to enter text.
Telephone number	Click or tap here to enter text.
Email address	Click or tap here to enter text.

## Section 2: Course Leader's Evaluation Summary of the programme in the past academic year

- 2.1 If there were any issues raised from AC's response to last year's Annual Monitoring Audit Form (AMAF) please address them here:

Click or tap here to enter text.

- 2.2 Please add any comment on information the AC has asked for the previous year. *(A copy of last year's response letter is attached).*

Click or tap here to enter text.

- 2.3 Please evaluate the delivery of your course throughout the year.

*Include any issues, areas for development and areas that you are particularly proud of (good practice). For any issues that have arisen, please outline how you have responded to them and what the outcome of your intervention(s) was?*

**Issues:**

Click or tap here to enter text.

**Areas for development:**

Click or tap here to enter text.

**Good practice:**

Click or tap here to enter text.

### 2.3 Quality Enhancement

This section focuses on topics to support the ongoing development of all accredited courses. This year's theme is the impact of artificial intelligence (AI) within education.

- 2.3.1 How are you as a team engaging with AI within your courses.

*For example:*

- *How do you make use of it in your teaching*
- *How is it impacting on assessment – either positively or not*
- *Please provide information about how you support students to engage with it as a learning tool responsibly and professionally*
- *Please provide details of any specific training undertaken with staff and/or students in order to better engage with it*
- *Anything else you want to tell us about its impact.*

Click or tap here to enter text.

- 2.3.2 Please outline how you ensure that your teaching, learning, and assessment is inclusive.

Click or tap here to enter text.

2.3.3 Cultural competence: How do you ensure that your students graduate with the ability to be sensitive to the cultural, religious, and ethical differences of their patients and the requirements of the Equality Act (2010), able to interact with and inform patients using language that is both accessible and non-judgemental?

Click or tap here to enter text.

## Section 3: Response to External Examiner Reports

Response:

Click or tap here to enter text.

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

1.			
<b>Name</b>	Click or tap here to enter text.		
<b>Course/ Module</b>	Click or tap here to enter text.		
<b>Start date</b>	Click or tap to enter a date.	<b>End Date</b>	Click or tap to enter a date.
2.			
<b>Name</b>	Click or tap here to enter text.		
<b>Course/ Module</b>	Click or tap here to enter text.		
<b>Start date</b>	Click or tap to enter a date.	<b>End Date</b>	Click or tap to enter a date.
3.			
<b>Name</b>	Click or tap here to enter text.		
<b>Course/ Module</b>	Click or tap here to enter text.		
<b>Start date</b>	Click or tap to enter a date.	<b>End Date</b>	Click or tap to enter a date.

## Section 4: Course statistics and evaluation of course statistics

*If you are unsure how to complete these tables, please speak to 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 can be found.*

Click or tap here to enter text.

### 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
Click or tap here to enter text.	2024-25 (if known)	Click or tap here to enter text.
Click or tap here to enter text.	2023-24 (first intake)	Click or tap here to enter text.
Click or tap here to enter text.	2023-24 (second intake)	Click or tap here to enter text.
Click or tap here to enter text.	2022-23 (first intake)	Click or tap here to enter text.
Click or tap here to enter text.	2022-23 (second intake)	Click or tap here to enter text.
Click or tap here to enter text.	2021-22 (first intake)	Click or tap here to enter text.
Click or tap here to enter text.	2021-22 (second intake)	Click or tap here to enter text.

### 4.2 Student achievement: progression and completion

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

Programme title. Eg 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
	2024/25 (1 <sup>st</sup> Intake)	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.
	2023/24 (1 <sup>st</sup> intake)	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.
	2023/24 (2 <sup>nd</sup> intake)	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.
	2022/23 (1 <sup>st</sup> intake)	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.
	2022/23 (2 <sup>nd</sup> intake)	Click or tap to	Click or tap to	Click or tap to enter text.	Click or tap to	Click or tap to	Click or tap to enter text.	Click or tap to	Click or tap to	Click or tap to enter text.

		enter text.	enter text.		enter text.	enter text.		enter text.	enter text.	
	2021/22 (1 <sup>st</sup> intake)	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.
	2021/22 (2 <sup>nd</sup> intake)	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.
	2020/21 (1 <sup>st</sup> Intake)	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.
	2020/21 (2 <sup>nd</sup> intake)	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.	Click or tap to enter text.

Please add any additional information

Click or tap here to enter text.

#### 4.3 Final awards of the last graduating cohort(s)

Title of Award eg. Lic. Ac, BSc, MSc, Dip (FT/PT)	Year of Award	No. 1 <sup>st</sup> class	No. 2.1 class	No. 2.2 class	No. 3 <sup>rd</sup> class	No. of other awards
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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#### 4.4 Evaluation of course statistics:

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).

*If appropriate, please include any relevant anonymised grade distribution data and any reflections the team may have on any outliers. If any of the above have been supplied within your Annual Monitoring Report or responses to External examiner reports, please signpost to the relevant document where they can be found.*

Click or tap here to enter text.

## 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.*

Click or tap here to enter text.

### Action Plan for last year

Area	Action Planned	Outcome	Related SETAP
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

### Action Plan for current year

Area	Action Planned	Person responsible	Target date	Related SETAP
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.

## 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:

<b>Standards of education and training</b>	<b>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?</b>
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"> <li>Previously there were no inter-professional learning assignments on the programme.</li> <li>We have now introduced inter-professional activities in the form of non-credit based PBL exercises.</li> <li>Information on these activities can be found in appendix five, page 1 of the student handbook.</li> <li>If no change, indicate 'No Change'.</li> </ul>

<b>1. Level of qualification required by the Board for accreditation of acupuncture programmes</b>	<b>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?</b>
1.1 The Board requires that the threshold entry route for accreditation is: <ul style="list-style-type: none"> <li>Honours degree level, professional licentiate at honours degree level, or higher academic award</li> </ul>	Click or tap here to enter text.
<b>2. Programme admissions</b>	<b>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?</b>
2.1 The admissions procedures must give both the applicant and the teaching institution information they require to make an informed choice about whether to take up or make an offer of a place on a programme	Click or tap here to enter text.
2.2 The admissions procedures must apply selection and entry criteria, including evidence of a good command of reading, writing, and spoken English.	
2.3 The admissions procedures must apply selection and entry criteria, including criminal conviction checks.	
2.4 The admissions procedures must apply selection and entry criteria, including compliance with any health requirements.	
2.5 The admissions procedures must apply selection and entry criteria, including appropriate academic and / or professional entry standards.	

2.6 The admissions procedures must apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms.	
2.7 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.	
<b>3. Programme management and resources</b>	<b>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?</b>
3.1 The programme must have a secure place in the teaching institution's mission and overall business plan.	Click or tap here to enter text.
3.2 The programme must be effectively managed.	
3.3 The programme must have regular monitoring and evaluation systems in place relative to the institution's mission and philosophy.	
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 BACC.	
3.5 There must be an adequate number of appropriate qualified and experienced staff to deliver an effective programme.	
3.6 Subject areas must be taught by staff with relevant specialist expertise and knowledge.	
3.7 A staffing strategy needs to be in place outlining the recruitment, appointment, induction, promotion, retention, and development of appropriately qualified staff.	
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.	
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.	
3.10 There must be adequate and accessible facilities to ensure the welfare and wellbeing of students in all settings.	
3.11 There must be a system of academic and pastoral student support in place.	
3.12 There must be a student complaints process in place.	
3.13 There must be a policy that sets out the relationship and the boundaries between students and their teachers and clinical supervisors.	
3.14 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.	

3.15 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.	
3.16 There must be a process in place throughout the programme for dealing with concerns about students' profession-related conduct.	
<b>4. Curriculum Standards</b>	<b>How did you meet the SETAP?</b> <b>How do you now meet the SETAP?</b> <b>In which document / page of the document provided can this information be found?</b>
4.1 The learning outcomes must ensure that those who successfully complete the programme meet the expectations of the BACC.	Click or tap here to enter text.
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.	
<b>5. Clinical Practice Standards</b>	
5.1 Clinical practice must be central to and integral with the entire programme.	Click or tap here to enter text.
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.	
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: <ul style="list-style-type: none"> <li>• the learning outcomes to be achieved.</li> <li>• the timings and the duration of clinical experience and associated records to be maintained.</li> <li>• expectations of professional conduct.</li> <li>• the assessment procedures including the implications of any actions to be taken in the case of failure</li> <li>• communication and lines of responsibility.</li> </ul>	
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.	
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.	
<b>6. Assessment Standards</b>	
6.1 The assessment strategy and design must ensure that students achieve the expectations of the BAcC Standards of Education and Training (2011).	Click or tap here to enter text.
6.2 All assessments must provide a rigorous process by which compliance with external frameworks can be measured.	
6.3 Professional aspects of practice must be integral to the assessment procedures in both theory and practice.	
6.4 Assessment methods must be employed that measure the learning outcomes and skills required to practice safely and efficiently.	
6.5 The measurement of student performance must be objective and ensure fitness to practise.	
6.6 There must be effective monitoring and evaluation mechanisms in place to ensure appropriate standards of assessment.	
6.7.1 Assessment regulations must clearly specify requirements	

for student progression and achievement within the programme.	
6.7.2 Assessment regulations must clearly specify requirements for Programme awards.	
6.7.3 Assessment regulations must clearly specify requirements for an aegrotat award.	
6.7.4 Assessment regulations must clearly specify requirements for a procedure for the right of appeal for students.	
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 BAcC.	

## 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).
- There have been no unapproved changes to the programme since either initial accreditation was granted or ongoing accreditation was confirmed (whichever was more recent).
- The information provided on this annual monitoring form is accurate. I understand that failure to disclose relevant information could result in the programme losing its approval status, affecting eligibility to register with the British Acupuncture Council.
- 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.

**Signature:** Click or tap here to enter text.

**Name (Print):** Click or tap here to enter text.

**Title:** Click or tap here to enter text.

**Date:** Click or tap to enter a date.

**Information note:** Once we receive your completed AMAF and ICSA forms, they will be sent to the BAAB designated readers. These readers will review the forms and report back at the 10 March 2025 Accreditation Committee Meeting. If the Committee needs more information, we will contact you with their request. If no additional information is needed, we will write to you around two weeks after the meeting to confirm your accreditation status.