



AACP
PROGRAMME OF
EDUCATION AND TRAINING
(PET)

Updated 2022



Acronyms used in this document

AACP:	Acupuncture Association of Chartered Physiotherapists
AP:	Approval Panel
CPD:	Continued Professional Development
CSP:	Chartered Society of Physiotherapists
E&T:	Education and Training
FHEQ:	Framework for Higher Education Qualifications
HCPC:	The Health and Care Professions Council
HE:	Higher Education
NHS:	National Health Service
NVQ:	National Qualifications Framework
TC:	Training Committee
TCM:	Traditional Chinese Medicine
WMA:	Western Medical Acupuncture

Useful Contacts

AACP Chair	Jonathan Hobbs	chair@aacp.uk.com
CEO:	Paul Battersby	ceo@aacp.uk.com
Office Manager:	Sue Kettle	manager@aacp.uk.com
Membership and Training:	Sarah Brand	sec@aacp.uk.com
Social Media and Marketing:	Sally Battersby	sec@aacp.uk.com
Clinical Advisor:	Paul Battersby	clinicaladvisor@aacp.uk.com

Table of Contents

	Welcome	Page 6
1.	Introduction	Page 7
2.	Provision of Education and Training Courses	Page 8
2.1.	The Education and Training Framework	Page 8
2.2.	Professional and Education Standards	Page 8
2.3.	FHEQ Level 7	Page 9
2.4.	Credits	Page 9
2.5.	Alignment to Academic Levels and Credits	Page 9
2.6.	The Course Approval Process	Page 10
2.7.	Membership Training Requirements	Page 11
	<ul style="list-style-type: none">- The AACP Acupuncture Foundation Course- University Degree Courses- Overseas Qualifications- Admissions Assessment- Bridging Course- Two Day Acupuncture Refresher Course- Support to Advanced Training and Continued Professional Development- Facilitation of Continued Professional Development- Advanced Courses- Ongoing Monitoring	
2.8.	Changes to the Education and Training Framework	Page 13
3.	Implementing the Education and Training Framework	Page 13
3.1.	Structure, Roles and Responsibilities	Page 13
3.2.	The AACP Board	Page 13
	<ul style="list-style-type: none">- Relationship of the Board to the Training Committee- Arrangements for the Board to Consider E&T Issues- Membership of the Board	
3.3.	Training Committee	Page 14
	<ul style="list-style-type: none">- Membership of the Training Committee- Terms of Office- Quorum- Decision-making Protocol- UK-Wide Representation- Confidentiality of Meeting Proceedings	
3.4.	Assessment Panels	Page 15
	<ul style="list-style-type: none">- The Assessment Panel- Role of the AP- Administrative Support for the AP- The Recommendation of the AP	
3.5.	The AACP Administrative Office	Page 16
	<ul style="list-style-type: none">- The Role of the AACP Office- Administrative Support for the E&T Processes- Establishment of the AP	
4.	Course Providers Guide	Page 16
4.1.	Accreditation Cycle	Page 16
4.2.	Requirements for Course Providers	Page 17
	<ul style="list-style-type: none">- Copyright- Advances Courses- CPD Courses- Commitment to Teaching Training Courses	
4.3.	Tutor Requirements	Page 17
4.4.	Action to be Taken by Course Leaders	Page 18
4.5.	The AACP Course and Course Provider Accreditation Process	Page 19

4.6	Approved Teaching Qualifications for Tutors Teaching on AACP-Accredited “Acupuncture Foundation Courses”	Page 20
4.7	Register of Accredited Courses	Page 20
4.8	Length of Approval and Reapproval	Page 20
4.9	Changes to approved Courses	Page 21
4.10.	Ongoing Monitoring: Annual Report	Page 21
5.	AACP-Accredited “Acupuncture Foundation Course” Programme Specification	Page 21
5.1.	Outline	Page 21
5.2.	Course Document	Page 21
5.3.	Programme Aims	Page 22
5.4.	Learning Outcomes	Page 22
5.5.	Programme Structure	Page 23
5.6.	Teaching and Learning Strategies	Page 23
5.7.	Assessment Strategies	Page 24
5.8.	Indicative Reading	Page 24
5.9.	Student Support	Page 24
5.10.	Evaluation of Course and Issue of Certificates	Page 25
5.11.	Pregnant Students	Page 25
6.	AACP membership Framework	Page 25
6.1.	Application Process	Page 25
6.2.	Overseas Qualifications	Page 26
7.	Maintaining Membership of AACP: CPD	Page 26
7.1	Outline	Page 26
7.2	CPD Requirements of AACP Members	Page 26
7.3	AACP Support for Members to Achieve CPD	Page 26
7.4	Members Responsibilities	Page 26
7.5	Valid Activities for CPD	Page 27
8.	AACP-Accredited “Advanced Acupuncture in Physiotherapy” and “Specialist Acupuncture in Physiotherapy” Course Programme Specification	Page 27
8.1	Outline	Page 27
8.2	Distinction Between Advanced Training and CPD	Page 27
8.3	Application for Advanced Membership for AACP	Page 28
8.4	Education Aims	Page 28
8.5	Learning Outcomes	Page 28
8.6	Programme Structure	Page 29
8.7	Teaching and Learning	Page 30
8.8	Assessment Strategies	Page 30
8.9	Format for Advanced Course Proposals	Page 30
8.10	Evaluation of Advanced Courses	Page 31
8.11	Course Evaluation Forms and Issues of Certificates	Page 31
9.	Appendices	Page 31
9.1	National Occupational Standards for Acupuncture	Page 31
9.2	AACP Admissions Flowchart	Page 34
9.3	AACP Advanced Membership Admissions Flowchart	Page 35
9.4	AACP Accreditation Process Flowchart	Page 35
9.5	Tutor Approval Checklist	Page 36
9.6	Tutor Re-Accreditation Checklist	Page 37
9.7	Assessment Checklist for AACP-Accredited CPD Courses	Page 40

9.8	AACP Acupuncture Foundation Course Evaluation Form	Page 41
9.9	AACP Accredited CPD Evaluation Form	Page 43
9.10	AACP CPD Registration Form	Page 45
9.11	AACP Foundation Course – Temporary Competency Certificate	Page 46
9.12	AACP Foundation Course – Competency Certificate	Page 47
9.13	AACP-Accredited CPD Course Certificate	Page 48

Welcome

Welcome to the AACP *Programme of Education and Training* (PET), the framework for the association's accreditation of courses in acupuncture for physiotherapists.

The AACP Training Committee (TC) exists to provide an independent and informed forum to ensure that the AACP offer the highest quality training, alongside keeping up to date with the latest research.

The AACP invite members and prospective members to;

- Complete an AACP Acupuncture Foundation Course
- Complete further education for a pathway to Advanced Membership via WMA or TCM Diploma
- Become an Accredited AACP Tutor on a three-year cycle of re-accreditation
- Write and teach CPD courses for AACP members

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

The following forms and information will guide you when applying for accreditation, whether it be as a future AACP member, tutor or course provider.

For further guidance or advice, please contact the AACP Office on sec@aacp.uk.com

Yours faithfully,

AACP Ltd

1. Introduction

This document outlines the education and training (E&T) arrangements of “*Acupuncture Association of Chartered Physiotherapists (AACP) Limited*” that have been made so that members can meet the professional standards of acupuncture practice with a physiotherapy context; with reference to relevant external benchmarks provided by regulators with healthcare, physiotherapy and acupuncture practice. It is the express commitment of the 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 & Care Professions Council](#) (HCPC) 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 are required by the Association for membership to be granted. Membership of AACP is the most common required standard for the practice of acupuncture in NHS 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 the AACP members, is the focus of the Associations work.

The Associations infrastructure and educational standards were originally designed for a small clinical interest group for 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 present day, several structural and operational changes were required for the Association to be able to serve such 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.

In 2019, the Education, Training and Research Committee (ETRC) was disbanded, and the responsibilities of all research projects was passed onto the AACP Journal Committee, who will continue the search for research and evidence in support of acupuncture treatments.

The AACP appointed a Training Committee (TC) who will continue to manage the training provision of all courses and training projects on behalf of the AACP Board.

New Terms of Reference and a rewritten Programme of Education and Training has been submitted to continue to demonstrate the AACP’s commitment to offering the best education to its members.

2. Provision of Education and Training Courses

The AACP Acupuncture Foundation course is a 300-hour foundation level training for physiotherapy graduates, that provides the skills and competencies to undertake acupuncture as a modality integrated into their physiotherapy skills.

Alongside this, the AACP have approved and accredited several foundation courses from external suppliers.

The AACP will not advertise on behalf of an external supplier and pricing must be in line with the AACP pricing policy. As part of a reciprocal agreement the AACP will grant one year's complimentary membership to any delegate attending these courses. The course leader must provide the AACP with student names, contact details and CSP / HCPC registration numbers to the AACP Office so that they may be set up as AACP member and can access their membership benefits.

2.1 The Education and Training Framework

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

- Educational standards
- Accreditation and monitoring of courses
- Admission and revalidation of members
- 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.

In addition to these professional standards, AACP educational standards are also mapped against the higher education qualification frameworks for England, Wales, Scotland, Northern Ireland. This is to facilitate the appropriate development of courses 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 training committee does not award higher education qualifications and nor will it seek to do so. The 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
- Support members' needs in being able to accredit prior learning of those AACP-accredited courses they have completed.

2.3 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 the AACP “Acupuncture for Physiotherapy” course is based on the student being both CSP and HCPC registered physiotherapists.

Level 6 is the threshold to become a qualified physiotherapist (a bachelor’s degree), and as the practice of acupuncture is in the context of an advanced practice of physiotherapy by using acupuncture as an adjunctive therapy, it is appropriate for all AACP accredited courses to be set at level 7.

2.4 Credits

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

- AACP-accredited Acupuncture Foundation 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 Foundation 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.

2.5 Alignment to academic levels and credits

Overview of academic levels of credits in higher education qualifications (NQF) National Qualifications Framework for Higher Education Qualifications (FHEQ)			
NQF levels to prior alignment to FHEQ	FHEQ	Qualification	Credits
5	8	Doctorate degree	
4	7	Master’s degree	180
		Postgraduate diploma	120
		Postgraduate certificates	60
3	6	Bachelor’s degrees	360
	5	Diplomas of HE	240
	4	Certificate of HE	120
2	3	A-Levels or equiv.	

Summary of equivalent academic levels of credits for AACP-accredited courses; (NQF) National Qualifications; (FHEQ) Framework for Higher Educational Qualifications; and (TC) Training Committee						
NQF levels prior to alignment to FHEQ	FHEQ level	AACP-accredited courses	Equivalent academic credits (not awarded by AACP but stipulated by the TC as the required standard and level in order to qualify for accreditation)			
4	7	AACP Accredited specialist acupuncture modules	30			
		AACP accredited advanced course	90			
		AACP accredited FC	30			

2.6 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 that the AACP host may be advertised under AACP licence on the Association’s website and in Frontline magazine.

The AACP will host AACP accredited courses at UK based hospitals or clinics, and manage all incoming bookings and advertise on;

- Frontline Magazine
- CSP Website
- Private Practice Hub
- Find CPD
- Physio Bob
- Facebook
- Twitter
- Linked In

All courses will be marked 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, these other programmes may not advertise themselves as AACP accredited.



2.7 Membership Training Requirements

The AACP Acupuncture Foundation 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 Acupuncture Foundation Course.

The requirement for an “Acupuncture Foundation Course” course is that it is equivalent to 30 Level 7 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 [AACP Clinical Advisor](#), which will advise on their acceptability.

Admissions Assessment

Those wishing to become AACP members must demonstrate that they meet the AACP quality standards for their profession. New applicants may be required to attend the AACP Admissions Assessment. This process takes approximately 1 hour and includes a written and practical competency assessment. This will be organised by the AACP Office and the tutor.

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 required to update existing acupuncture training
- Graduates who have taken an acupuncture option module at university and are able to practice needling with clinical supervision

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, 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.

Two Day Acupuncture Refresher Course

The AACP General Two-Day Acupuncture Refresher Course and the AACP-Accredited MSK Acupuncture Refresher Courses are suited to individuals who have or are practicing acupuncture and who wish to refresh their acupuncture knowledge.

The Refresher course focuses are suitable for physiotherapists that want to learn how to diagnose and treat certain areas of the body / injuries which practitioners may come across on a daily basis.

Non-AACP Members wishing to gain access to AACP Membership can also attend this training but will be required to complete a written and practical competency assessment at the end of the second training day. Please refer to the AACP Admission Flowchart ([Appendix 9.2](#)) for further details.

Support to Advanced Training and Continued Professional Development (CPD)

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

- Work based learning
- Professional activity
- Formal education
- Self-directed learning

For more information on the types of acceptable CPD, please read the [AACP Handbook](#).

Facilitation of Continued Professional Development (CPD)

The HCPC 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 triennially.

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 Training Committee. 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 Training Committee through the AACP's website and Journal in the Committee's regular meeting report.

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 tutors 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 Training Committee

The Training Committee 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 Training Committee, and vice versa.

The Training Committee will approve any course accreditation applications but the Board may opt to reject a recommendation if they deem the course unsuitable for the AACP.

The Board shall appoint the Chair of the Training Committee, who will be a member of AACP Management within the AACP Head Office. The Training Committee 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 Education and Training issues following the recommendations of the Committee.

Arrangements for the Board to consider E&T issues

Meetings of the Training Committee are scheduled to take place on a quarterly basis ahead of 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 [here](#).

3.3 Training Committee

The Training Committee 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/offers 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
- 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 Training Committee, among tutors/teaching institutions, and externally with other bodies
- Developing, operating and monitoring an appropriate clinical audit
- Monitoring the AACP clinical audit

Membership of the Training Committee

The Board will consider recommendations from the Chair and will approve members of the Training Committee. Members of the subcommittee will reflect clinical and academic diversity. Appointments may include;

- Chair (1)
- Secretary (1)
- AACP Board representative (1)
- AACP Chief Executive Officer (1)
- AACP Clinical Advisor (1)
- AACP tutor representative (3)
- AACP Membership and Training Coordinator (1)

Terms of office

There is no time limit as to how long the members remain part of the Training Committee, however the AACP Board members will have the final decision on who is in position of the subcommittee.

Quorum

The Training Committee 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 most 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 Training Committee 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 Training Committee is a subcommittee of the AACP Board, a limited company and not a public body, there is no requirement for the Training Committee to hold public meetings, nor to open its proceedings beyond the membership of the Committee itself.

3.4 Assessment panels

The Assessment Panel

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

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
- Report their recommendations to the Training Committee via the AACP Office

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 Training Committee Chair will be responsible for presenting the recommendations of the AP to the Training Committee.

3.5 The AACP Administrative Office

The role of the AACP Office

The AACP Office provides administrative and secretarial support for all education and training 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 performance indicators
- 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 forward all applications to 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 Training Committee Chair to match assessors to the course, if required.

4. Course Providers' Guide

4.1 Accreditation cycle

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

The Training Committee meets four times a year (*January, April, September, December*)

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

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)
- Advanced AACP members
- AACP Tutors
- Approved speakers from AACP conferences and EXPOs

In all cases, any AACP-accredited “Acupuncture Foundation Course” course must be delivered by advanced AACP members and, 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 9.7](#) to demonstrate that they meet the qualifications and requirements to support courses they wish to teach.

Copyright ©

It is the responsibility of the tutor to ensure that quotations or pictures included in the presentation (that are **not** owned by the tutor), do not infringe on copyright law. Where possible, the tutor must seek approval and must state the name of the author in the presentation against any quotations or images. The tutor will also include a Bibliography at the end of each presentation to support the evidence.

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

CPD courses written by external providers but managed by the AACP must be approved and accredited by the AACP.

Commitment to teaching training courses

Course providers accredited by AACP are expected to run a minimum of one training course triennially 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 this agreed time.

4.3 Tutor requirements

The following tutor requirements are detailed in the tutor checklist ([Appendix 9.5](#)). 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 reaccreditation is due, a separate application needs to be made to the Training Committee 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 HCPC, 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
- Evidence of successful learning at Level 7 or above (*copy of certificate/academic transcript required*)
- 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 [HCPC website](#).

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 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*
- *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)*
- *Complete the tutor application form(s) 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*
- *Send to the AACP Office, to meet the application deadline:*
 - completed application form(s) for all course tutor(s)
 - the completed course approval application form(s) ([Appendix 9.7](#))
 - 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

4.5 The AACP course and course provider accreditation process

Assessment panels of the Training Committee consider all applications. A list of independent assessors approved by the AP will be kept at the AACP Office by the Membership and Training Co-ordinator, and applications for assessment will be assigned by the Office ensuring there is no conflict of interest.

The AACP Board ultimately ratifies course and tutor approvals, which applicants are notified about through the AACP Office. All Foundation Course tutor accreditations are subject to contract between the prospective tutor and AACP. All accreditations are subject to sight of signed contracts between prospective tutors and AACP. Exceptionally, the Board may opt to reject a recommendation from the Training Committee, in which case they will explain the reasons for non-approval both to the Training Committee 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 to be considered and agreed by the assessors before they report to the Training Committee, 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.

Courses judged by the assessors to have major shortcomings that require significant restructuring or rewriting should be reported to the AACP Education and Training Coordinator. They will issue a statement of non-approval, including an explanation of the reasons for the non-approval.

In such cases, any further assessment will require a new application.

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 Approved teaching qualifications for tutors teaching on AACP -Accredited “Acupuncture for Foundation Courses”

The Assessment Panel will review a prospective tutor teaching qualification against the following list. If your qualification does not appear here, the Training Committee 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 Training Committee, who will consider your request.

- Postgraduate teaching certificate or diploma
- City & Guilds 730 teacher training
- Level 7 MSc 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, CTTLS)
- Equivalent

4.7 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.

4.8 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 approval panel about the changes and notify the tutor of the outcome. If the approval panel 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 Training Committee until notified to that effect in writing through the AACP Office.

4.10 Ongoing monitoring: annual report

Course providers offering AACP-Accredited Foundation courses or Refresher Courses should provide key information to the AACP Office 1 week after the course start date.

- Cohort details
- Student numbers (detailing the numbers of those enrolled, 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
- Course leaders' evaluation and developmental action plan.

The same accreditation cycle for initial accreditations applies to triannual 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 review indicate a cause for concern with regard to the standards established in the AACP Programme of Education and Training, the Training Committee reserve the right to institute a process of quality assurance through further evaluation measures, which may include documentation and teaching observation.

5. AACP-accredited “Acupuncture Foundation Course” programme specification

5.1 Outline

The AACP-accredited “Acupuncture Foundation Course” 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
- 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
- Provide education and acupuncture training that is approved by AACCP.

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
- 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.

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
- 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
- Taking responsibility for personal and professional learning and development.

5.5 Programme Structure

AACP-Accredited “Acupuncture Foundation Course”.

Sample programme structure detailing indicative content according to contact study hours, a self-directed study and credit equivalences. All course proposals must articulate the programme structure in a similar manner

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
- Self-directed learning

These can be facilitated by:

- Study manuals
- The use of research-based teaching materials and methods
- Case studies

Practical work on themselves, fellow students -and patients, friends of family 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
- 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

After the first day of the course, the tutor shall contact the [AACP Office](#) with a list of names and contact details of all “AACP-Accredited Acupuncture Foundation Courses”.

On day 4 of the “Acupuncture Foundation Course”, all students shall be issued a course evaluation form ([Appendix 9.8](#)), 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, before sending the summary and assessment forms of all the students to the AACP Office within 6 weeks of course completion.

On receipt of students’ names, the AACP Office will send out the course completion certificates (CCCs) direct to the student, along with an AACP membership application form. The Association will seek evaluation within the AACP 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 it 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 can 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.

6. AACP membership framework

6.1 Application process

Applicants for membership must provide:

- 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)
- AACP Membership Fees – Joining/Annual Subscription (*as appropriate*)

6.2 Overseas qualifications

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

All applicants should be a member of the HCPC 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
- 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 must be accompanied by learning objectives and learning outcomes.

7.2 CPD requirements of AACP members

A minimum of 10 hours of Acupuncture 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 several 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*)
- 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
- Evidence of peer review and appraisal

Members should follow HCPC guidance for CPD and maintain information on all CPD undertaken in their professional portfolios of CPD and training. Members are to be reminded and encouraged to record their CPD electronically via the AACP website members' area or AACP members phone App.

7.5 Valid activities for CPD

The Association considers the following activities valid for CPD:

- 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
- Case study submission following the required AACP protocol

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 must 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”.

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 HCPC
- 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
- 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
- Further development of the skills, qualities and other attributes of students regarding techniques and practice in accordance with the Health and Safety regulations, and within the scope of professional practice.

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 WMA
- 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
- 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 several 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
- Taking responsibility for personal and professional learning and development

8.6 Programme Structure

AACP-Accredited “Advanced Acupuncture Foundation 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 similar manner.

Area of study (all at level 7)	Tutor: Student Ratio	Guideline contact study hours	Guideline self-directed study hours	Total study hours	Guideline credit equivalent
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 integrated practice	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 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 details 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
- Self-directed learning
- Online learning
- Podcasts
- Webinars

These can be facilitated by:

- Study manuals
- The use of research-based teaching materials and methods
- 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
- 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 9.9](#) which will be issued by their tutor. Students shall send completed forms to the tutor, who will summarise them and then forward the summary and the forms to the AACP Office.

8.11 Course evaluation forms and issue of certificates

All students on each course should be asked to complete the evaluation form 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, then send the summary, the forms, the names and contact details of all the students, and details of whether they have passed or failed to the AACP Office within 6 weeks of course completion.

Reports summarising the evaluation of each course will be considered regularly by the Training Committee 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 certificates.

9. Appendices

9.1 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 HCPC and CSP.

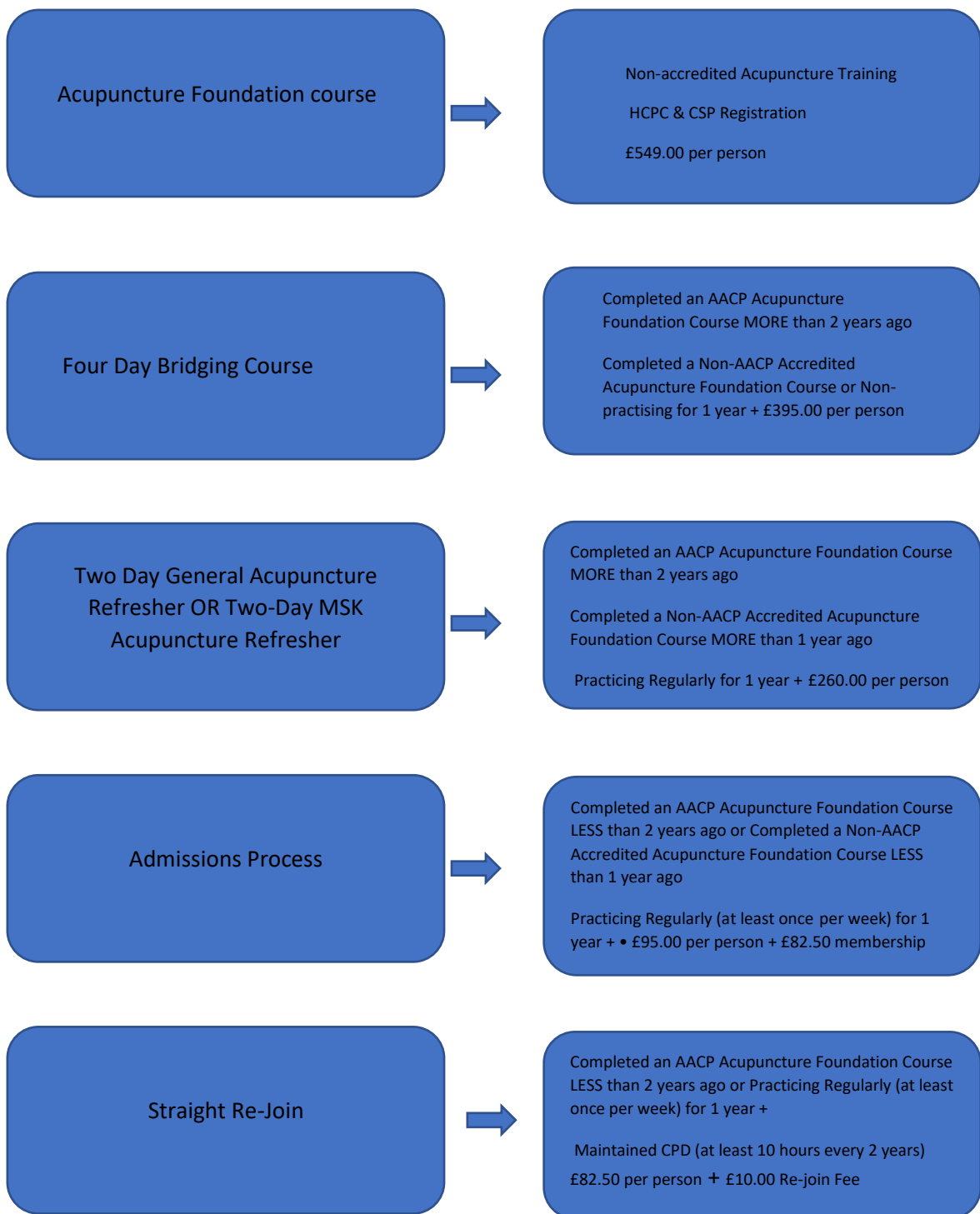
National occupational standards, as established by the healthcare skills organisation Skills for Health, are organised according to individual competencies that may be practised by any appropriate healthcare provider.

Below are those competencies accessed from the Skills for Health website. 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' HCPC 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.

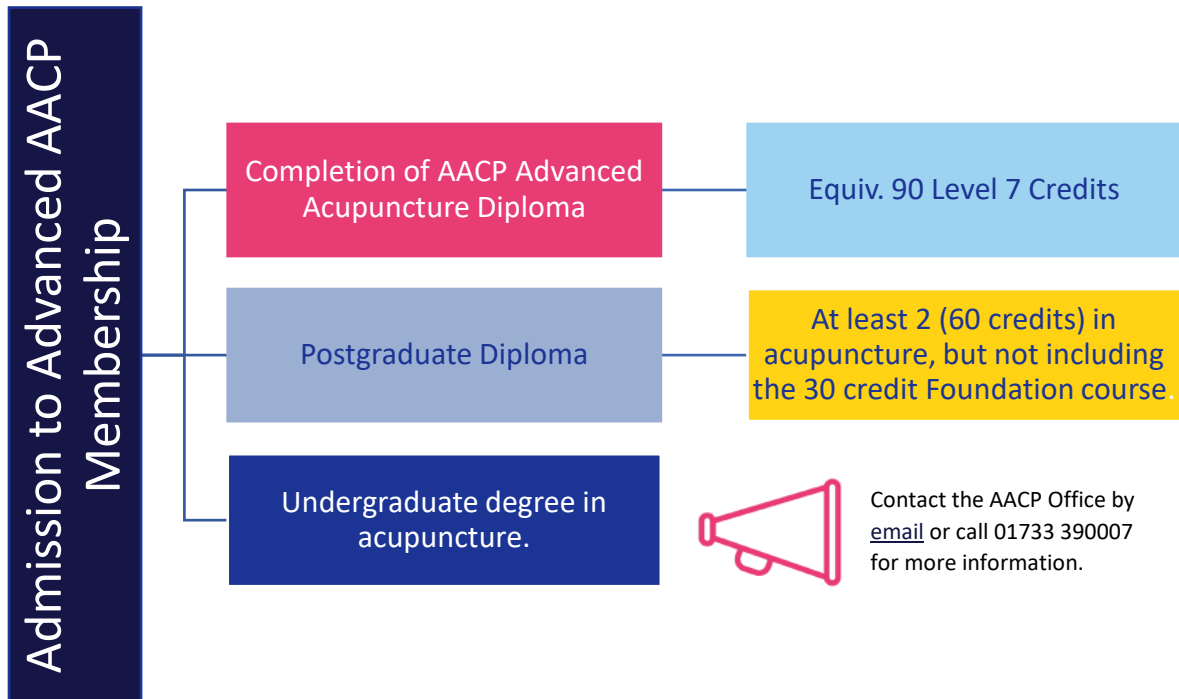
Skills for Health published acupuncture competencies		
1	Evaluate and process requests for acupuncture	This standard outlines the process that takes place when a request for acupuncture treatment is received from a potential client or from a professional colleague. It recognises that the client needs 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
6	Provide the acupuncture treatment	This standard concerns provision of optimal acupuncture treatment, and focuses on the treatment environment, equipment and materials, and the technical aspects of the treatment process. The latter includes 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 re-assess 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 the client fully understands what is required of them in terms of safety and feedback, and acknowledges the right of the 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, which 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 practitioners' ability to insert solid needles into specific, well defined areas of the body which 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

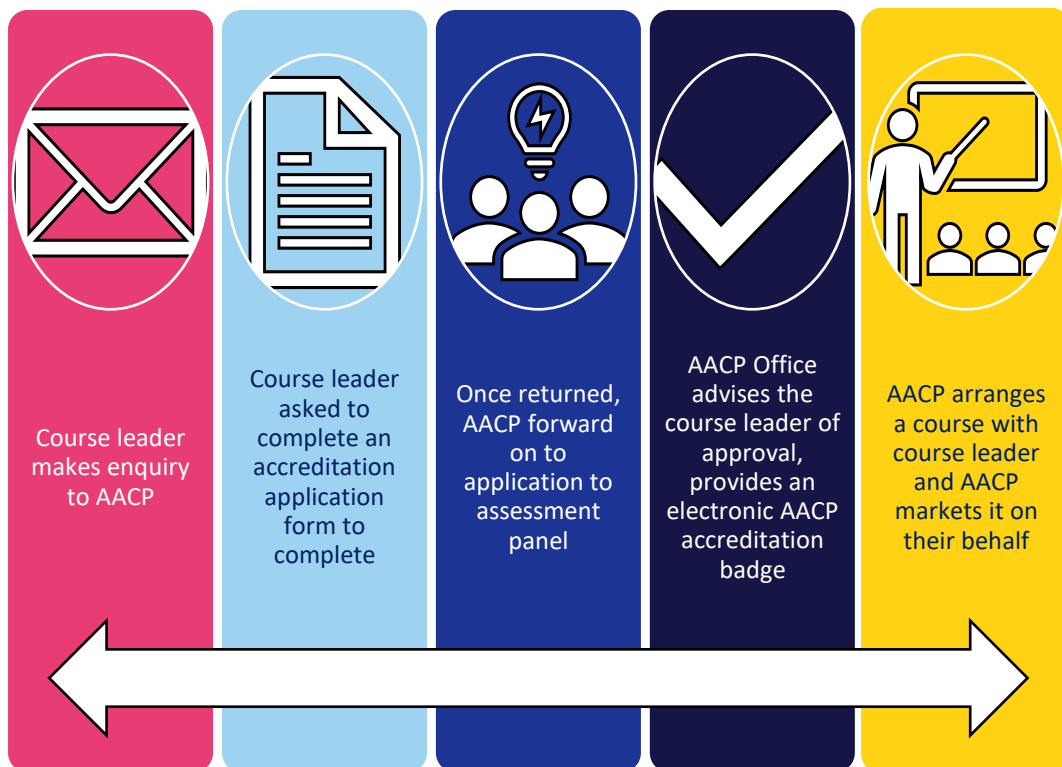
9.2 AACP Admissions Flowchart



9.3 AACP Advanced Membership Admissions Flowchart



9.4 AACP Accreditation Process Flowchart



9.5 Tutor Approval Checklist

To be included and 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 Route	
Requirement	Evidence required	Evidence enclosed
HCPC Registration No.	Current registration no.	
CSP Registration No.	Current registration no.	
Advanced AACP Registration No.	Current registration no.	
10 Hours CPD every 2 years	External validation of 10 hours in 2 years, of which 50% is on specific teaching topics	
Teaching Certificate	Please see section 4.6 of the PET	
Evidence of MSc Level (7) learning	Academic transcript evidencing at least 30 MSc 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		

- If you have completed your teacher training in the last 3 years, please email the AACP Office evidence for all appropriate competencies.
- Please provide evidence of a minimum of 5 hours of acupuncture teaching in 2 years. (Please note that shadowing does not count)

9.6 Tutor Re-Accreditation Checklist

Surname:		
First Name(s)		
Course Type Proposed to Teach		
Part 1 – confirmation of tutor details		
Requirement	Evidence required	Evidence enclosed/present *to be completed/checked by AACP Office
HCPC Registration No.	Current registration number	
CSP Registration No.	Current registration number	
Advanced AACP Registration No.	Current membership number	
10 hours CPD every 2 years	External validation of 10 hours in 2 years, of which 50% is on specific taught topics	
Teaching certification submitted for initial tutor approval	Please see Appendix 8 for approved courses	
Evidence of MSc 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		

Part 2 – teaching experience over the past 12 months		
Dates	Student group	Level / award

Part 3 – submission of teaching CPD			
<p>The continuing professional development of your teaching skills can be undertaken in a variety of contexts and forms, including taught courses, reading books and journals, observation and mentoring, peer assessment and self-reflection on practice. This form provides a format for you to gather and reflect upon your teaching CPD since your most recent approval as an accredited AACP tutor. Ideally this should range across a number of different formats, but at least two (taught courses, journal reading, peer observation etc), cover a range of different teaching skills (assessment, classroom presence, teaching planning etc) and be of an appropriate extent for a dual professional, whose primary profession is healthcare, and is secondarily a teacher. One day, or 7 hours, is therefore suggested as a guideline.</p>			
Taught courses			
Title, provider & hours		Content and learning objectives	Impact on the quality of your teaching
<i>EXEMPLAR</i>	<i>Clinical assessment methods INSET training, University of Hometown, 4 hrs</i>	<i>Development of assessment criteria and descriptors for dexterity in clinical procedures.</i>	<i>Real-time commentary to students in both teaching techniques and narrating their progress has become more descriptive.</i>

Journal / book reflective reading			
Title of book / article		Content and abstract	Impact on the quality of your teaching
EXEMPLAR	Article on differentiation in teaching interviewing skills	Development of ability to identify students' learning styles and adapt teaching style.	Inclusion of preliminary exercise in one day courses to gauge the learning styles of a group as a whole.
Peer observation / mentor assessment			
Teaching observed		Summary of feedback	Impact on the quality of your teaching
EXEMPLAR	One day CPD course on needling technique	Arrangement of room did not allow maximum observation for participants. Physical presence in room good, but tended to focus on students immediately in front of me.	Stage management and room layout of lectures / demonstrations including in teaching notes. Revised imagining of student group at start of day to include the whole room.

9.7 Assessment checklist for AACP-Accredited CPD Courses

The assessment panel will review the course application for approval against the following criteria:				
No.	Criteria	Detail	Evidence Found	Y/N
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		
		Programme Structures		
		Reading List		
		Bibliography		
		Intended course outcomes		
	Support for student and their learning			
2	Practice learning data	Evidence of range, quality and adequacy of practice learning opportunities		
3.	Quality evidence	Information given to students Follow up for students (e.g pre-course reading, case history, marking, advice etc)		

Please send the following documents to the [AACP Office](#);

- Completed CPD application form (please see attached)
- Course Outline with aims and objectives
- Course Timetable
- Evidence to support your training
- A CV on your professional background
- Ratio of theory vs. practical
- Number of CPD hours

9.8 AACP Acupuncture Foundation Course Evaluation Form

Course:	AACP Acupuncture Foundation Course
Venue:	
Date:	
Tutor:	

Dear Delegate,

Thank you for booking your place on the AACP Acupuncture Foundation Course. We would be grateful if you could complete the brief questionnaire below, your comments are important and help us constantly improve our delivery and provide the best possible service for our members.

1 = Strongly Disagree

2 = Disagree

3 = Undecided

4 = Agree

5 = Strongly Agree

Administration	1	2	3	4	5	NA
The AACP website was user friendly						
Instructions on booking a course were clear and easy to follow						
All pre-course material was sent in plenty of time before my training						
The office staff were knowledgeable and answered my questions quickly and professionally						
The pre-course handbook was easy to follow and understand						
The Foundation Course Manual was good quality						
The text and font in the manual were easy to read						
The images in the manual were clear						
There was plenty of room to make notes in the manual						
Venue	1	2	3	4	5	NA
Directions to the venue were clear and easy to follow						
Training room was clearly signposted						
The training room was clean and tidy						
The training room was well equipped						
The training room was comfortable and spacious						
The Tutor	1	2	3	4	5	NA
Was enthusiastic						
Encouraged debate and reasoning						
Gave Constructive Feedback						
Offered related theories and concepts to practical issues						
Was well prepared						
Demonstrated background theoretical knowledge						
Used evidence based research						
Gave clear and specific directions for needling assignments						
Provided adequate supervision						
Encouraged us to seek our own solutions						
The Course	1	2	3	4	5	NA
Was intellectually challenging						
The assignments were uncomplicated and easy to complete						
Contained sufficient practical experience						
Addressed academic and clinical needs						
Enhanced clinical reasoning						
I will be able to practise acupuncture confidently in my daily role						

Are there any ways that we could improve this course?

Additional feedback or comments:

On average, how many hours have you devoted to acupuncture theory and practise since starting the course?

Testimonials

If you complete this course feeling happy, inspired and confident; please email the AACP marketing team on marketing@aacp.uk.com with a testimonial on your training. We want to share *your* positive experience, so that we can demonstrate our commitment to providing the highest standard of acupuncture training.

Do you want to host a course at your venue?

To ensure that your venue is suitable, you would need;

- A room suitable to hold a maximum of 15 delegates and all equipment
- If outside of the NHS, your venue **must** have a local authority licence for Acupuncture practice
- Plinths – no more than 3 delegates to each plinth
- Sharps boxes and the means for their disposal
- Suitable sanitary hand washing facilities
- An LCD Projector and Screen to hold presentations
- Flipchart
- Laptop
- Tea, Coffee & Biscuits

As the host venue, you will be entitled to two complimentary spaces, in place of the room hire fee.

Please contact sec@aacp.uk.com for further information.

9.9 AACP Accredited CPD Evaluation Form

Course Title:	
Venue:	
Date:	

Dear Delegate

Thank you for attending the above mentioned CPD course, we would be grateful if you could complete the brief questionnaire below.

Your feedback is important and helps improve customer service and course delivery, ensuring we provide the best possible service for our membership. If you are happy to give your name, membership number and location, please complete the below section.

Many Thanks, The AACP Office

Name		Membership No.		Your location	
-------------	--	-----------------------	--	----------------------	--

1 = Strongly Disagree

2 = Disagree

3 = Undecided

4 = Agree

5 = Strongly Agree

Administration	1	2	3	4	5	NA
The AACP website was user friendly						
Instructions on booking a course were clear and easy to follow						
All pre-course information was sent in plenty of time before the training						
The AACP office staff were knowledgeable and answered my questions quickly and professionally						
The course material was good quality						
The text and font in the presentations were easy to follow						
The images in the presentations were clear						
There was plenty of room to make notes in the presentation folder						
Venue	1	2	3	4	5	NA
Directions to the venue were clear and easy to follow						
The training room was clearly signposted						
The training room was clean and tidy						
The training room was well equipped						
The training room was comfortable and spacious						
The Tutor	1	2	3	4	5	NA
Was enthusiastic						
Encouraged debate and reasoning						
Gave constructive feedback						
Offered related theories and concepts to practical issues						
Was well prepared						
Demonstrated background theoretical knowledge						
Used evidence based research						
Gave clear and specific directions for needling assignments						
Provided adequate supervision						
The Course	1	2	3	4	5	NA
Was good value for money						
Was intellectually challenging						
The topic was relevant to my current role						
Contained sufficient practical experience						
Addressed academic and clinical needs						
Enhanced clinical reasoning						
I now feel confident to introduce this into my daily role						

<i>I completed this course because;</i>	✓
I needed to update my CPD hours	
It is useful to my current role	
I wish to add to my skillset	
Other (<i>please advise</i>)	

Are there any ways that we could improve this course?

Please advise which topics you would like the AACP to offer in the future:

Additional feedback or comments:

Testimonials
 If you complete this course feeling happy, inspired and confident; please email the AACP team on sec@aacp.uk.com with a testimonial on your training. We want to share *your* positive experience, so that we can demonstrate our commitment to providing the highest standard of acupuncture training.

Do you want to host a course at your venue?
 To ensure that your venue is suitable, you would need;

- A room suitable to hold a maximum of 15 delegates and all equipment
- If outside of the NHS, your venue **must** have a local authority licence for Acupuncture practice
- Plinths – no more than 3 delegates to each plinth
- Sharps boxes and the means for their disposal
- Suitable sanitary hand washing facilities
- An LCD Projector and Screen to hold presentations
- Flipchart
- Laptop
- Tea, Coffee & Biscuits

As the host venue, you will be entitled to two complimentary spaces, in place of the room hire fee.

Please contact sec@aacp.uk.com for further information.

9.10 CPD Registration Form

Membership of the AACP is open to Chartered Physiotherapists practising Acupuncture

Surname:

CSP Registration No:

First Name:

HCPC Registration No:

AACP Registration No:

CPD Activity:

Date:

CPD Hours:

Learning Objectives:

Learning Outcomes:


**Temporary Certificate of Needling
Competency**


**Evidence Based Acupuncture Training
Acupuncture in Physiotherapy**

Western Medical Acupuncture for Musculoskeletal Pain Conditions

This is to certify that _____
has achieved the level of competency required to practice acupuncture in clinical practice

Tutor _____ Signature _____





**Certificate of
Needling Competency**
Evidence Based Acupuncture Training
Acupuncture in Physiotherapy

Western Medical Acupuncture for Musculoskeletal Pain Conditions

This is to certify that -----
has achieved the level of competency required to practice acupuncture in clinical practice

Tutor ----- Signature-----



9.13 AACP-Accredited CPD Course Certificate



Certificate of Attendance

This is to acknowledge that

Mr Joe Bloggs

Member No. 1234

Has attended AACP Accredited CPD
Fascia and Anatomy Trains Course
By Lynn Pearce

At AACP Ltd, Peterborough

On 13 December 2019 (8 hours CPD)

AACP Chairman:

This certificate is not a substitute for your personal CPD review of this event.

ACUPUNCTURE ASSOCIATION
OF
CHARTERED PHYSIOTHERAPISTS

www.aacp.org.uk