

Strategic Plan 2017-2019

November 2016



British
Acupuncture
Accreditation
Board

Ensuring Excellence In Acupuncture Education

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Executive Summary

- The British Acupuncture Accreditation Board (BAAB or 'Board') was established in 1990 as an independent, not for profit company focusing on the accreditation and development of acupuncture courses in independent colleges and universities in the UK. The BAAB works closely with the British Acupuncture Council (BACc) and maintains an honours degree level standard for any programme seeking to be accredited, and for their graduates to join the professional body. This strategic plan assumes that the Board's past and present focus on pre-qualification programmes, on behalf of the BACc and its practitioner membership, will continue to be the Board's 'core' function through 2017-2019.
- The importance of the Board's work lies in the use of external educators, health professionals, acupuncturists and others to help the profession to create benchmark standards for professional acupuncture education; in the clarity with which these are communicated via the Accreditation Handbook; in the use of a practitioner peer review system, supplemented by other healthcare and educational professionals, to ensure that acupuncture educators learn from each other and that decision-making is subject to detailed debate by fellow acupuncturists at a number of levels; and, finally, in the integrity of the Board's educational values, accreditation processes and codes of conduct.
- By providing assurance that acupuncture students have undergone an educational experience at honours degree level and by closely allying its standards to those of the Healthcare Professions Council (HCPC), British acupuncture (as represented by BACc and BAAB) is now able to claim that acupuncturists start their professional career at the same academic level and with the same professional understanding as other graduates leaving British universities to practise health care in the UK.
- Section One makes explicit the key values and principles which inform the Board's work on behalf of the acupuncture profession, students, and the public by ensuring the development of each student as a professional, safe, reflective and competent practitioner. This section is the work of Dr Allen Parrott, whose articulation of the values could not be improved upon, and which remain the same since the inception of the BAAB.
- Section Two of the Strategic Plan discusses the changing contexts for the Board's work since 1991 and provides a SWOT analysis of where the Board stands in 2016. Even though much of the political context for acupuncture education in Britain is subject to ongoing changes, a key assumption underlying the strategic plan is that the Board's quality assurance role and its educational and professional values remain fundamentally important for acupuncture in Britain. The main strategic goal is to keep current educational standards and professional values at the heart of British acupuncture education and practice.
- Section Three lists all the specific aims for the BAAB during 2017-2019. In addition to the Board's accreditation work, this section outlines ways to promote and disseminate the Board's work to increase understanding of the high standards achieved by BACc members and the profession. It also states the need for familiarization with developments in health and education legislation to maintain standards and recognise opportunities for acupuncture education. A further aspiration is to emphasise the 'graduate profile' in accreditation procedures to focus the Board's work more clearly towards the education of professional acupuncturists. A close working relationship with the BACc education team is described to help with the implementation of their Education Strategy.

Section 1. Key Principles and Values

1.1 *Critical reflection and continuous improvement.* The task of institutional and curriculum improvement is a never-ending and a moral duty which is placed on all educators in all teaching institutions, including the Board itself which has always regarded itself as having an educational and 'developmental' remit. No curriculum and no programme ever reaches perfection, because new knowledge, new social and political contexts and new technologies, leading to changing methodologies for teaching and learning, mean that courses (and regulators) can never stand still. Further developments and improvements are always possible. Consequently, institutional self-awareness and the habit of regular self-critical review is an essential BAAB requirement and the starting point for all programmes seeking accreditation.

1.2 *The importance of showing as well as telling.* In any teaching institution, students will learn to be good, ethically-aware professionals from a 'hidden' curriculum as well as from the formal curriculum; i.e. they will learn significant lessons about professionalism and good (or bad) practice from the conduct of staff and managers which they observe in corridors and in meeting rooms as well as from everything that they observe and receive in classrooms and clinics. Professionalism and good practices are 'caught' as well as taught.

1.3 *Good processes and successful outcomes are inseparable.* Too narrow a focus on measurable outcomes (ends) and paying too little attention to good processes (means) is often counter-productive in education and health contexts. The Board believes that good processes in themselves contribute to good outcomes for students, and for their future patients and, by extension, for the profession itself. There are many recent examples in schools and hospitals where an over- concentration on performance indicators and the pursuit of targets, without sufficient regard to processes and ethical values, has led to unintended consequences, perverse incentives and poor practices. The best practice in education, as in healthcare, has always relied on good people with good intent doing good work day after day and year after year: the kind of fully engaged and fully human work which is usually unquantifiable and which is done for its own sake rather than to meet external targets.

1.4 *The Board has three important constituencies in mind in all its work.* The Board's core work with accredited teaching institutions is both developmental and 'inspectorial'. All its functions are carried out on behalf of the wider acupuncture community with three equally significant goals: to enhance the dignity and reputation of the profession; to monitor and help improve the experience of the students; and to protect the public (by ensuring the development of each student as a safe and competent practitioner).

1.5 *Professional practitioners learn most from each other.* The Board seeks to spread good practice across all its accredited institutions. The use of peer review and peer assessment of teaching institutions has ensured that all the BAAB's accreditation processes represent two-way learning. The acupuncturists on the visiting teams will not only be sharing their own ideas about good practice with the host team but also taking back to their own teaching institutions – and to Accreditation Committee and Board meetings – the good ideas and the good teaching practices that they have witnessed on Visits.

1.6 *The Board must practise what it preaches.* As an educational organisation itself, the Board aims to be a role model for the TIs in a number of ways: to be consistent, clear, comprehensive and explicit in its documentation – eg about what is required for successful accreditation, see the Accreditation Handbook; to provide an atmosphere

of respectful and mutually caring collegiality for its paid employees to work in; and to provide an example of good ethical, educational and managerial practices and processes (eg. through democratic, open and transparent constitutional and organisational arrangements and through implementation of the Nolan Principles wherever they are relevant).

Section 2. Changing Contexts and ‘SWOT’ analysis

2.1 In 1990 there were only a few acupuncture teaching institutions in Britain, each with a strong leader promoting their distinctive approach to the practice of acupuncture. The consequent diversity in British acupuncture was a potential strength for the profession, but at the same time there was a perceived need for less rivalry and more unity and collaboration. Working together was a way to promote the benefits of acupuncture across the population and to better integrate traditional acupuncture with mainstream medical approaches. While a diversity of oriental medicine approaches continues to be encouraged by the BAAC and BAAB, there is now greater mutual respect and awareness across the accredited teaching institutions. This itself has encouraged unity. By imposing explicit curriculum standards and essential institutional requirements on courses wishing to be accredited over the past 25 years, the BAAB has created a benchmark for the acupuncture profession that is widely recognised and respected. The creation of the Council for Heads of Acupuncture Courses (CHAC) also testifies to the greater collaboration that now exists.

The simultaneous encouragement of diversity and unity is a BAAB Strength.

2.2 The BAAC has helped shape the Board’s work. The 2010 **Standards for Practice in Acupuncture (SPA)** document and the 2012 **Standards for the Education and Training of Acupuncturists (SETA)** form the basis of curriculum and clinical standards required in the teaching institutions (TIs). On successful completion of their BAAB accredited programme, whether the award is a degree, diploma or licentiate; graduates become eligible to join the British Acupuncture Council (BAAC) as full members. The Board’s work ensures that when new practitioners graduate and become qualified, they will have acquired from their TI, sufficient knowledge and understanding, skills and confidence to practise acupuncture effectively, whether they are working on their own or alongside more experienced BAAC colleagues or in an NHS setting. This professionalism is what ultimately protects the public.

Close working relationship with the BAAC is a BAAB Strength

2.3 The benchmark of curriculum and institutional standards has also included the best of British higher education (HE) values and practices, which the early Board members and Board Officers brought with them from their own experience of universities in general and of health care education. In Britain, the traditional apprenticeship model of teaching and learning Chinese medicine, despite its many virtues, was never going to be politically acceptable as the main way of producing professional practitioners. Some key HE values were essential, if aspiring practitioners were going to be fully prepared for the general uncertainties of professional acupuncture practice and also for the particular need to make personal, professional judgements in complex situations where the practical and ethical stakes can be high for both patient and practitioner. During its first decade, the Board undertook a lot of staff development in the teaching institutions, alongside its formal accreditation work, to introduce these HE values and to explain their significance in an acupuncture context. They include the inseparability of theory and practice, the use of student-centred and active teaching and learning methods, the importance of effective student support systems, the deployment of external examiners

to check on both academic and professional standards, the relationship between professionalism, public service and democratic values, and, finally, the need to acquire the habit of asking critical questions both of the external world (via research and other literature) and of oneself as a practitioner (via reflective practice). British higher education norms, such as criticality, research-mindedness and reflective practice, have today become completely embedded in all acupuncture programmes accredited by the BAAB.

Promotion of Higher Education values is a BAAB Strength.

2.4 During its second decade, once the higher education ethos and values had been generally accepted as valid by the acupuncture community, the Board placed even more emphasis on educational quality and on teaching qualifications. BAAB- accredited institutions are now expected to be self-critical and reflective educational establishments, never ceasing in their search for curriculum improvements. Also, their acupuncture teachers are expected to have acquired or to be working towards teaching qualifications. In most healthcare contexts, teachers start as practitioners simply passing on the expertise and knowledge that they have acquired in their primary role as a health professional. However, the very best training and education for student doctors, nurses, physiotherapists, midwives etc. – and nowadays for student acupuncturists – occurs when the teachers involved have taken on a second professional role as educators: when they consciously choose to become experienced, skilled and reflective in the role of teacher. Acupuncture in Britain now has a reasonably large number of doubly-qualified practitioners who thereby serve the public and their students twice over – first as practising acupuncturists and second as experienced and qualified educators. The BAAB can take some credit for the profession having reached this stage of professional maturity. A measure of this success is that, in 2014, the Accreditation Officers employed by the Board all had a strong educational background as well as being professional acupuncture practitioners, and this remains true in 2016.

Promotion of Teaching Quality is a BAAB Strength.

2.5 Now in its third decade, the Board has also focused on its own continuing development, ensuring that its work maintains equivalence with changes in HE and health education. Teaching and learning is increasingly delivered in online learning environments (OLEs), offering new opportunities for both new and existing programmes to provide flexible, innovative and cost-saving options for students. The Board has invested in training for both BAAB and BAAC personnel to develop their understanding and skills in maintaining the standards where OLEs are employed. A guide to online learning is in progress to support Board personnel and accredited teaching institutions in understanding and assessing quality standards in the delivery of OLEs. The popularity of 'fast-track' PGDip/MSc level pre-qualifying programmes in the health professions has led to a BAAB initiative involving all stakeholders to ensure that different modes of delivery of acupuncture programmes continue to meet the Board's standards. In recent years, there has been a substantial increase in the demand for external quality assurance (QAA, BIS) from the independent teaching institutions, which has proved expensive and time consuming. The Board has provided support for TIs in these processes and have streamlined annual reporting procedures to avoid the duplication of information. During a consultation process with the TIs related to these changes, it was suggested that the BAAB might focus more on the professional acupuncture aspect of programmes in institutions where education and procedure are quality assured by other agencies. This would not mean looking only at the clinical aspects, as theory and practice are inseparable, and one is always informs the other. However, placing the 'graduate profile' at the heart of our considerations of outcome might be a valuable aspiration for the future. There is currently no 'benchmarking statement' for acupuncture, and this is something the BAAB could collaborate with the QAA to produce. The government has plans to make it simpler and quicker for

specialist providers to have degree awarding powers and this is also an area for future development of the Boards' work.

Continuous development is a BAAB Strength and an Opportunity

2.6 Since 2010/11 the BAAB as an organisation doing its core developmental work with TIs and with their pre-qualification programmes has had to face the challenge of a greatly reduced income. In one twelve-month period, not only did the BAcC reduce its annual grant and simultaneously remove the Board's accumulated financial reserves, but also three teaching institutions closed resulting in a further loss of income for the BAAB. Since then the funding from the BAcC has gradually reduced and, appreciating the need to stay within budget, the Board has carefully considered how to reduce its expenditure. Financial prudence has been achieved by the streamlining of procedures, reductions in the number of meetings and visits, and significantly, the substantial cut in Accreditation Officer time to the equivalent of one full time post. It has been of the utmost importance that the high standards of quality assurance that the Board has striven to continually develop and maintain are sustained despite a substantially reduced income. At the heart of its work is the reputation and safety of acupuncture and the protection of the public. The Board has worked very effectively to implement these changes whilst maintaining the high quality of the accreditation process.

Finance is a BAAB Weakness

2.7 The acupuncture profession is respected for having an independent accreditation body, and was praised by the House of Lords Science and Technology Committee as a model for therapies with fragmented professional representation. The BAAB has a reputation for excellence in its values and procedures, and has proved a valuable ally in responding to initiatives which threaten the acupuncture profession. The key strength of the Board lies in its independent chair and broad membership, ensuring that procedures and decision making are impartial. In acupuncture education, the achievement of accreditation from the BAAB is highly prized by teaching institutions and, importantly, by its students. The authority of an independent Board provides a 'firewall' between membership issues and the maintenance of standards. Its independence is a strength not only for the rigour of its primary role of maintaining and developing standards of acupuncture education, but also in its ability to provide an 'authoritative voice' on behalf of the profession. The Board has responded effectively to consultations relevant to the acupuncture, and its role as an independent quality control watchdog for the profession also undoubtedly helped the BAcC's bid for membership of the Professional Standards Authority (PSA).

The independence of the Board is a BAAB Strength

2.8 The question of whether there is a time for accreditation to be brought 'in house' at the BAcC has been discussed over the years, both as a natural progression and as a cost-saving measure. It could be argued that what matters most for the acupuncture profession looking into the future is not the survival of the BAAB itself as an independent organisation, but rather the survival of the Board's values and of the high quality accreditation processes which have been built up over the last twenty years. Careful consideration and detailed planning would be needed to manage the implementation of such a fundamental change to ensure that the quality of process and procedure is not compromised. It is likely that a new body would be needed within the BAcC to oversee the Accreditation Committee (AC)'s work, make accreditation decisions and provide the necessary governance to ensure parity, fairness and the assurance of the protection for acupuncture patients. Without such a body, who would 'assess the assessors'? Difficult accreditation decisions might be more open to contention and complaint. Whilst acupuncture remains outside of statutory regulation, it is still considered 'on the fringes' of medical practice. Its position is fragile and subject to

criticism, exclusion and the vagaries of changing policies and legislation. The BAAC is a membership organisation for which Board acts as an independent authoritative ally to ensure the highest education standards are achieved and maintained. In subsuming the accreditation process into an internal committee of the BAAC, this authoritative ally would be lost.

Loss of autonomy is a BAAB Threat

2.9 When the BAAB celebrated twenty years of progress in 2011, the acupuncture profession was still hoping for official recognition of the BAAC's achievements and of the potential of acupuncture to enhance health care provision in Britain. There was therefore great disappointment when neither statutory regulation nor the Royal Charter was achieved; the first would have given British practitioners protection of title and the second would have boosted professional confidence. Both together would have significantly raised the profile of acupuncture in Britain. In 2013 there was some overdue recognition of the BAAC from the PSA. Nevertheless, BAAC members are still looking for a new vision or goal to replace the big prize of statutory regulation that at one stage seemed achievable and imminent. A BAAC member responding to the BAAC mid-term strategy review in 2013 suggested that what members want, over and above the usual benefits of belonging to a professional body, is "a sense of being part of something big and important with the potential to change how people in this country view their health". One such 'vision' a few years ago was the creation of a national umbrella body for Acupuncture, i.e. a national group with representatives from all the organisations currently working in Britain whose members are 'users of needles for therapeutic purposes'. This idea was explored in a Board project and in other ways during 2012 and, although clearly desirable, such a national body was unfortunately reckoned not to be a feasible proposition at this time.

Seeking a Vision for British acupuncture remains a BAAB Opportunity.

2.10 The 2012 BAAC Education Strategy proposed a more limited 'vision' for the BAAC and its members: namely, that the continuing educational needs of practitioners might be placed at the centre of BAAC policy for the next decade. Such a vision would seem appropriate for the mature healthcare profession that British acupuncture has become and it would also build organically on the BAAB's work with new entrants to the profession over the past twenty years. At present, an experienced acupuncturist after many years of successful practice has no formal way to distinguish his or her expertise from that of a newly qualified practitioner and the profession itself has developed no systematic way to mark later professional attainment, whereby seniority and excellence can be demonstrated or financially rewarded. What seems to be needed is a 'career ladder' with explicit stages or rungs for practitioners to climb. With extra funding from the BAAC, the BAAB could possibly help to play a significant part helping both to define and to assure the quality of such a 'career ladder' for British acupuncture.

Linking with the BAAC Education Strategy is a BAAB Opportunity

2.11 There are many other actual and potential threats to the current work of the Board. Among them are continuing uncertainty about student recruitment in an age of austerity and the uncertainty of how 'Brexit' may adversely affect higher education in the UK. The total number of students on accredited courses has reduced from a previous total of over 900 between 2006-10, and currently remains fairly steady at just over 500. The majority of university based courses have closed or are closing, due to a combination of poor recruitment, high student fees and targeted propaganda and misinformation about acupuncture spread by a few influential academic scientists, causing universities to reconsider offering acupuncture as a degree programme. Independent colleges, if their students want to take out student loans, are faced with extra costs as government tries to 'level the playing field' between private and public providers through its Department for Business, Energy and Industrial Strategy (BEIS). (formerly (BIS) and the Quality

Assurance Agency (QAA). Finally, acupuncture, as practiced by BAAC members, is compromised by a plethora of short unregulated training courses offered by both health professional organisations and other independent course providers. Without regulation, these courses offer a quicker and cheaper route, but without the educational values and quality assurance so necessary to establish acupuncture as a valid health profession.

The BAAB faces several Threats: Uncertainty of 'Brexit effect on HE, closures of university based courses, costs to independent TIs of regulation, unregulated course providers offering short courses

2.12 Both health and education in the UK are subject to rapidly changing political ideologies, and under the current government, these all too often result in cost-cutting initiatives. One such initiative is the removal of bursaries for new nursing, midwifery and allied health students from 1 August 2017. Although, this may be seen by many as a retrograde step for the NHS, it does mean that the costs of studying for a health profession will be equivalent to studying to become an acupuncturist. It is to be hoped that this will boost recruitment for entrants to such a rewarding profession as acupuncture. Personal healthcare budgets are being introduced by the NHS with the aim of giving people with long-term conditions and disabilities greater choice and control over the healthcare and support they receive. Without the need for direct referrals, this money can be spent on identified health and wellbeing needs including complementary or integrative therapies. NHS funding has been repeatedly compromised, leading to a poorer service and longer waiting lists for tests and treatment in some areas. Increasingly people chose to try something else while they wait, and acupuncture is a viable and relatively economic option for a wide range of conditions. Finally, future changes in HE regulation proposed in the government's Higher Education and Research Bill is likely to redefine the HE sector. This will create the Office for Students (OfS), which will replace the Higher Education Funding Council for England (HEFCE), and introduce a new Teaching Excellence Framework (TEF). The legislation aims to make it simpler and quicker for innovative and specialist providers to set up, award degrees and compete alongside existing institutions. This may be a welcome opportunity for our accredited teaching institutions. Extra funding may well be necessary to ensure that the BAAB can stay abreast of these developments to the benefit of the acupuncture profession and its accredited teaching institutions.

Changes in health and education policy are a BAAB Opportunity

Table of SWOT analysis

<p style="text-align: center;">Strengths</p> <p>The simultaneous encouragement of diversity and unity Close working relationship with the BAAC Promotion of Higher Education values Promotion of teaching quality Continuous development The independence of the Board</p>	<p style="text-align: center;">Weaknesses</p> <p>Finance</p>
<p style="text-align: center;">Threats</p> <p>Loss of autonomy Uncertainty of 'Brexit effect on HE Closures of university based courses Costs to independent TIs of regulation Unregulated course providers offering short courses</p>	<p style="text-align: center;">Opportunities</p> <p>Continuous development Seeking a Vision for British Acupuncture Linking with the BAAC Education Strategy Changes in health and education policy</p>

3. STRATEGIC AIMS 2017-2019

3.1 To maintain the effective running of the Board and ensure that the business of the Board is properly carried forward.

3.2 To sustain accreditation to the current high standards.

3.3 To maintain the profile of the Board, respond to issues raised relating to Board activity from any source, especially the BAcC, and look to the future.

3.1 To maintain the effective running of the Board and ensure that the business of the Board is properly carried forward.

3.1.1	look critically at the evaluation procedures and the implementation of changes arising from evaluation the annual reviews of the Board and of the AC.	By end of 2017
3.1.2	continue to seek appropriate working procedures, to bring about a more efficient use of time and expertise, eg through the use of online and other technology.	continuous
3.1.3	ensure that all minutes and significant papers of the Board are in proper order and widely disseminated to all stakeholders and interested parties. More transparency and openness in line with equivalent organisations should be explored eg Open meeting minutes available on the website, encouraging the 'student' voice	continuous
3.1.5	review the Board's constitution and its Memorandum and Articles of Association remain 'fit for purpose', and alter as required.	annually
3.1.6	ensure that accountability within the Board and with other organisations is clear to all concerned. As well as an explicit internal list of responsibilities, some more explicit role definitions may be required to cover any new external links, eg with ATCM, QAA	continuous
3.1.7	adapt and update the online Accreditation Handbook, as required	annually
3.1.8	provide support for all BAAB staff and carry out performance appraisals and/or staff reviews of those in remunerated positions, as required	Continuous and annually
3.1.9	Produce AC's Annual Report for the Board	annually
3.1.10	Produce Board's Annual Report for the profession and outside world	annually
3.1.11	Update the website ensuring it is factually correct and up to date, and review the data analytics.	continuous
3.1.12	Identify funding priorities for the work which the BAcC expects of the BAAB, and negotiate about the funding of any new educational priorities or new CPD projects which both organisations consider essential to the profession	annually

3.2 To sustain accreditation to the current high standards.

Specifically, the Board, AC, Officers and Accreditation Visitors are required to:

3.2.1	carry out formal Accreditation and annual visits as required in 2017, 2018 and 2019. See Appendix 1	by each year end
3.2.2	foster the values and the best practices of the profession in all appropriate ways	continuous
3.2.3	monitor the effectiveness of the accreditation system through feedback, evaluation and by keeping up with trends and changes in the UK HE environment. Strive to achieve honest, critical feedback.	annually
3.2.4	Keep under review the clarity of BAAB communications to the TIs.	continuous
3.2.5	Keep under review the effectiveness of the 'two tier' structure of the Board, and the number of meetings of the Board and the AC	annually
3.2.6	encourage with advice and support any new teaching institutions who express the wish to explore the potential of BAAB accreditation.	continuous
3.2.7	explore appropriate partnership arrangements with the QAA and possibly other accrediting and/or quality assurance bodies on behalf of TIs affected by changing legislation	by end of 2017 and continuous
3.2.8	Explore joint working partnerships, and seek to ally processes with the QAA and others	By end of 2017
3.2.9	Where finance allows, support the TIs and the Council for Heads of Acupuncture Courses (CHAC) through collaborative workshops, teacher days, etc.	As resources allow

3.3 To maintain the profile of the Board, respond to issues raised relating to Board activity from any source, especially the BAcC, and look to the future.

Specifically, the Board must address:

3.3.1	ways to promote the work of the BAAB, and consequently, the value of a BAAB accredited education in acupuncture and membership of the BAcC: <ul style="list-style-type: none"> • within the profession through Acu, enews and attending committees, meetings, conferences and events • within education through joining appropriate health education groups, liaising with the QAA etc • to the wider world, with the support of the BAcC's marketing team, through publishing in various media 	continuous and as resources allow
3.3.2	streamlining with QAA processes and developing a 'benchmarking' statement for acupuncture	By end 2018
3.3.3	maintain knowledge of changes in health and education legislation to ensure equivalence, and to support TIs in maximizing the opportunities	continuous and as resources allow
3.3.4	emphasizing the 'graduate profile' in accreditation procedures to focus the Board's work more clearly towards the education of professional acupuncturists	by end 2019
3.3.5	in conjunction with BAcC, providing clear guidelines for safe practice in teaching institutions, and adapting the revised clinical self-audit for the ISPSA, including multi-bed clinics	by end 2017

3.3.6	<p>working with the BAAC education team to help with the implementation of the BAAC's Education Strategy.</p> <ul style="list-style-type: none"> • helping to develop a more integrated approach to pre-and post qualification education • helping to devise and implement a quality assurance process for post-qualification programmes of acupuncture learning – ie an 'Approvals' scheme for new courses offered to BAAC members especially in areas of special interest eg pediatrics • helping to devise and implement a quality assurance process and/or guidelines to support the 'Transition into Practice'(TIPs) programmes • developing and implementing a process to capture the 'vision' of a career ladder for acupuncturists 	continuous and as resources allow
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BAAB Core Accreditation Activity – Planned for 2017-2019**2016/17**

Asante Academy – Approved for Development to Full Accreditation Visit
 College of Integrated Chinese Medicine – Major Review Visit plus Verification of ISPSA
 College of Naturopathic Medicine - Special Visit plus Verification of ISPSA
 Lincoln College - Fulfilment of Conditions for Major Review
 Other annual and verification visits as required

2017/18

College of Naturopathic Medicine - Major Review Visit plus Verification of ISPSA
 London South Bank University – Major Review Visit plus Verification of ISPSA
 Other annual and verification visits as required

2018/19

Acupuncture Academy - Major Review Visit plus Verification of ISPSA
 Northern College of Acupuncture – Major Review Visit plus Verification of ISPSA
 Other annual and verification visits as required

	TI		2016/17	2017/18	2018/19	2019/20	AO
1	Acupuncture Academy	FA effective from 2014/15			Major Review?		HL
2	Asante Academy of Chinese Medicine	NPP effective from 2016/16	Approved for Development Accreditation visit			Full Accreditation visit?	KL
3	City College	FA effective from 2015/2016				Major Review?	KL
4	CICM	FA effective from 2009/10	Major Review (Spring 2017)				KL
5	CNM	FA effective from 2012/13	Special Visit Autumn 2016	Major Review			HL
6	ICOM	FA effective from 2015/16					KL
7	Lincoln	FA effective from 2011/12	Fulfilment of Conditions for Major Review (Spring 2016)				HL
8	LSBU	FA effective from 2012/13		Major Review			KL
9	MMU	FA effective from 2014/15		Closing			HL
10	Middlesex BSc PGDip/MSc	FA effective from 2010/11 Provisional granted 2012/13	Closing BSc				HL
11	NCA	FA effective from 2013/14			Major Review		HL
12	Westminster	FA effective from 2015/16					KL

REVIEW OF STRATEGIC AIMS 2014-16

3.1 To maintain the effective running of the Board and ensure that the business of the Board is properly carried forward.

Specifically, the Board, Accreditation Committee and Accreditation Officers are required to:

Number	Aim		Outcome
3.1.1	look critically at current procedures for self-critical evaluation (via the two annual reviews of the Board and of the AC).	By end 2015	The evaluation forms for AC and the Board have been updated and improved. There's room for improvement in the post visit evaluation forms, but an informal post visit phone call is now in place which has been very useful. Current focus is on implementing changes because of feedback.
3.1.2	revise working procedures where appropriate to bring about a more efficient use of time and expertise, eg through a new meetings culture with less travel and more use of skype and other technology.	By end 2015	Team and AO meetings online, paired reading system, new annual reporting system, TI visits only as required
3.1.3	monitor the working pattern of the new team of Accreditation Officers launched at the start of 2014 and the new structure will need to be not only carefully monitored but also formally reviewed.	End of 2014 and annually	Monitored regularly, formally reviewed annually
3.1.4	ensure that all minutes and significant papers of the Board are in proper order and widely disseminated to all stakeholders and interested parties. More transparency and openness may be required where student bodies and the student 'voice' is concerned.	Review by end 2014	Ensured. Open meeting minutes of the Board and papers continue to go to stakeholders. This year we plan to make them available on the website. A student representative sits on the Board and the BACC student officer is invited to attend
3.1.5	establish whether the Board's constitution and its Memorandum and Articles of Association are still 'fit for purpose', and alter as required.	By end of 2014	All documents were reviewed and updated in 2015, and any suggestions for changes are discussed by the Board annually.
3.1.6	ensure that accountability within the Board and with other organisations is clear to all concerned. As well as an explicit internal list of responsibilities, some more explicit role definitions may be required to cover any new external links, eg with ATCM	continuous	A BAAB organisational map (Appendix 3) shows the structure and relationships of the Board. This was usefully shared at the 2015 away day with the TIs.

3.1.7	adapt and update the Accreditation Handbook, as required	continuous	The Handbook is now only available as a downloadable online document, which allows for changes to be made more effectively. Changes are only made following AC and Board approval on an annual basis
3.1.8	provide support for all BAAB staff and carry out performance appraisals and/or staff reviews of those in remunerated positions, as required	continuous	Staff appraisals are held annually in January, and support is offered and available to all staff on an ongoing basis.
3.1.9	Produce AC's Annual Report for the Board	annually	annually
3.1.10	Produce Board's Annual Report for the profession and outside world	annually	annually
3.1.11	Implement website improvements, keep the BAAB website up to date and use the 2014 'project' money to develop the BAAB website so that it provides an online focal point for information about acupuncture as a career and promotes the high quality of acupuncture education (as provided in BAAB-accredited programmes)	continuous	Full development completed in 2015 and continuously updated as required.
3.1.12	Identify funding priorities for the work which the BAcC expects of the BAAB, and negotiate about the funding of any new educational priorities or new CPD projects which both organisations consider essential to the profession	continuous	Funding was gained for two major areas: 1. Modes of Delivery Working Group set up to ensure acupuncture education maintains equivalence with changes in HE environment. Currently in last stages of consultation for proposals to BAAB and BAcC. 2. Joint training event and subsequent Online Learning Guide being developed for inclusion in the Handbook

3.2 To sustain accreditation to the current high standards.

Specifically, the Board, AC, Officers and invited Accreditation Visitors are required to:

3.2.1	carry out formal accreditation Visits (and annual Visits as required) to TIs in 2014, 2015 and 2016	By end of each year	Achieved as planned
3.2.2	foster the values and the best practices of the profession in all appropriate ways	continuous	We aim to refer to the values of the profession in all our work and disseminate best practice formally on an annual basis. Best practice in the TIs will be shared with the TIs in the summer letter, presented to the Board and in the BAcC magazine, Acu.
3.2.3	monitor the effectiveness of the accreditation system and improve the current system of feedback and evaluation of Accreditation Visits. Are all stakeholders and committee members being sufficiently honest when they comment on BAAB work and effectiveness and the conduct of meetings? A fresh approach to all aspects of feedback and evaluation may be required, covering the evaluation of Accreditation Visits as well as the annual monitoring of the Board and its Accreditation Committee.	Review by end of 2015	A complete review of evaluation processes was planned but postponed due to time and financial constraints. Smaller initiatives have been implemented including an informal post visit phone call and report, which has offered a fresh and more honest method for feedback. Feedback forms have been improved and rationalized for better summaries, and our focus is on implementing suggestions for improvements which arise.
3.2.4	review, and improve where necessary, the clarity of BAAB communications to TIs - eg use of 'summer letter', attendance at CHAC meetings, etc.	Review by end of 2015	Streamlining AC processes to reduce expenditure, now limits annual visits to only those TIs whose Annual Reports give rise to concerns, and those who request a visit. However, communication was strongly emphasised in 2015 and explored at an away day held with the TIs. CHAC has not always achieved regular meetings and cannot be expected to speak as 'one voice'. Our emphasis has therefore been to contact individual TIs more regularly. We have consulted individually with TIs on the new annual reporting system, online learning and the modes of delivery proposals. A further away day is planned with the

			TIs to explore online learning in 2017.
3.2.5	discuss how the Board relates to AC, with the Board now meeting three times and AC meeting four times per annum. All policy and accreditation recommendations from AC are currently taken to the Board and challenged or amended as the Board thinks appropriate, before being formally approved. The Board may want to review the necessity for retaining two tiers. Is a 'second chamber' still necessary? Is the time between meetings too long for teaching institutions waiting for their accreditation decisions? Would an equally high quality accreditation process be possible with a single Board Committee? Or with just one annual Board meeting providing an 'external' review of the work of AC?	Review by end of 2016	The AC now also meets three times a year in line with Board meetings. This has created even longer gaps between accreditation submissions and the decisions from the Board. A new policy is in place for submissions to be read by selected representatives of the AC, which can be done at any time. The visit report is then scrutinised by the whole AC before a recommendation is made to the Board. The issue of the 'second chamber' has not been discussed in detail by the Board.
3.2.6	encourage with advice and support any new teaching institutions who express the wish to explore the potential of BAAB accreditation	as required	Three potential teaching institutions have received support, one of which is currently submitting for 'Approval for development to Full Accreditation'
3.2.7	on behalf of TIs affected by recent legislation, explore appropriate partnership arrangements with the QAA – and possibly also with other accrediting and/or quality assurance bodies.	ongoing	TIs usually ask their AO to attend QAA reviews as this has proved fruitful. When time allows, we plan to approach the QAA to collaborate on a benchmarking statement for acupuncture
3.2.8	to avoid unnecessary duplication in some TIs, it may be necessary to ally the Board's accreditation processes more closely with those of QAA and to create joint working practices	ongoing	the new AMAF form for annual reporting allows TIs to use their QAA review as a reference for information required by the BAAB thus avoiding duplication.
3.2.9	support the TIs and the Council for Heads of Acupuncture Courses (CHAC) through collaborative workshops, teacher days, etc.	Ongoing (2015)	There is some enthusiasm from the TIs to offers for such events, although firm commitments to any date has not been achieved so far. An away day for online learning is planned for 2017.

3.3 To maintain the profile of the Board, respond to issues raised relating to Board activity from any source, especially the BAcC, and look to the future. Specifically, the Board must address:

3.3.1	the request of the BAcC to coordinate a Public Relations Project hoping to increase student numbers by selling the benefits of acupuncture as a career choice and emphasising the value of accredited courses as a way into that career.	During 2014	This was responded to via a major revamp of the BAAB website, including a specific 'acupuncture as a career' page with videos of acupuncturists talking about their work. The new site has increased traffic and significantly increased visits from potential students.
3.3.2	ways to promote the work of the BAAB both inside and outside the profession, through various media, including The Acupuncturist and E News, and through a BAAB presence at the annual BAcC Conference.	continuous	All these continue to be done, but news and articles in the (now renamed) 'Acu' and enews could be more regular. Outlets outside the profession could be sought to promote the excellence of BAAB accredited teaching institutions and the acupuncture education provided by them.
3.3.3	Safe practice issues in multi-bed clinics and, in conjunction with BAcC, providing clear guidelines for teaching institutions	By end of 2016	The BAcC must be the primary source for revised safe practice issues, and a current revision is taking place. Better communications between the two organisations would be helpful eg bringing breaches of safe practice to BAAB's attention so we can strengthen the teaching of such areas in the TIs.
3.3.4	requests and aspirations to help with the implementation of the BAcC's Education Strategy. These currently include: <ul style="list-style-type: none"> • Helping to devise and implement a quality assurance process for post-qualification programmes of acupuncture learning – ie an 'Approvals' scheme for new courses offered to BAcC members • Helping to devise and implement a quality assurance process more specifically for post-qualification courses offered in areas of special interest - eg Paediatrics, Mental Health, etc. • Helping to devise and implement a quality assurance process and/or guidelines to support the 'Transition into Practice' programmes 	As resources allow	<p>Under discussion with AGEPS. The development of a quality mentoring network for members has been a higher priority for AGEPS and this is now in place.</p> <p>Guidance papers for 'limits to competence' in specialist areas are currently being produced as a first stage in this process</p> <p>Transition into Practice events were held in 2015, and are planned for 2016</p>
3.3.5	implementing the 'vision' of a career ladder for acupuncturists	As resources allow	Not yet progressed by the BAcC