

Programme of Education and Training

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Including full criteria for the accreditation
of courses by AACP, leading to
permissions for the use of AACP-
accredited course service quality mark.

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Welcome

Dear Colleague,

Welcome to AACP Programme of Education and Training, the framework for the Association's accreditation of courses in acupuncture for physiotherapists.

This document reflects our intention to provide a framework that not only upholds standards, but also supports development. In light of this, the principal themes of this updated process seek to unify ease of use and high standards alongside the opportunity for uniqueness and innovation.

While standard forms are provided for your use when submitting courses for accreditation, there is also the requirement that the uniqueness of your programme is both described and defended in your main course document, most probably within the description of your educational aims and objectives.

In addition, I would like to stress that the pro-forma programme structures that we have provided (section 5.5 for the "Acupuncture in Physiotherapy" course, and section 8.6 for the advanced and specialist programmes) are samples only, and it is expected that your programme structure will be unique to what you offer within your programme.

We look forward to receiving your applications. Should you have any queries, please contact the AACP office (e-mail: manager@aacp.uk.com), or myself (e-mail: etrcchair@aacp.uk.com).

Yours sincerely,

Paul Hougham

Chair

AACP Education, Training and Research Committee



1. Introduction

This document outlines the education and training (E&T) arrangements of the Acupuncture Association of Chartered Physiotherapists (AACP) Limited¹ that have been made so that members can meet the professional standards of acupuncture practice within a physiotherapy context, with reference to relevant external benchmarks provided by regulators within healthcare, physiotherapy and acupuncture practice. It is the express commitment of AACP to work collaboratively with a broad range of stakeholders in order to participate in the promotion of excellence in the practice of acupuncture as part of physiotherapy.

All members of the Association are subject to professional regulation by the Health Professions Council (HPC) and the Chartered Society of Physiotherapists (CSP), membership of which is a prerequisite for application to join AACP. In addition, certain educational and professional standards (detailed within this document) are required by the Association in order for membership to be granted. Membership of AACP is the most common required standard for the practice of acupuncture in National Health Service settings, and the establishment and maintenance of these standards, for the protection of the public, the assurance of healthcare commissioners and private healthcare insurers, and the integrity of AACP members, is the focus of the Association's work. The management and review of these arrangements and standards are enacted by AACP's Education, Training and Research Committee (ETRC) on behalf of the AACP Board.

The Association's infrastructure and educational standards were originally designed for a small clinical interest group of CSP when only a limited number of physiotherapists were interested in acupuncture. Following a substantial rise in AACP membership in the period between 2006 and 2011, a number of structural and operational changes were required in order for the Association to be able to serve such a substantially expanded membership appropriately. Central to these changes were a move to incorporation in January 2006, and the adoption of more transparent, explicit and accountable procedures for educational standards. These culminated in a renewal of the ETRC's terms of reference and membership composition in June 2011 ahead of the renewal of this Programme of Education and Training in 2012.

1. Except where explicitly stated, the following terms are to be taken as synonymous: AACP with AACP Limited, approve with accredit, [and derivatives of each].

2. Provision of education and training courses

Currently, AACP both approves training courses that provide the skills and competences physiotherapists must have so that they can undertake acupuncture as a modality integrated into their physiotherapy skills, as well as directly providing an **AACP-accredited “Acupuncture in Physiotherapy” course**, and an **AACP-accredited “Acupuncture in Physiotherapy” bridging course** or an **AACP-accredited “Acupuncture in Physiotherapy” assessment day** for graduates of non-AACP-accredited courses. All AACP-accredited courses and bridging courses comply with the admissions criteria published within this programme.

The process of approving courses and tutors is not run as a commercial venture, but does require the payment of fees to cover the costs of assessment and administration. Any surplus from the approval process is used to improve the provision of training and continuing professional development (CPD) services for members.

2.1. The education and training framework

This framework provides a comprehensive continuous quality assurance (QA) system for AACP E&T. It is comprised of:

- educational **standards**;
- **accreditation and monitoring** of courses;
- **admission and revalidation** of members; and
- **facilitation** of CPD programmes.

2.2. Professional and educational standards

Detailed educational standards for entry to the AACP register are the foundation of this framework and are based on Skills for Health’s “National Occupational Standards” for acupuncture (see Appendix 1).

In addition to these professional standards, AACP educational standards are also mapped against the higher education qualification frameworks for England, Wales, Northern Ireland, Scotland and Europe. This is in order to facilitate the appropriate development of courses accredited by the Association so that these may be more effectively integrated within higher education qualifications and for AACP members to be able to import accredited courses into formal higher education qualifications. Therefore, it is necessary to stipulate the academic level and number of credits to which any AACP-accredited course should be equivalent. The AACP ETRC does not award higher education qualifications and nor will it seek to do so. Its primary function is the professional accreditation of courses rather than their academic validation, and the distinction between validation (of a course leading to an academic award by a university) and accreditation (of a course leading to professional membership by a professional body) is reasserted here. However, alignment between academic validation and professional accreditation is essential in order to:

- create academic parity between accredited courses;
- support a culture of development and research within the profession; and
- support members’ needs in being able to accredit prior learning of those AACP-accredited courses they have completed.

FHEQ Level 7

The Association stipulates that any course it accredits, and all courses in acupuncture for physiotherapists, should be at Level 7 of the Framework for Higher Education Qualifications (FHEQ). Admission to AACP-accredited Acupuncture in Physiotherapy courses is on the basis of being either a CSP member or an HPC-registered physiotherapist (it is only CSP members themselves who are subsequently able to join AACP). Consequently, as the threshold level of qualifying as a physiotherapist is now at Level 6 (a bachelor's degree), and as the practice of acupuncture is in the context of an advanced (rather than extended) practice of physiotherapy by using acupuncture as an adjunctive therapy (a non-cognate progression), it is appropriate for all AACP-accredited courses to be set at Level 7.

Credits

The Association stipulates the following credit equivalences for its accredited courses:

- **AACP-accredited “Acupuncture in Physiotherapy” course:** 30 Level 7 credits (the equivalent of 300 student study hours).

This is the entry level for membership of AACP.

- **AACP-accredited “Advanced Acupuncture in Physiotherapy” course:** a further 90 Level 7 credits (the equivalent of 900 student study hours), which, together with the **AACP-accredited “Acupuncture in Physiotherapy”** course, is equivalent to a postgraduate diploma (120 Level 7 credits).

Alternatively, members of the AACP who have achieved a qualification in acupuncture equivalent to at least 360 Level 6 credits may apply for advanced membership of AACP.

Applications from physiotherapists who have studied abroad need to demonstrate the equivalence of their qualifications to this level.

This is the level of advanced membership of AACP, and the requirement to be able to teach on AACP-accredited “Acupuncture in Physiotherapy” courses.

- **AACP-accredited “Specialist Acupuncture in Physiotherapy” course:** 30 Level 7 credits (the equivalent of 300 student study hours).

2.3. Alignment to academic levels and credits

Overview of academic levels and credits in higher education qualifications: (NQF) National Qualifications Framework; and (FHEQ) Framework for Higher Education Qualifications							
NQF levels prior to alignment to FHEQ	FHEQ level	Qualification	Credits				
5	8	Doctorate degrees					
4	7	Master's degrees	180				
		Postgraduate diplomas	120				
		Postgraduate certificates	60				
3	6	Bachelor's degrees	360				
	5	Diplomas of Higher Education	240				
	4	Certificates of Higher Education	120				
2	3	"A" levels					

Summary of equivalent academic levels and credits for AACP-accredited courses: (NQF) National Qualifications Framework; (FHEQ) Framework for Higher Education Qualifications; and (ETRC) Education, Training and Research Committee							
NQF levels prior to alignment to FHEQ	FHEQ level	AACP-accredited courses qualify for accreditation)	Equivalent academic credits (not awarded by AACP, but stipulated by the ETRC as the required standard and level in order to				
4	7	AACP-accredited specialist acupuncture modules	30				
		AACP-accredited advanced "Acupuncture in Physiotherapy" course	90*				
		AACP-accredited "Acupuncture in Physiotherapy" course	30				

*(120 including "Acupuncture in Physiotherapy" course)

2.4. The course approval process

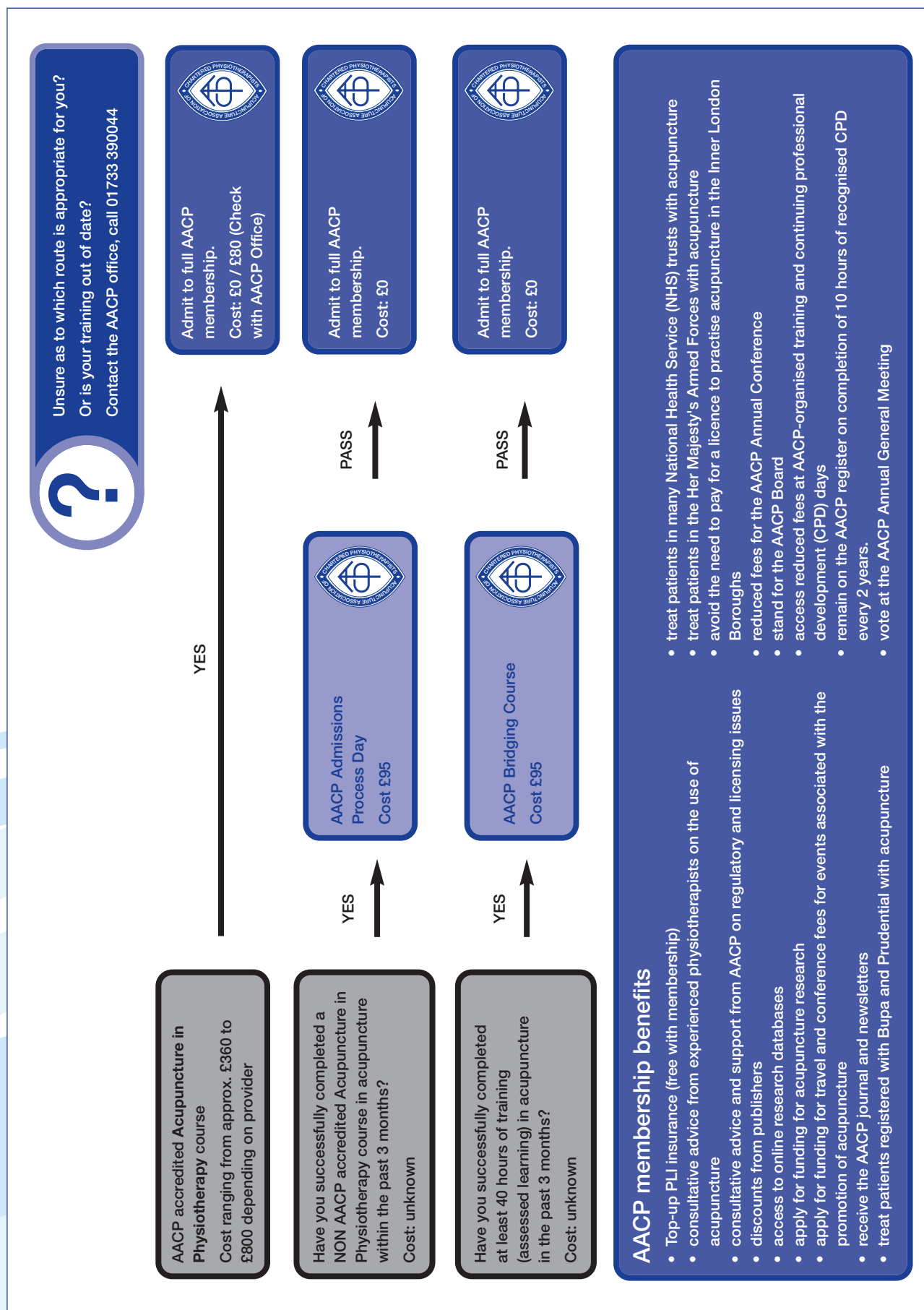
A clearly documented, formal and independent system for course approval has been defined. All training courses are intended to meet the requirements of the major health stakeholders and these must conform to agreed acupuncture standards. Only accredited courses may be advertised under AACP licence on the Association's website and in Frontline magazine as "AACP accredited" either in text or through use of the AACP accreditation service quality mark (see below). Whilst admission to AACP is facilitated for graduates of other programmes through the Association's Bridging Course or Admissions Process Day, these other programmes may not advertise themselves as AACP accredited.



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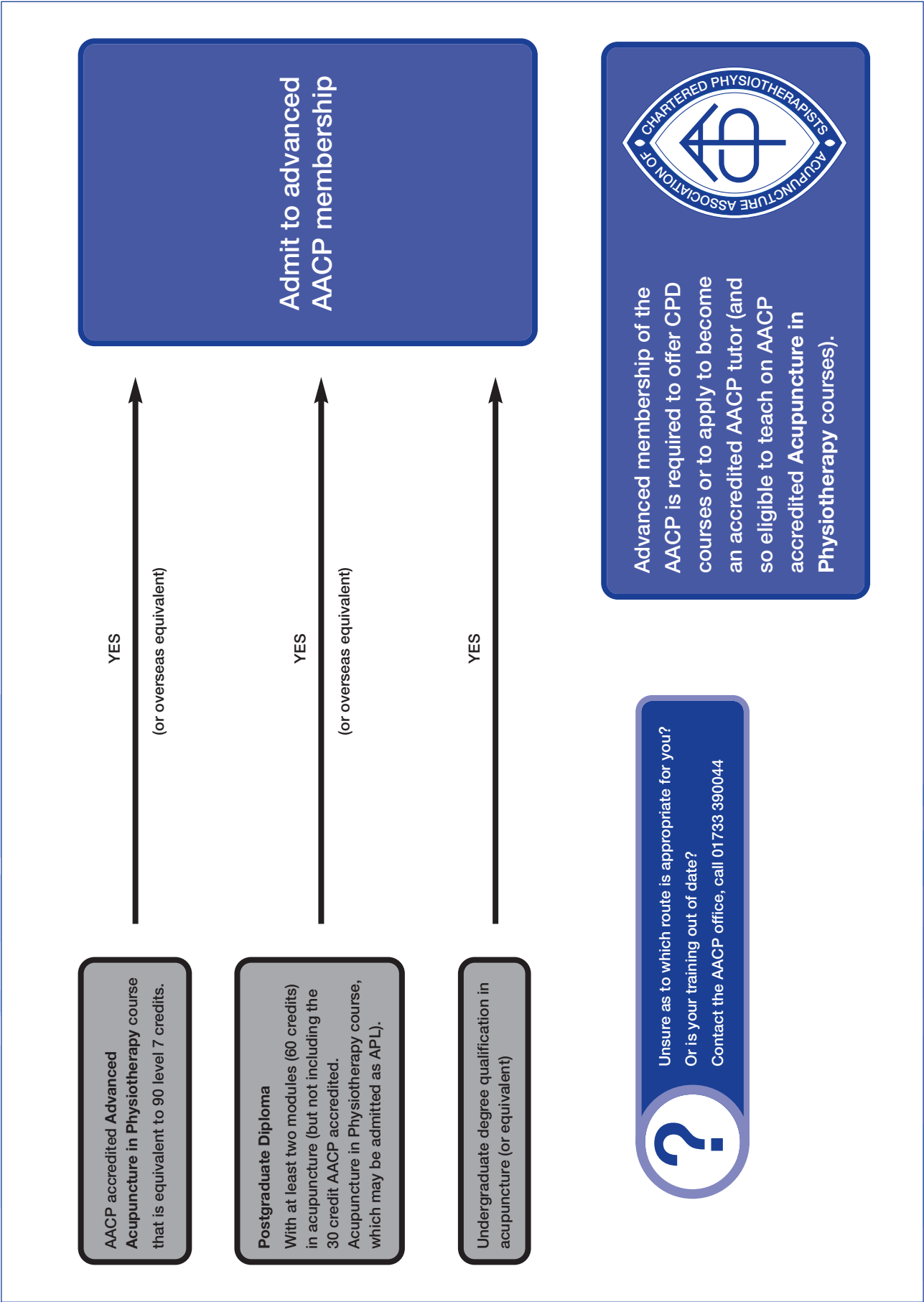
2.5. AACP Admissions Matrix

A step by step guide for CSP members to joining the AACP



2.6. AACP Advanced Membership Admissions Matrix

A step by step guide for AACP members to becoming advanced members of the AACP



2.7. Membership Training Requirements

The AACP-accredited “Acupuncture in Physiotherapy” course

The most common and straightforward route for a chartered physiotherapist to become a member of the Association is to take and pass an AACP-accredited “Acupuncture in Physiotherapy” course. These are offered by a variety of providers, and have included private organisations as well as higher education institutions. A full list of currently accredited “Acupuncture in Physiotherapy” courses is always available from the AACP Office. The requirement for an “Acupuncture in Physiotherapy” course is that it is equivalent to 30 Level 7 academic credits (although some courses, whilst accredited by AACP, may not be validated by a university, and therefore, will not attract academic credits).

University degree courses

The Association will consider applications for membership from physiotherapists who have undertaken degree courses in acupuncture, or those with a very substantial acupuncture component. To ensure AACP quality standards are maintained, all students will be subject to the Association’s formal validation process day requirement.

Overseas qualifications

The Association will consider applications for membership from physiotherapists who have acupuncture qualifications from other countries. Details of the content and scope of such qualifications should be submitted through the AACP Office to the ETRC, which will advise on their acceptability.

Admission and revalidation of members

Those wishing to become and remain members must demonstrate that they meet the AACP quality standards for their profession. New applicants may be required to attend the AACP validation process day – a structured assessment process undertaken by an AACP-accredited tutor.

Support to advanced training and continuing professional development

The Association facilitates the provision of training opportunities to help members maintain and develop their skills:

Facilitation of continuing professional development

The HPC has defined CPD as:

“a range of learning activities through which health professionals maintain and develop throughout their career to ensure that they retain their capacity to practise safely, effectively and legally within their evolving scope of practice.”

Advanced courses

Advanced training is defined as a course that:

- develops further the student’s present acupuncture skills;
- identifies learning objectives;
- identifies learning outcomes;
- involves an assessment of competence in the new skill; and
- involves an evaluation as to whether that competence has been achieved.

The Association supports members by providing encouragement for lifelong learning. All AACP-approved tutors will be expected to maintain ongoing training courses by updating of evidence-based training and current research protocols for the ease of access and educational development of its members.

Ongoing monitoring

Formal review of tutors and the quality of training delivered is to be undertaken annually.

2.8. Changes to the education and training framework

From time to time, it may be necessary to revise the procedures defined in this document. Such changes may be proposed by any full member of the Association. These changes should be submitted in writing to the AACP Office, who will then include these in the agenda for the next full meeting of the ETRC. The Committee will consider these, and propose their full or partial adoption, or rejection to the AACP Board. Any recommended changes and their outcomes will be communicated by the ETRC through the AACP's website and Journal in the Committee's regular meeting report.

AACP programme of education and training version control

Issue	Date	Content Changes
2.1	6th May 2010	Initial issue
2.2	10th October 2011	Addition of bridging course
3.01	21st November 2011	Preliminary revisions prior to wider consultation
3.02	1st February 2012	Redraft for ETRC consideration
3.03	24th February 2012	Redraft for AACP Board consideration
3.04	29th February 2012	Redraft for AACP-accredited tutors consultation
3.05	30th March 2012	Redraft for AACP Board consideration
3.06	5th April 2012	Redraft for AACP Board consideration following discussion and feedback
3.07	11th May 2012	Final draft approved, published to existing course providers

3. Implementing the education and training framework

3.1. Structure, roles and responsibilities

This section sets out the structures, roles and responsibilities of AACP Limited relevant to the E&T services offered to support members.

3.2. The AACP Board

The role of the Board with respect to education and training

The Board is responsible for the ratification of the E&T strategy and the policy of AACP Limited. The Board is also responsible for ensuring that transparent processes and procedures are developed:

- to provide suitable E&T for prospective and current AACP members;
- to accredit courses that meet the required standards;
- to establish the required standards for course providers so that they can offer accredited courses that are appropriate and conform to other quality-assurance processes to which the provider is subject; and
- to establish the required standards for teachers delivering accredited courses, and ensure that these are upheld and evidenced by course providers.

The Board is responsible for monitoring the implementation of policy within AACP.

Relationship of the Board to the ETRC

The Board ultimately ratifies course accreditations recommended by the ETRC. Exceptionally, the Board may opt to reject a recommendation from the ETRC, in which case they will give an explanation of their reasons for non-approval.

The ETRC is a subcommittee of the Board. A minimum of one Board member shall be appointed to the subcommittee, responsible for reporting formally to the Board on the recommendations of the ETRC, and vice versa.

The Board shall appoint the Chair of the ETRC, who shall be independent of AACP. The ETRC Chair shall not be a Board member, but may be an ex officio member of the Board.

The Board is responsible for taking decisions on E&T issues following the recommendations of the Committee.

Arrangements for the Board to consider E&T issues

Meetings of the ETRC are scheduled to take place approximately 2 weeks before Board meetings in order to enable recommendations from the subcommittee to be considered (e.g. courses for accreditation). There will be a standing item on the Board agenda for E&T matters.

Membership of the Board

The current membership of the AACP Board is available on the AACP website (<http://www.aacp.uk.com>).

3.3. The Education, Training and Research Committee

Purpose

The ETRC is responsible for:

- developing, operating and monitoring an appropriate accreditation process for the education and training of AACP members, which includes:
 - overseeing the accreditation of tutors/teaching institutions seeking to teach on/off AACP-accredited courses;
 - overseeing the process of course provider accreditation;
 - overseeing the process of course accreditation;
 - overseeing the accreditation of acupuncture courses for physiotherapists;
 - developing and monitoring an appropriate spectrum of education, training and CPD for AACP members; and
 - promoting both an educational framework and up-to-date accreditation requirements to support members' training in a rapidly developing statutory healthcare context.
- promoting a developmental and collaborative ethic of education, training and research within the AACP and ETRC, among tutors/teaching institutions, and externally with other bodies.
- developing, operating and monitoring an appropriate clinical audit and research programme for AACP members, which includes:
 - developing and communicating an AACP research strategy that serves the needs of the public, other healthcare professionals and members;
 - monitoring the AACP clinical audit; and
 - recruiting and identifying suitable research projects for the allocation and management of research funds.

Membership of the ETRC

The Board, taking account of recommendations from the Chair of the ETRC, approves members for the ETRC. Members of the subcommittee will reflect clinical and academic diversity. Appointments may include representatives from a number of different sectors as available, including:

- Chair (1);
- Secretary (1);
- AACP Board representative (1);
- AACP Chief Executive Officer (1);
- AACP tutor representative (3);
- healthcare commissioning representative (1);
- lay member representative (1);
- educationalist representative (1);
- accreditation assessors (4);
- AACP Research Officer (1);
- AACP member (1); and
- CSP representative (1).

Terms of office

Limited to three years, with a second term at the discretion of the AACP Board. For members of the ETRC beginning a tenure of office with the revised terms of reference from June 2011, previous service upon this committee shall not be counted in this context.

Quorum

The ETRC shall be quorate only if at least one-third of the voting members of the Committee are present.

Decision-making protocol

Decision-making will be sought by consensus in the first instance, and confirmed by a formal vote, with a majority of voting members present ensuring a successful motion and the Chair not ordinarily voting. In the event of a hung vote, the Chair will, at his or her discretion, have a casting vote, or decide to refer the issue back for further discussion.

UK-wide representation

Whilst no requirement is placed upon the AACP Board to ensure equal representation from each of the four countries in the UK, the ETRC will seek to consider at all times the differing educational and regulatory contexts that apply in those countries, as well as within the European Union, and so will accordingly be better served by members from each of those countries, should that be logistically possible.

Confidentiality of meeting proceedings

As the ETRC is a subcommittee of the AACP Board, a limited company and not a public body, there is no requirement for the ETRC to hold public meetings, nor to open its proceedings beyond the membership of the Committee itself. However, the ETRC is required by the AACP Board to publish reports from each of its meetings in order to update all Association members on the profile of education, training and research in acupuncture for physiotherapists.

Current members of the ETRC

The current membership of the ETRC is available on the AACP website (<http://www.aacp.uk.com>).

3.4. Assessment panels

The assessment panel

Assessment of each application will be undertaken by two assessors independent of the ETRC, who will constitute an assessment panel (AP) for that course or tutor assessment. Panels may meet in person or via electronic media/conference calls.

Selection of AP members

Members of APs will be selected by rotation from a list at the AACP Office, who will consult the ETRC Chair where necessary, to ensure an equitable workload for individual assessors, and provide the most appropriate balance to review the course or tutor concerned.

Role of the AP

The responsibilities of the AP are to:

- ensure independence and impartiality, and prevent conflicts of interest;
- review course content for the approval of new courses;
- review tutor checklists provided by course providers;
- review the re-approval of courses following a major change [e.g. when the tutor(s) profile changes or the course manual is updated – notified by the tutor], or after a period of 3 years; and
- report their recommendations to the ETRC via the AACP Office within the time constraints of the Committee's assessment process.

Administrative support for the AP

The AACP Office will provide administrative support for the AP, including secretarial cover during panel meetings if required, and will act as a point of liaison for applicants if required.

The recommendation of the AP

The ETRC Chair will be responsible for presenting the recommendations of the AP to the ETRC. The Committee will consider the advice and determine their recommendation to the Board.

Audit

The ETRC will set up an arrangement that will facilitate external independent audit of AP decisions to ensure consistency of standards throughout the assessment process and to avoid any potential conflict of interest. The ETRC Chair will decide when such an audit is required.

3.5. The AACP administrative office

The role of the AACP Office

The AACP Office provides administrative and secretarial support for all E&T and research activities, and maintains:

- a register of members;
- a register of course providers and tutor portfolios;
- a register of course participants;
- a register of accredited training courses;
- one copy of all accredited course manuals;
- course evaluation records;
- course audit records;
- course performance indicators; and
- tutor performance indicators.

Administrative support for the E&T processes

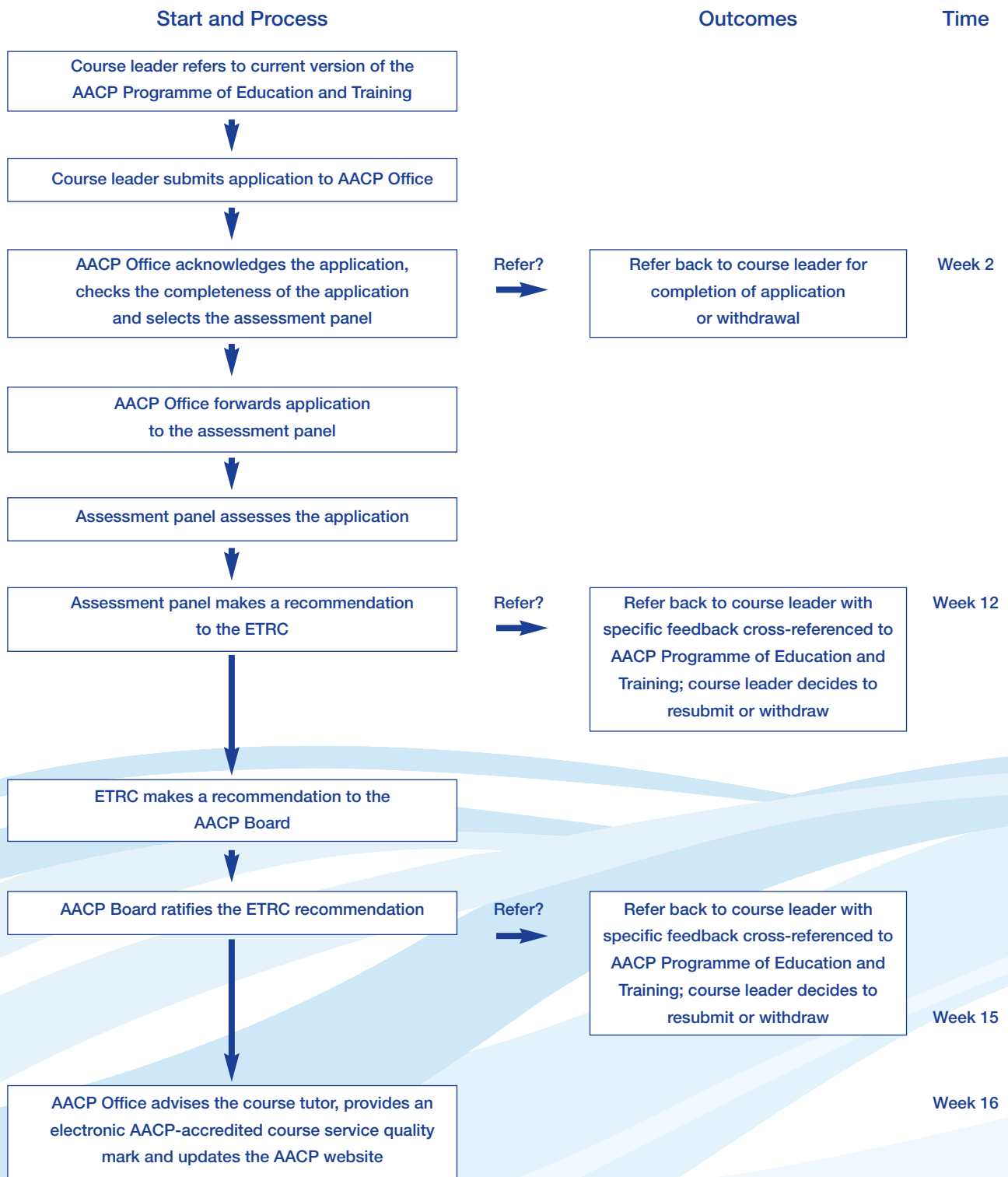
The support provided will include arranging meetings, keeping records of meetings, arranging refreshments, reimbursing travel expenses, briefing members of panels, notifying applicants of decisions and other support agreed by the AACP Board.

Establishment of the AP

On receipt of a course application, the AACP Office will:

- Check application validity. If an application is not complete, including the fee payable, the AACP Office will contact the applicant and attempt to obtain the required additional documents. Applications that are not complete will not be passed to the AP for consideration, but will be returned to the applicant.
- If the application is complete, the AACP Office will determine the assessors who will make up the AP for that course or tutor application, with the aim of balancing the load on the assessors, as well as consulting with the ETRC Chair to match assessors to the course, if required.

3.6. AACP accreditation process, summary flowchart



4. Course providers' guide

4.1. Accreditation cycle

Meetings of the ETRC and the Board have been organised so that the process is normally completed within 18 weeks. This time cannot be shortened.

The ETRC meets twice each year.

Tutors should bear in mind that approval is likely to take 18 weeks, provided they meet application deadlines, and should not anticipate approval before that time.

Courses shall not be advertised as “AACP Accredited” before written approval has been issued.

Guideline timescales of the AACP accreditation cycle			
Cycle	Application deadline	ETRC/AACP meeting	Publication of results
Spring cycle	15th November	February	15th March
Summer cycle	15th January	April	15th May

4.2. Requirements for course providers

Course providers of AACP-accredited courses may be either:

- higher education institutions that are audited by the Quality Assurance Agency for Higher Education (QAA);
- private teaching institutions (e.g. colleges or training organisations); or
- advanced AACP members.

In all cases, any AACP-accredited “Acupuncture in Physiotherapy” course must be delivered by advanced AACP members and, preferably, the course leader should also be an advanced AACP member.

All tutors who teach on AACP-accredited “Acupuncture in Physiotherapy” courses should have completed Appendix 6 to demonstrate that they meet the qualifications and requirements to support courses they wish to teach.

Advanced courses. Tutors of advanced courses will ordinarily be advanced members of AACP. However, it is acknowledged that expertise may be provided by tutors who are neither acupuncture practitioners, physiotherapists nor members of AACP. In these cases, a clear rationale and the curriculum vitae of these tutors needs to be included in the course application.

CPD courses. There is no requirement for CPD courses to be accredited by AACP.

Commitment to teaching training courses. Course providers accredited by AACP are expected to run a minimum of one training course in each year in which they are accredited in order to demonstrate continued competence. The Board reserves the right to withdraw accreditation from any tutor or course provider who fails to teach a training course during any 12-month period.

4.3. Tutor requirements

The following tutor requirements are detailed in the tutor checklist (Appendix 4). A separate checklist must be provided for each tutor who will be teaching on any course. Should any course provider wish to add additional tutors to their teaching team after their course has been accredited by AACP, but before their 3-year re-accreditation is due, a separate application needs to be made to the ETRC that includes a completed checklist for the prospective new tutor and a rationale.

ALL tutors must provide:

- their full name;
- their registration number for current membership of the HPC, or equivalent for other professions;
- evidence of advanced practitioner status (i.e. completion of training in excess of 300 hours – not by accumulating 300 hours of CPD);
- CSP and AACP membership numbers (tutors of advanced or specialist courses are exempt from this requirement);
- evidence of external validation of 10 hours of CPD to AACP standards every 2 years, of which 50% should be on specific teaching topics (copy required) (tutors of advanced or specialist courses are exempt from this requirement);
- portfolio of teaching evidence;
- evidence of formal assessment of teaching competence by submission of a postgraduate teaching certificate or diploma (please see Appendix 8 for accepted teaching qualifications and equivalences);
- evidence of successful learning at Level 7 or above (copy of certificate/academic transcript required); and
- evidence of clinical skills, clinical reasoning and a problem-solving approach to pain management, including evidence of clinical application in work or teaching, or an alternative proposal.

(The evidence stipulated in the final point above should be presented as a **short reflective discourse** articulating how you have used your knowledge, skills and competences, what you learned about your practice, and how your practice has developed as a result of your learning. A list of types of evidence that you may consider using can be found at the HPC website (<http://www.hpc-uk.org/registrants/cpd/>). This site provides guidance on how to write a summary of your practice history and how to use the information on what you have achieved, i.e. how to convert this into evidence of your suitability for approval as an AACP-accredited tutor.)

Please note:

- All applications will **only** be judged on the basis of the submission made.
- Applicants **must not** assume they are known to the assessors and be less than conscientious in the production of the evidence for their submission.
- Less is more – a mass of evidence is not required, rather a submission that demonstrates that you have reflected upon your activities, and can clearly articulate what you have learned and its impact on your practice.
- Your written submission of evidence **should not exceed 2000 words** in total.
- An exemplar application is available on the AACP website. This may be helpful in constructing your application.
- Once you submit your application to the AACP Office, it is assumed to be complete – it **may not** be checked by the Office, but passed directly to the assessors.
- If an application is subsequently found to be incomplete, it will be returned and will require re-submission and potentially incur an additional assessment fee.

4.4. Action to be taken by course leaders

The course manual is the main document setting out the course development proposal, and it also provides comprehensive information about the course for students and potential students. The tutor portfolio is the main document setting out the evidence in support of applications to become an approved AACP tutor.

To apply for course approval, prospective course providers should:

- prepare the course manual(s);
- review the course manual(s) against the course specification and ensure all requirements are met;
- note that courses require a breadth and depth of evidence-based content (AACP recognises that individual tutors may have strong views for or against different aspects of acupuncture, and be disinclined to include some elements in their course: this is not acceptable; tutors are not to act as “gatekeepers” in selecting what learning and knowledge to impart);
- cross-reference the course manual(s) with course approval form(s) in Appendix 3;
- complete the tutor application form(s) in Appendix 2 for all those proposed to deliver the course(s) – if tutor accreditation is required;
- prepare a comprehensive portfolio(s) in support of the teaching skills of each tutor proposed to deliver the course(s) – if tutor accreditation is required; and
- send to the AACP Office, to meet the application deadline [see the AACP website (<http://www.aacp.uk.com>) for the application deadline dates]:
 - completed application form(s) for all course tutor(s) (Appendix 2);
 - the completed course approval application form(s) (Appendix 3);
 - copies of the supporting evidence to demonstrate that the tutor has met the specification required, cross-referenced to the specification;
 - one copy of each course manual in PDF format, with all means by which the tutor(s) could be identified removed;
 - one hard copy of each course manual – presentation slides are not essential at this stage;
 - one hard copy of each tutor portfolio, if required; and
 - the assessment fee(s) (a fee is payable for each course to be assessed, together with an additional fee for tutor assessment if not already accredited).

4.5. The AACP course and course provider accreditation process

Assessment panels of the ETRC consider applications and make recommendations to the Committee, which in turn makes recommendations to the Board. A list of independent assessors approved by the ETRC will be kept at the AACP Office, and applications for assessment will be randomly assigned by the Office to two assessors, ensuring there is no conflict of interest.

For tutor assessments, the AACP Administration Manager will forward copies of their applications to two totally independent healthcare teaching professionals from the higher education sector (non-ETRC/Board members) randomly selected from the transparently recruited pool of professional advisers. On receipt of the agreed decision of both independent assessors – either to approve or disapprove, the Administration Manager will report the result directly to the Chair of the ETRC prior to referring it to the Board for a final decision.

For course assessments, a second pool of existing AACP advanced members are being recruited and provided with adequate training to become assessors of applications for AACP training course accreditation. The process involves the Administration Manager forwarding anonymised course applications to two assessors: one from a new pool of trained advanced AACP members (for content coverage in particular); and the second from the recruited pool of independent teaching professionals (to consider the learning experience). As course

assessment is more demanding and possibly more subjective than that of tutor approval, the Chair of the ETRC will act as the adviser/arbitrer should there be a lack of agreement between the two assessors, and on resolution, will advise the ETRC and forward their recommendation to the Administration Manager, who will pass this to the Board for its final decision.

The AACP Board ultimately ratifies course and tutor approvals, which applicants are notified about through the AACP Office. All tutor accreditations are subject to contract (Appendix 9) between the prospective tutor and AACP. All accreditations of “Acupuncture in Physiotherapy” courses are subject to sight of signed contracts between prospective tutors and AACP. Exceptionally, the Board may opt to reject a recommendation from the ETRC, in which case they will give an explanation of the reasons for non-approval both to the ETRC and the applicant.

Courses or tutor portfolios with shortcomings:

- Courses or submissions that are judged by the assessors to have minor failings may be passed back through the AACP Office to the applicant for amendment with conditions and/or recommendations attached:
 - Conditions must be specifically addressed by the applicant in the resubmission, and changes must be made to the content to meet the concerns of the assessor.
 - Recommendations must be specifically addressed by the applicant in the resubmission, but changes to the content are optional.
- Provided that the applicant makes the necessary changes in sufficient time to be considered and agreed by the assessors before they report to the ETRC, such re-submissions will not attract an additional fee, nor delay approval. Applications that cannot be completed satisfactorily within the 3-month cycle of approval will be deemed to have failed. In such cases, any further assessment will require a new application, which will attract an additional fee.
- Courses judged by the assessors to have major shortcomings that require significant restructuring or rewriting should be reported to the ETRC Chair. The ETRC Chair will issue a statement of non-approval, including an explanation of the reasons for the non-approval, to the applicant through the AACP Office. In such cases, any further assessment will require a new application, which will attract an additional fee.

Following Board ratification, successful courses and tutors (on signing the legally binding Contract – Continuing Accreditation Agreement) will be included on the AACP registers of accredited courses and tutors.

All tutors who teach an AACP-accredited training course must be accredited. Once a tutor is accredited, he/she is not required to resubmit for further approval until the 3-year approval period has expired.

Courses are accredited only if taught by accredited tutors. Courses taught by tutors who are not AACP-accredited are not recognised as accredited training courses, regardless of whether the course itself has been accredited.

4.6. Register of accredited courses

Registers of AACP-accredited training courses and accredited tutors will be published on the AACP website and used in further publications. The Association will recommend students only to AACP-accredited courses delivered by AACP-accredited tutors. Accredited training courses will be licensed to use the words “AACP Accredited Tutor and Course” and to make use of the AACP logo in advertising the course.

4.7. Assessment fees

The Association has determined that the costs of approving tutors and courses should not fall on the membership of AACP Limited as a whole, but on those who run training courses. Fees are payable for the assessment of courses and the assessment of tutors.

Fees are payable in advance and must be sent with applications for assessment. Submissions not including the fees will be rejected.

Fees are non-refundable once the submission has been entered into the assessment process.

The current fees payable are listed on the AACP website (<http://www.aacp.uk.com>).

4.8. Length of approval and reapproval

Courses are normally approved for 3 years, subject to continuing satisfactory annual audit and monitoring of course evaluation forms (Appendix 4). The Association reserves the right to conduct early re-approval if deemed necessary.

4.9. Changes to approved courses

Once courses have been approved, the AACP Office retains a copy of the manual. If tutors propose to make any changes to their course manuals, they shall notify the Office of these changes before the revised manuals are used for teaching. The AACP Office will take advice from the ETRC about the changes and notify the tutor of the outcome. If the ETRC does not approve the proposed changes, the tutor is not to use the modified course manual.

Extensive changes to approved manuals may require a complete resubmission of the course manual through the assessment process. Tutors shall not assume that changes are accepted by the ETRC until notified to that effect in writing through the AACP Office.

4.10. Ongoing monitoring: annual report

Course providers offering AACP-accredited courses should provide key information to the AACP Office on the anniversary of their initial accreditation detailing and evidencing:

- cohort details (where and when each course was offered);
- student numbers (detailing the numbers of those enrolled, withdrawn, completed on first attempt, completed on subsequent attempts and failed);
- details and copies of any complaints;
- evidence of peer review for all tutors and a self-reflective teaching development plan; and
- course leaders' evaluation and developmental action plan.

The same accreditation cycle for initial accreditations applies to annual re-accreditations. Annual reports are designed to promote quality enhancement in standards of teaching and learning, and the student experience. Should any aspect of the annual review indicate a cause for concern with regard to the standards established in the AACP Programme of Education and Training, the ETRC reserve the right to institute a process of quality assurance through further evaluation measures, which may include documentation and teaching observation.

4.11. Courses approved under previous systems

Approvals granted under previous AACP approval systems end on 31st December 2012 at the latest. All courses approved under the previous arrangements will require full resubmission, including submission for tutor assessment, under the current accreditation system defined in this version 3.04 of the Programme for Education and Training or any successor version.

5. AACCP-accredited “Acupuncture in Physiotherapy” course programme specification

5.1. Outline

The AACCP-accredited “Acupuncture in Physiotherapy” course programme specification is designed to provide acupuncture training for physiotherapists in order to enable them to practise acupuncture as a modality integrated into their physiotherapy skills. Whilst a level of some innovation is encouraged in all course provision, the minimum standards described in this document must be achieved.

5.2. Course document

The mechanism for accrediting courses is principally through review of the course document or manual that should form the basis of the handbook provided to the students. This is in order to encourage clear standards, and collaborative learning and professional development. The course document should include:

- programme aims;
- learning outcomes;
- programme structure;
- teaching and learning strategies;
- assessment strategies;
- assessment criteria (Level 7);
- assessment schedule;
- internal moderation policies and procedures;
- quality enhancement policies and procedures;
- quality assurance policies and procedures;
- complaints procedures;
- indicative reading;
- admissions policies and procedures;
- progression policies and retake entitlements;
- mitigating circumstances;
- student support; and
- safe practice policies and procedures.

5.3. Programme aims

The aims of the programme should be to:

- provide students with the knowledge and skills to equip them to practise acupuncture as an integrated skill within their physiotherapy practice;
- develop clinical reasoning when using acupuncture as an integrated skill within physiotherapy;
- develop competence in applying their clinical skills to the practice of acupuncture;

- develop the critical and analytical problem-based learning skills, and the transferable skills of students in relation to acupuncture;
- develop skills in integrating acupuncture into the manual skills of the physiotherapist;
- enhance the development of interpersonal skills in relation to acupuncture; and
- provide education and acupuncture training that is approved by AACP.

5.4. Learning outcomes

The programme provides opportunities for students in the following areas:

- developing and demonstrating knowledge and understanding of the principles and philosophies underlying the use of acupuncture in clinical practice;
- ensuring the appreciation of and adherence to the contraindications and precautions for the application of acupuncture; and
- developing skills, qualities and other attributes in technique and practice in accordance with the Health and Safety regulations, and within the scope of professional practice.

In particular, students should be able to demonstrate knowledge and understanding of:

- the theoretical basis of Western medical acupuncture;
- some of the concepts of traditional Chinese medicine (TCM);
- relevant anatomical, physiological, microbiological and pathological principles related to acupuncture, and human health and disease;
- current developments in the practice or theory of Western medical acupuncture;
- the legislative and professional standards and codes of practice guiding the practice of acupuncture;
- the context and evidence base for the application of acupuncture, the relationship with other professions and colleagues, and the integration with other treatment strategies; and
- the mutual effects of acupuncture and communicable diseases/local policies.

Students should also be able to demonstrate the following skills and attributes:

- application of acupuncture needling and electroacupuncture to appropriate conditions, mainly focusing on musculoskeletal pain problems within a physiotherapy problem-solving paradigm;
- critical evaluation of research and a variety of types of information and evidence, and initiating change in practice appropriately;
- synthesis of information to gain a coherent understanding of theory and practice within a physiotherapy problem-solving paradigm;
- utilising problem-solving skills in a variety of situations;
- undertaking skilled competent, safe, evaluative, reflective acupuncture practice within a physiotherapy problem-solving paradigm;
- communicating effectively with patients and colleagues using a variety of means;
- effective and safe application of transferable skills to the management of individuals;
- evaluating their own academic, professional and clinical performance;
- management of time and prioritising workloads; and
- taking responsibility for personal and professional learning and development.

5.5. Programme structure

<p>AACP-accredited “Acupuncture in Physiotherapy” course.</p> <p>Sample programme structure detailing indicative content according to contact study hours, self-directed study and credit equivalences. All course proposals must articulate their programme structure in a <i>similar</i> manner: (N/A) not applicable.</p>					
Area of study (all at Level 7)	Tutor: student ratio	Guideline contact study hours	Guideline self-directed study hours	Total study hours	Guideline credit equivalence
Acupuncture research	N/A	5	25	30	3
Acupuncture point location	15:1	10	50	60	6
Integration of anatomy, physiology, microbiology and pathology	N/A	5	25	30	3
Needling skills including safe practice	15:1	10	50	60	6
History and philosophy of TCM	N/A	5	25	30	3
Clinical reasoning and integrated practice	15:1	5	55	60	6
Patient management	15:1	2	28	30	3
TOTAL		42	258	300	30

5.6. Teaching and learning strategies

Courses should use a variety of teaching strategies and learning approaches drawn from the following:

- lectures;
- tutorials;
- workshops;
- seminars;
- problem-based learning scenarios; and
- self-directed learning.

These can be facilitated by:

- study manuals;
- the use of research-based teaching materials and methods; and
- case studies.

Practical work on themselves, fellow students -and patients should be used to integrate the student’s clinical and theoretical knowledge within the process of clinical reasoning. Psychomotor skills must be closely supervised. Courses shall not exceed 15 students to one tutor for all practical and clinical tuition.

Students must have the ability to practise acupuncture within a clinical setting between the course parts and must have professional liability insurance covering all aspects of their professional practice. In the case of physiotherapists, this requirement may be deemed to be met by membership of CSP. Students who are not members of CSP shall provide written evidence of their professional liability insurance. Tutors shall satisfy themselves that their students are appropriately insured.

5.7. Assessment strategies

A variety of assessment methods are acceptable including, but not limited to:

- observation of clinical practice;
- coursework;
- reflective journals;
- written examination;
- competence logs;
- clinical supervisor assessment;
- viva voce interview;
- practical examination;
- case study analysis;
- Objective Structured Clinical Examination (OSCE) and Objective Structured Physical Examination (OSPE);
- seminar demonstration; and
- clinical portfolio.

Suitable marking grids shall be included in submissions. Details of retake opportunities shall also be included, together with the timescales for such retakes.

5.8. Indicative reading

Students should be advised to undertake identified pre-course reading, and subsequently supplied with a reading list and references during the course.

5.9. Student support

Clear guidance should be given to students detailing the nature and levels of support available to students.

5.10. Evaluation of course and issue of certificates

All students shall be issued a course evaluation form (Appendix 4), by their course provider. Students shall be asked to complete the form and to return it to the tutor. The tutor shall then summarise the forms returned for each course, using Appendix 7, before sending the summary, the forms, and the names and addresses of all the students to the AACCP Office within 4 weeks of course completion.

On receipt of students' names and addresses, the AACCP Office will send out the course completion certificates (CCCs) direct to the student, along with an AACCP membership application form. The Association will seek evaluation within the AACCP membership application form. This shall be in addition to the evaluation forms summarised by the tutor.

5.11. Pregnant students

There is concern about the risks to pregnant physiotherapists who undertake courses in which the receipt of a significant amount of needling is an integral part of the tuition.

The CSP Professional Practice Committee (PPC) has provided the following guidance:

- The PPC advises that, while there is no evidence either way concerning potential harmful effects on either the mother or the unborn child, it is judicious to err on the side of caution. The Committee recommends that is not advisable to allow a pregnant student to be repeatedly needled during a training programme.
- The PPC also reminds members that it is the responsibility of course tutors to ensure that participants understand that "no evidence of harm does not mean no risk of harm".

- Course tutors are recommended to advise pregnant students not to take part in repeated needling.
- Course tutors have a duty of care to the course participant and to the unborn child, and should ensure that participants appreciate the risk and advise that they defer training until they are no longer pregnant.
- The PPC also reminds members that it is the responsibility of the student to inform the tutor of their condition and to be ultimately responsible for their own well-being, assuming the risks are known to students attending acupuncture courses.

5.12. AACP-accredited acupuncture bridging course

The AACP-accredited acupuncture bridging course provides a “refresher” for those who have undergone previous acupuncture training. Its primary aim is to develop a candidate's knowledge and practical application of the minimum standards obtained on the AACP-accredited acupuncture course. The course has been developed for:

- lapsed AACP members;
- physiotherapists requiring to update existing acupuncture training;
- graduates who have taken an acupuncture option module at university and are able to practice needling with clinical supervision; and
- existing AACP members who did their initial training some time ago and require an update.

The course will revisit theoretical and practical principles of acupuncture and its efficacy as an adjunct to physiotherapy.

At the current time (June 2012), accreditation of bridging courses is not available, as it is considered an extension of AACP's admissions process. However, should any teaching institutions be interested in offering the bridging course as part of their course provision, they are invited to contact the AACP Office.

6. AACP membership framework

6.1. Application process

Applicants for membership must provide:

- an AACP application form;
- a current HPC registration number;
- a CSP membership number (or local equivalent for members practising overseas);
- evidence of the required training – normally an AACP-accredited course or suitable university degree course (or for overseas applicants, other appropriate acupuncture training);
- the validation process fee – not applicable to those who have attended an AACP-accredited course; and
- AACP Membership Fees – Joining/Annual Subscription (as appropriate).

6.2. Overseas qualifications

Overseas applicants may offer acupuncture qualifications obtained in their home country. The ETRC shall determine whether the content of such courses is acceptable for membership of AACP.

All applicants should be a member of the HPC and CSP before applying for membership of AACP.

Any application should include a description of clinical experience encountered since completion, a copy of the original certificate and an academic transcript detailing:

- course contents (aim and learning outcome);
- contact hours taught; and
- mode of assessment.

7. Maintaining membership of AACP: CPD

7.1. Outline

Continuing professional development is an ongoing process enabling development of clinical expertise, and encompasses all learning and development that members have undertaken. All CPD learning activities identified have to be accompanied by learning objectives and learning outcomes.

7.2. CPD requirements of AACP members

A minimum of 10 hours of CPD, mapped against learning objectives and learning outcomes is required every 2 years to remain a member of AACP.

Continuing professional development courses do not require approval by AACP: CPD does not involve assessment of skills and no form of CPD is admissible as training.

Approved training courses are accepted as CPD.

7.3. AACP support for members to achieve CPD

The Association is committed to supporting members in their efforts to achieve their required CPD. It does this in a number of ways by:

- arranging regular CPD activities to update members in different areas of acupuncture development;
- arranging an annual conference for members;
- maintaining a data base of known CPD activities (e.g. formal courses, good practice, study days and conferences); and
- facilitating member access to current information about acupuncture (e.g. the AACP Journal and online access to acupuncture research papers).

7.4. Members' responsibilities

- Members are required to undertake at least 10 hours of CPD, mapped against learning objectives and learning outcomes, every 2 years from their date of joining.
- Members should keep a record of CPD including:
 - a summary of total CPD hours;
 - identified learning objectives (by the course tutor);
 - identified learning outcomes (by the member);
 - shortfalls identified by the member;
 - evidence of further training and further CPD required;
 - evidence of developing reflective practice;
 - evidence of adverse incidents/critical incidents; and
 - evidence of peer review and appraisal.
- Members should follow HPC guidance for CPD and maintain information on all CPD undertaken in their professional portfolios of CPD and training.
- Members are required to sign a declaration of achieving AACP CPD standards at each renewal date.

- Members are to be reminded and encouraged to record their CPD electronically via the AACP website members' area.

7.5. Valid activities for CPD

The Association considers the following activities valid for CPD:²

- in-service training;
- critical appraisal of research;
- listening and reflecting upon outside speakers;
- attendance at formal courses;
- acupuncture interest groups;
- attendance at study days;
- attendance at conference;
- self-directed learning; and
- case study submission following the required AACP protocol.

2. <http://www.hpc-uk.org/>

8. AACP-accredited “Advanced Acupuncture in Physiotherapy” and “Specialist Acupuncture in Physiotherapy” course programme specification

8.1. Outline

Accreditation of advanced training is designed to provide further acupuncture training to enable physiotherapists to continue to practise acupuncture as an integrated skill. It is intended to add to skills previously acquired, ultimately leading to AACP advanced membership, contribute to postgraduate qualifications through accredited prior learning, or accredit existing modules offered by higher education institutions at an equivalence to advanced membership of AACP.

This section outlines the requirements for courses that are submitted for accreditation by AACP as advanced courses, and equivalent to 90 Level 7 credits.

8.2. Distinction between advanced training and CPD

Continuing professional development is an ongoing process enabling expansion of clinical expertise, and encompassing all learning and development that members have undertaken. All CPD learning activities identified have to be accompanied by learning objectives and learning outcomes.

Ten hours of CPD is required every 2 years for members to remain on the AACP register. Continuing professional development **does not involve assessment of skills and is not admissible as training**. It can be delivered by a variety of means, as described above in section 7.5.

Advanced training furthers the skills acquired by members during their initial/bridging course. It is delivered by courses or events with identified learning objectives and learning outcomes that involve an assessment of theoretical and practical competence in the new skill and an evaluation of whether that competence has been achieved.

8.3. Application for advanced membership of AACP

Application for advanced membership of AACP is available through the routes shown in section 2.6, “AACP advanced membership admissions matrix”.

8.4. Educational aims

The educational aims of advanced training are to:

- provide education and training in acupuncture as an integrated skill for physiotherapists that can be approved both by AACP Limited and the HPC;
- provide students with more in-depth and more critical knowledge and skills to equip them to continue to practise acupuncture as an integrated skill within their physiotherapy practice;

- further develop students' competence in applying their clinical skills to the practice of acupuncture;
- further develop the critical and analytical problem-based learning skills and the transferable skills of students in relation to acupuncture; and
- enhance the development of students' interpersonal skills in relation to acupuncture.

8.5. Learning outcomes

Recognised advanced courses can provide the following opportunities for students:

- further opportunities for students to develop and demonstrate knowledge and understanding of the principles and philosophies underlying the use of acupuncture in clinical practice;
- further appreciation of and adherence to the contraindications and precautions for the application of acupuncture; and
- further development of the skills, qualities and other attributes of students with regard to techniques and practice in accordance with the Health and Safety regulations, and within the scope of professional practice.

In particular, as in other AACP-accredited courses, students should be able to demonstrate increased or updated knowledge and understanding of:

- the theoretical basis of Western medical acupuncture;
- the basic concepts of TCM;
- relevant anatomical, physiological, microbiological and pathological principles related to acupuncture, and human health and disease;
- current developments in the practice or theory of Western medical acupuncture;
- the legislative and professional standards and codes of practice guiding acupuncture treatment;
- the context and evidence base for the application of acupuncture, relationships with other professions and colleagues, and the integration of acupuncture with other treatment strategies; and
- the mutual effects of acupuncture and communicable diseases/local policies.

Students may also be able to demonstrate an increase in the following skills and attributes:

- application of acupuncture needling and electroacupuncture to appropriate conditions other than musculoskeletal pain problems;
- critical evaluation of research and a variety of types of information and evidence, and initiation of appropriate changes in practice;
- synthesis of information from a number of sources in order to gain a coherent understanding of theory and practice, and integration within physiotherapy clinical reasoning;
- utilising problem-solving skills in a variety of situations within physiotherapy clinical reasoning;
- undertaking skilled, competent, safe, evaluative, reflective acupuncture practice within physiotherapy clinical reasoning;
- effective communication with patients and colleagues using a variety of means;
- effective and safe application of transferable skills to the management of individuals;
- evaluation of their own academic, professional and clinical performance;
- management of time and prioritisation of workloads; and
- taking responsibility for personal and professional learning and development.

8.6. Programme structure

AACP accredited “ Acupuncture in Physiotherapy ” course.					
Sample programme structure detailing indicative content according to contact study hours, self-directed study and credit equivalences. All course proposals must articulate their programme structure in a <i>similar</i> manner: (N/A) not applicable.					
Area of study (all at Level 7)	Tutor: student ratio	Guideline contact study hours	Guideline self-directed study hours	Total study hours	Guideline credit equivalence
Acupuncture research	N/A	15	75	90	9
Further acupuncture point location	15:1	15	75	90	9
Development of mentoring and clinical supervision skills	15:1	15	75	90	9
Further integration of anatomy, physiology, microbiology and pathology	N/A	45	225	270	27
Needling skills including safe practice	15:1	30	150	180	18
Service development and provision	N/A	15	75	90	9
Clinical reasoning and integrated practice	15:1	15	165	180	18
Patient management	15:1	6	84	90	9
TOTAL		126	774	900	90

AACP-accredited “ Specialist Acupuncture in Physiotherapy ” courses					
Sample programme structure detailing indicative content according to contact study hours, self-directed study and credit equivalences. All course proposals must articulate their programme structure in a similar manner.					
Area of study (all at Level 7), all relating to the stated specialist area of acupuncture in physiotherapy practice	Tutor: student ratio	Guideline contact study hours	Guideline self-directed study hours	Total study hours	Guideline credit equivalence
The structure of all “Specialist Acupuncture in Physiotherapy” courses should reflect their healthcare context and application, and be detailed in a similar manner to the “Advanced Acupuncture in Physiotherapy” course.					
TOTAL		56	244	300	30

8.7. Teaching and learning

All formal courses should use a variety of teaching strategies and learning approaches drawn from the following:

- lectures;
- tutorials;
- workshops;
- seminars;
- problem-based learning scenarios; and
- self-directed learning.

These can be facilitated by:

- study manuals;
- the use of research-based teaching materials and methods; and
- case studies.

Practical work on themselves, fellow students and patients should be used to integrate the students' clinical and theoretical knowledge within the process of clinical reasoning. Psychomotor skills must be closely supervised.

8.8. Assessment strategies

A variety of assessment methods are acceptable including, but not limited to:

- observation of clinical practice;
- coursework;
- reflective journals;
- written examination;
- competence logs;
- clinical supervisor assessment;
- viva voce interview;
- practical examination;
- case study analysis;
- OSCE/OSPE;
- seminar demonstration;
- clinical portfolio; and
- retake opportunities should be included, together with the timescales for such retakes.

The assessment methods chosen for each individual course shall be relevant to the course tuition.

8.9. Format for advanced course proposals

Tutors proposing to run advanced courses should prepare a course manual outlining their response to the course specification, and provide key documentation and comprehensive information about the course, including a breakdown of course the evaluations that will be audited.

Tutors should also prepare their portfolio and ensure that it includes evidence supporting their proposal to teach advanced courses.

8.10. Evaluation of advanced courses

All students on advanced courses must complete the form in Appendix 4, which will be issued by their tutor. Students send completed forms to the tutor, who will summarise them, using Appendix 7, and then forward the summary and the forms to the AACP Office within 4 weeks.

8.11. Course evaluation forms and issue of certificates

All students on each course should be asked to complete the evaluation form in Appendix 4, which will be issued by their tutor. Students should pass completed forms to the tutor. The tutor shall put together a brief total of the results on a summary form (Appendix 7), then send the summary, the forms, the names and addresses of all the students, and details of whether they have passed or failed to the AACP Office within 4 weeks of course completion. Reports summarising the evaluation of each course will be considered regularly by the ETRC and will be available to students and other stakeholders.

In the case of foundation/bridging courses, receipt of successful students names and addresses by the AACP Office will allow issue of the CCCs.

9. Acronyms used within this document

AACP	Acupuncture Association of Chartered Physiotherapists
ETRC	Education, Training and Research Committee of AACP
FHEQ	Framework for Higher Education Qualifications
HPC	Health Professions Council
NVQ	National Vocational Qualifications

10. References and resources

Chartered Society of Physiotherapists

<http://www.csp.org.uk/>

Health Professions Council

<http://www.hpc-uk.org/>

National Qualifications Framework

<http://www.ofqual.gov.uk/qualifications-assessments/89-articles/250-explaining-the-national-qualifications-framework>

Skills for Health competencies for the practice of acupuncture

https://tools.skillsforhealth.org.uk/competence_search/



11. Appendices

11.1. National occupational standards for acupuncture

The practice of acupuncture by physiotherapists takes place entirely in the context of CSP members' initial qualification and ongoing registration with both the HPC and CSP.

National occupational standards, as established by the healthcare skills organisation Skills for Health, are organised according to individual competencies that may be practised by any appropriate healthcare provider. Included below are those competencies accessed from the Skills for Health website in February 2012. It is the responsibility of course leaders to ensure that their course design relates specifically to these competencies, and does so in the context of students' HPC and CSP membership. Included below are the overviews for each of the 10 competencies for acupuncture currently published by Skills for Health. Full versions are available at the Skills for Health website.

Skills for Health published acupuncture competencies		
1	Evaluate and process requests for acupuncture	This standard outlines the process that takes place when a request for acupuncture treatment is received from a potential client or from a professional colleague. It recognises that the client needs sufficient information to make an informed choice and ensures that the practitioner makes clear arrangements with the client. Users of this standard will need to ensure that practice reflects up-to-date information and policies. Version No. 1
2	Prepare to assess the client for acupuncture	This standard focuses on the preparation required in order to perform an optimal assessment of a client seeking acupuncture. This includes ensuring that the environment, equipment and materials required for assessment are adequate. It also recognises the needs for clear and effective communication between the practitioner and the client. This standard does not include the technical elements or the professional skills required in the assessment process. Users of this standard will need to ensure that practice reflects up-to-date information and policies. Version No. 1
3	Assess the client for acupuncture	This standard focuses on the process and range of skills required to make an effective assessment of the client's needs. It establishes appropriate boundaries for making a safe assessment and sets, out a duty of care to seek further advice or refer the client on if the case is beyond the practitioner's remit or capability. Users of this standard will need to ensure that practice reflects up-to-date information and policies. Version No. 1
4	Formulate the acupuncture treatment plan	This standard outlines the process by which the treatment plan is formulated. This involves gathering, recording and interpreting the details of the case, planning treatment strategy and evaluation criteria with the client. It involves a focus on the establishment of an effective therapeutic relationship to facilitate informed choice. The standard is dependent on specific acupuncture knowledge and understanding. This may lead to significant variations according to whether the practitioner works within traditional East Asian medicine or Western medical acupuncture. Users of this standard will need to ensure that practice reflects up-to-date information and policies. Version No. 1
5	Agree action with the client (acupuncture)	This standard covers the process of agreeing the course of treatment with the client. It involves ensuring that the client is fully informed of the costs and duration of the proposed treatment, as well as the potential benefits and risks. Users of this standard will need to ensure that practice reflects up-to-date information and policies. Version No. 1

Skills for Health published acupuncture competencies – continued

6	Provide the acupuncture treatment	This standard concerns the provision of optimal acupuncture treatment, and focuses on the treatment environment, equipment and materials, and the technical aspects of the treatment process. The latter include a range of elements from positioning the client to giving advice following the treatment. Adherence to a code of safe practice, application of competent, safe and skilled technique, and development of an informative and supportive therapeutic relationship are important aspects of this standard. Users of this standard will need to ensure that practice reflects up-to-date information and policies. Version No. 1
7	Evaluate the effectiveness of the acupuncture treatment and self-care	This standard outlines the process by which the practitioner can evaluate and refine the acupuncture treatment in order to best meet the client's changing needs. It establishes the need for effective record-keeping and review, places a duty of care on the practitioner to reassess the appropriateness of further acupuncture treatment, and recognises the opportunity for professional self-development that this process provides. Users of this standard will need to ensure that practice reflects up-to-date information and policies. Version No 1
8	Advise the client on acupuncture related self-care strategies	This standard covers the process of evaluating and agreeing with the client any self-care strategies to employ, in addition to, or instead of, acupuncture treatment. It places a duty of care on the practitioner to ensure that clients fully understand what is required of them in terms of safety and feedback, and acknowledges the right of a client not to follow the practitioner's recommendations. Users of this standard will need to ensure that practice reflects up-to-date information and policies. Version No. 1
9	Review the acupuncture and evaluate the case	This standard outlines the process that takes place either when a course of acupuncture treatment has been completed, or when the practitioner needs to seek wider advice and support in managing the case. It recognises that both of these circumstances provide opportunities for reflection on the need for further training, professional development and research. It also recognises that there are occasions when collaborative work across professional boundaries is essential in order to maximise the benefits of treatment for the client. Users of this standard will need to ensure that practice reflects up-to-date information and policies. Version No. 1
10	Provide microsystems acupuncture to clients	This standard focuses on the practitioner's ability to insert solid needles into specific, well-defined areas of the body that reflect the whole of the body, both structurally and functionally, in a topographic manner in order to reflexively regulate corresponding body structures and systems for disease prevention, therapy or maintenance of health. Users of this standard will need to ensure that practice reflects up-to-date information and policies. Version No. 1



11.2. Course provide checklist

To be included in course accreditation documentation. Please complete all shaded areas.		
NAME OF COURSE PROVIDER		
COURSE TYPE PROPOSED TO TEACH (delete as appropriate)	"Acupuncture in Physiotherapy" course/advanced membership programme/specialist module	
ARE YOU, AS A COURSE PROVIDER, SUBJECT TO QAA ASSESSMENT AND REVIEW PROCEDURES? (delete as appropriate)	YES (please go to the declaration at the end of this form).	NO (please complete all sections of this form).
Requirement	Evidence required	Evidence enclosed
Public and professional liability insurance	Copy of current certificate	
Health and safety observances	Copy of current institutional risk assessment	
Financial stability showing restricted capital reserves sufficient to teach out existing students in the event of insolvency.	Audited accounts and current business plan	
Complaints procedures detailing how students should complain, upon what basis, who to, an appeals process and comprehensive information about AACCP accreditation.	Copy of complaints procedures, and narrative of any complaints and their resolutions within the past 3 years	
Signed		
Date		



11.3. Course checklist

To be included in course accreditation documentation, one checklist per course accreditation application.
Please complete all shaded areas.

NAME OF COURSE PROVIDER				
COURSE TYPE (delete as appropriate)	FHEQ equivalent of study	Academic credits EQUIVALENCE	COURSE NAME	Any academic award within which this course is offered/validated.
"Acupuncture in Physiotherapy" course	7	30		
Advanced membership programme	7	90		
Specialist module	7	30		
<p>DISCLAIMER: AACCP is a professional association, and therefore, stipulates the professional standards against which any accreditation is granted. The equivalence of academic credits is indicative only, and no academic credits are granted by AACCP. If an AACCP-accredited course is ALSO validated by a higher education institution as earning academic credits, this is a wholly separate matter.</p>				
NAME OF COURSE LEADER				
POSITION IN ORGANISATION				
PROPOSED TUTORS			Organisation	Checklist enclosed?
Requirement	Evidence required			Evidence enclosed
Course manual	Copy of current manual (programme specification) detailing aims and learning outcomes, programme structure, assessment strategy and profile, and curriculum map			
Signed				
Date				



11.4. Tutor approval checklist

To be included in course accreditation documentation. Please complete all shaded areas.		
SURNAME		
FIRST NAME[S]		
COURSE TYPE PROPOSED TO TEACH (delete as appropriate)	Foundation course / advanced membership programme / specialist module	
Requirement	Evidence required	Evidence enclosed
HPC REGISTRATION NO.	Current registration number	
CSP REGISTRATION NO.	Current membership number	
AACP REGISTRATION NO.	Current membership number	
AACP ADVANCED MEMBERSHIP	Certificate of AACP advanced membership	
10 hours CPD every 2 years	External validation of 10 hours in 2 years, of which 50% is on specific teaching topics	
Teaching certificate and CPD	Please see Appendix 8 for approved courses	
Evidence of Master's-level (Level 7) learning	Academic transcript evidencing at least 30 Master's-level (Level 7) credits	
Clinical skills	Evidence of acquisition of skills against national standards, including clinical application in work or alternative, and clinical reasoning and problem-solving in approaches to pain management (short reflective discourse)	
AACP tutor contract	Sight of signed contract	
Signed		
Date		



11.5. Course evaluation form

To be distributed to all students by tutors, who should summarise the results in Appendix 7 ,and submit it and the course forms within 4 weeks of the end of the course.

Ranking key: (1) STRONGLY disagree; (2) DISAGREE; (3) undecided; (4) agree; and (5) strongly agree.		RANKING				
THE TUTORS		1	2	3	4	5
1	Were enthusiastic					
2	Encouraged debate and reasoning					
3	Gave constructive feedback					
4	Related theories and concepts to practical issues					
5	Were consistently well prepared					
6	Demonstrated background theoretical knowledge					
7	Used evidence-based research					
8	Gave clear and specific directions for needling, assignments and self-directed learning					
9	Provided adequate supervision					
10	Encouraged us to seek our own solutions					
11	I would recommend these tutors					
THE COURSE						
12	Was intellectually challenging					
13	Was difficult to complete					
14	The assignments were difficult					
15	Contained sufficient practical experience					
16	Addressed academic and clinical needs					
17	Enhanced clinical reasoning					
18	Manual was of good quality					
19	INDICATE 3 STRONG POINTS ABOUT THIS COURSE					
20.1						
20.2						
20.3						
20	INDICATE 3 WEAK POINTS ABOUT THIS COURSE					
21.1						
21.2						
21.3						
22	What would you like changed?					
23	On average, how many hours have you devoted to acupuncture theory and practice since starting the course?					
Thank you – your response to this evaluation form is essential to improve all aspects of the teaching skills.						



11.6. Assessment checklist for “acupuncture in physiotherapy” courses

The assessment panel will review the course application submitted for approval against the following criteria:				
NO	CRITERIA	DETAIL	EVIDENCE FOUND	Y/ N
ASSESSMENT OF COURSE PROPOSAL AGAINST SPECIFICATION REQUIREMENTS				
1.	THE COURSE MANUAL provides comprehensive information about the course	Educational aims of the course		
		Intended learning outcomes		
		Teaching and learning methods used		
		Assessment methods used		
		Evidence		
		Indicative content		
		Student numbers		
		Programme structures, etc.		
		Reading list		
		Support for students and their learning		
2.	Tutor data	Numbers of tutors contributing to each course		
		Application form for each tutor		
3.	Practice learning data	Evidence of range, quality and adequacy of practice learning opportunities		
4.	Quality evidence	Information given to potential course members		
		Follow-up for students (e.g. case history marking, advice, etc.)		
ASSESSMENT OF TUTOR(S) AGAINST SPECIFICATION REQUIREMENTS				
TUTOR 1	HPC REGISTRATION NO.	Current registration number		
	CSP REGISTRATION NO.	Current membership number		
	AACP REGISTRATION NO.	Current membership number		
	10 hours CPD/2 years	External validation of 10 hours in 2 years, of which 50% is on specific teaching topics		
	Teaching certificate	See Appendix 9 (e.g. postgraduate teaching certificate or diploma, City & Guilds 730 teacher training, Master's-level teaching and learning module, or evidence of Higher Education Academy membership)		
	University membership or university teaching experience	University membership or university experience (past or present) including curriculum design and student assessment, or working towards a higher qualification		
	Clinical skills, clinical reasoning and a problem-solving approach to pain management	Evidence of acquisition of skills against national standards including clinical application in work or alternative		



11.7. Assessment of “acupuncture in physiotherapy” courses – additional tutors

The assessment panel will review the course application submitted for approval against the following criteria:				
NO	CRITERIA	DETAIL	EVIDENCE FOUND	Y/ N
ASSESSMENT OF TUTOR[S] AGAINST SPECIFICATION REQUIREMENTS				
TUTOR NO.	HPC REGISTRATION NO.	Current registration number		
	CSP REGISTRATION NO.	Current membership number		
	AACP REGISTRATION NO.	Current membership number		
	10 hours CPD/2 years	External validation of 10 hours in 2 years, of which 50% is on specific teaching topics		
	Teaching certificate	See Appendix 9 (e.g. postgraduate teaching certificate or diploma, City & Guilds 730 teacher training, Master's-level teaching and learning module, or evidence of Higher Education Academy membership)		
	University membership or university teaching experience	University membership or university experience teaching including curriculum design and student assessment, or working towards a higher qualification		
	Clinical skills, clinical reasoning and a problem solving-approach to pain management	Evidence of acquisition of skills against national standards including clinical application in work or alternative		
TUTOR NO.	HPC REGISTRATION NO.	Current registration number		
	CSP REGISTRATION NO.	Current membership number		
	AACP REGISTRATION NO.	Current membership number		
	10 hours CPD/2 years	External validation of 10 hours in 2 years, of which 50% is on specific teaching topics		
	Teaching certificate	See Appendix 9 (e.g. postgraduate teaching certificate or diploma, City & Guilds 730 teacher training, Master's-level teaching and learning module, or evidence of Higher Education Academy membership)		
	University membership or university teaching experience	University membership or university experience teaching including curriculum design and student assessment, or working towards a higher qualification		
	Clinical skills, clinical reasoning and a problem-solving approach to pain management	Evidence of acquisition of skills against national standards including clinical application in work or alternative		



11.8. Assessment checklist for “advanced acupuncture in physiotherapy” courses

The assessment panel will review the course application submitted for approval against the following criteria:				
NO	CRITERIA	DETAIL	EVIDENCE FOUND	RATING 0-3*
1.	THE COURSE Handouts provide comprehensive information about the course	Educational aims of the course		
		Intended learning outcomes		
		Teaching and learning methods used		
		Assessment methods used		
		Evidence		
		Indicative content		
		Student numbers		
		Programme structures, etc.		
		Reading list		
		Support for students and their learning		
2.	Tutor data	Numbers of tutors contributing to each course		
		Application form for each tutor		
3.	Practice learning data	Evidence of range, quality and adequacy of practice learning opportunities		
4.	Quality evidence	Information given to potential course members		
		Follow-up for students (e.g. case history marking, advice, etc.)		
TUTOR 1	Teaching certificate	See Appendix 9 (e.g. postgraduate teaching certificate or diploma, City & Guilds 730 teacher training, Master's-level teaching and learning module, or evidence of Higher Education Academy membership)		
	University membership or university teaching experience	University membership or university experience teaching including curriculum design and student assessment, or working towards a higher qualification		
	Clinical skills, clinical reasoning and a problem-solving approach to pain management	Evidence of acquisition of skills against national standards including clinical application in work or alternative		
TUTOR No.	Teaching certificate	See Appendix 9 (e.g. postgraduate teaching certificate or diploma, City & Guilds 730 teacher training, Master's-level teaching and learning module, or evidence of Higher Education Academy membership)		
	University membership or university teaching experience	University membership or university experience teaching including curriculum design and student assessment, or working towards a higher qualification		
	Clinical skills, clinical reasoning and a problem-solving approach to pain management	Evidence of acquisition of skills against national standards including clinical application in work or alternative		

*KEY: (0) UNSATISFACTORY; (1) SATISFACTORY; (2) GOOD; AND (3) VERY GOOD.



11.9. Approved teaching qualifications for tutors teaching on AACPP-accredited “acupuncture in physiotherapy” courses

The assessment panel will review a prospective tutor’s teaching qualifications against the following list. If your qualification does not appear here, the ETRC may require you to complete further training in education. If you believe that your qualification or relevant professional membership is equivalent to those mentioned below, you may appeal directly to the ETRC, who will consider your request.

- Postgraduate teaching certificate or diploma
- City & Guilds 730 teacher training
- Level 7 (Master’s) teaching and learning module (minimum 20 credits)
- Higher Education Academy fellowship
- Institute for Learning associate membership
- Level 4 Stage 1 or 2 Further Education teaching qualification for full-time teachers
- Level 3/4 Certificate (Certificate in Teaching in Lifelong Learning Sector, CTLLS)
- Equivalent



11.10. Assessment panel recommendation to the ETRC

Please include all relevant copies of Appendices 9.2, 9.3, 9.4 (and 9.7, if appropriate), and 9.6 or 9.8.			
NAME OF COURSE PROVIDER			
COURSE TYPE PROPOSED TO TEACH (delete as appropriate)		<i>"Acupuncture in Physiotherapy" course/advanced membership programme/specialist module</i>	
ARE YOU, AS AN ASSESSMENT PANEL, UNANIMOUS IN YOUR RECOMMENDATION THAT THIS COURSE BE ACCREDITED/REACCREDITED BY AACPP?		YES	NO
Do you have any conditions of accreditation?		YES	NO
1.			
2.			
3.			
4.			
More than four conditions will automatically refer the course back for reconsideration and resubmission.			
Do you have any recommendations?		YES	NO
1.			
2.			
3.			
4.			
Do you have any further comments?			
Signed			
Date			

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