

**EUROPEAN COUNCIL ON
CHIROPRACTIC EDUCATION**

**ACCREDITATION PROCEDURES
AND STANDARDS
IN
UNDERGRADUATE CHIROPRACTIC
EDUCATION AND TRAINING**

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PREFACE

The ECCE is an international autonomous organization concerned with *accreditation (and re-accreditation) of institutions* offering chiropractic education and training. Accreditation (and re-accreditation) of institutions is determined by the quality of their chiropractic education and training programmes judged against a set of educational *Standards*.

The *Standards* are intended for use by chiropractic institutions, both in the private and public sectors, predominately (but not exclusively) in Europe, in institutional self-evaluation of their educational programmes, and for use by international committees and bodies involved in the recognition and accreditation of chiropractic institutions worldwide.

The *Standards* are themselves subject to review reflecting changes in the profession and in education practices. The current revision is based on the ECCE Standards (Version August 2001), the Councils on Chiropractic Education (CCEI) Model Standards (adopted January 2001), the World Federation of Medical Education (WFME) International Standards in Basic Medical Education¹, and the Australian Medical Council (AMC) Assessment and Accreditation of Medical Schools² and the General Medical Council (UK) Tomorrow's Doctors³.

These *Standards* are based on the following definition and description of a chiropractor (ECCE Standards, Version August 2001):

'The chiropractor is concerned with the health needs of the public as a member of the healing arts. He/she gives particular attention to the relationship of the structural and neurological aspects of the body in health and disease. He/she is educated in the basic and clinical sciences as well as in related health subjects. The purpose of his/her professional education is to prepare for practice as a primary care provider. As a portal of entry to the healthcare system, the chiropractor must be well educated to diagnose, to care for the human body in health and disease, and to consult with, or refer to, other healthcare providers.'

Although much of the current revision is based in part on developments in medical education, the *Standards* in no way reflect a move towards a medical education model rather than a chiropractic one. However, the standards in other healthcare professions encompass many of the global and generic principles of educating and training practitioners of whatever discipline in today's healthcare environment, and quite properly they reflect many (but not all) of the standards relevant to educating and training the chiropractor who is fit to practise as a diagnostician and primary contact practitioner.

ECCE Executive Committee
2004

¹ World Federation for Medical Education, University of Copenhagen, Denmark, www.wfme.org, 2001.

² Australian Medical Council. *Guidelines for the Assessment and Accreditation of Medical Schools*. Australian Medical Council, Canberra 2002.

³ General Medical Council. *Tomorrow's Doctors. Recommendations on Undergraduate Medical Education*. The Education Committee of the General Medical Council, www.gmc-uk.org

PART 1

BACKGROUND

HISTORY

Following a number of initiatives to oversee and enhance the quality of chiropractic education in the USA, the Council on Chiropractic Education (CCE) was incorporated as an autonomous national organisation in 1971, and continues to function as such today. Since 1974, the CCE has received formal national recognition for accreditation of chiropractic education from the US government. In 1978, CCE Canada and CCE Australasia were similarly established to accredit chiropractic education in their respective jurisdictions.

In 1981, the General Council of the European Chiropractors' Union (ECU) established the European Council on Chiropractic Education (ECCE) to oversee the accreditation of chiropractic education in Europe. In 1986, the ECCE formally separated from the ECU, and developed its own Constitution and *Standards* for the accreditation of chiropractic education. In 1991, the ECCE was registered as a non-profit organisation in Germany, and accredited its first institution (the Anglo-European College of Chiropractic, Bournemouth, UK) in 1992. Although the ECCE has no direct mandate from any government agency, ECCE accreditation is referred to in the legislation of some European countries as a condition to practise chiropractic.

In keeping with CCE (USA) policy on American-Foreign Co-operation in Accreditation of Chiropractic Institutions, the CCE (USA) announced full reciprocal agreements with CCE (Canada) in 1982, with the Australasian CCE (ACCE) in 1986, and with the ECCE in 1993. The close relationship between the CCEs led to the formation of the Councils on Chiropractic Education International (CCEI) in 2001. Membership of this umbrella organisation is founded on compliance with the CCEI Model Standards and Model Procedures, and ensures that students from any CCE-accredited institution are recognised within the jurisdiction of all other CCE members.

PURPOSE

Accreditation is designed to attest the educational quality of new and established chiropractic educational institutions. To achieve and maintain accreditation by the ECCE, undergraduate chiropractic programmes delivered by those institutions must meet the *Standards* outlined in this document. Undergraduate education and training refers to the process that leads a student to become a chiropractor able to practise within his/her levels of competency in a primary contact setting, and who does not put the patient at unnecessary risk. It also encompasses the knowledge, skills and attitudes of working effectively with colleagues and other healthcare professionals, and keeping up-to-date and maintaining competencies and skills throughout professional life. Thus, undergraduate education and training⁴ refer to that period at the end of which, the chiropractor is fit to

⁴ Although students may enter the undergraduate programme already holding a degree in another subject, this period of chiropractic education and training is referred to as undergraduate education and training. The use of the term 'undergraduate' throughout the document is used irrespective of the level of education (i.e. undergraduate (Bachelors(Hons)/Masters) and/or postgraduate (Masters)) during this period.

practise as a primary contact practitioner in a competent and safe manner. A clear distinction is made between this and autonomy in a professional role. Normally, the transition from safe and competent practice to autonomous and independent professional practice is undertaken during the (normally twelve-month) period of postgraduate education and training immediately following graduation from the undergraduate programme.

The ECCE *Standards* are a common set of standards that can be applied to all undergraduate chiropractic education and training programmes, in that the common objective of chiropractic education is to produce competent healthcare professionals that can serve the needs of patients in the primary contact setting. Notwithstanding this, the ECCE is cognisant of the fact that there are variations among countries in Europe in chiropractic education as well as regulations regarding chiropractic practice. Thus, international standards must be modified or supplemented according to national legislation, and where appropriate, national legislation will normally take priority provided this is consistent with, and does not compromise, the *Standards*. Similarly, the institutions delivering chiropractic education will differ, and again international standards must be interpreted according to institutional needs and priorities. Moreover, there is much richness in diversity and innovation, and there is no benefit in restricting chiropractic education to a uniform and unvaried educational process. The accreditation process thus respects the autonomy of the educational institution, national legislation and regulations, and acknowledges that there is no single best way to produce a safe and competent chiropractor.

Notwithstanding these variations however, there is a high degree of equivalence of structure, process and product of chiropractic education. The international *Standards* address those core outcomes that MUST BE MET in order to produce safe primary contact practitioners who are competent in their field of practice. It is essential in the educational process in chiropractic that the exit outcomes are identified, made explicit and unambiguous, and communicated to all concerned, including students, faculty, the profession and other stakeholders. In this sense, chiropractic is an outcomes-based education,⁵ in which the learning outcomes determine the curriculum content and its organization, the teaching and learning methods and strategies, the assessment process and the infrastructure of the educational environment that facilitates the process. This process of chiropractic education in achieving the exit outcomes is therefore also relevant to standards of education. As a result, BOTH the learning (exit) outcomes and the educational processes are addressed in the *Standards*.

A global set of core standards relating to outcomes (competencies) in terms of knowledge, attitudes and skills is not the same as a set of specific standards in terms of content of the curriculum. Therefore, the *Standards* do not prescribe a detailed curriculum content. Instead, each institution's curriculum should provide the means to achieve the educational outcomes, as well as the systems for assessing whether students have achieved the required outcomes in terms of knowledge, skills and attitudes, and for evaluating and monitoring the effectiveness of the curriculum in achieving those outcomes.

⁵ Harden RM, Crosby JR, Davis MH. Outcomes-based education: Part 1: an introduction to outcomes-based education. *Med Teacher* 1999; 21;7-14.

A potential disadvantage of adherence to a set of standards is that this may result in a lowering of the quality of education to the lowest common denominator. Thus, although basic standards **MUST BE MET**, there is room to improve on these standards leading to an elevation of educational standards and improving the quality of chiropractic education. The use of standards therefore has two objectives: firstly to assure minimal requirements for the education and training of primary contact chiropractors, and secondly to provide a framework for institutions to systematically review their programmes and procedures, and from this to raise the quality of the education they provide. Standards are thus as much about continual quality improvement as they are about accreditation for the purposes of international acceptance and exchange.

USE OF STANDARDS

Standards for basic (undergraduate) chiropractic education have been used for many years in national and international systems of evaluation and accreditation of chiropractic education. The methods used differ from country to country. The ECCE accredits established chiropractic programmes on a regular basis, as well as newly developed programmes. Chiropractic institutions delivering these programmes are accredited against educational standards, which themselves are subject to periodic review. The *Standards* are designed not only to accredit institutions, but also to assist in reviewing current programmes and improving the quality of chiropractic education.

TERMINOLOGY

The *Standards* are designed so that they can be applied to all institutions operating in different countries that offer undergraduate chiropractic education. Although the terminology may differ between countries, and institutions may be part of the public or of the private sector, the *Standards* are a global set that can be applied in different settings. Inevitably, the terminology will differ between different educational systems in different countries. The **chiropractic institution** referred to in the *Standards* is EITHER the department (or equivalent) within a university, OR it is the autonomous institution (that may be associated with a university but is not part of that university), that is responsible for delivering the undergraduate chiropractic programme and educating and training chiropractors.

Throughout the *Standards*, the **programme** (or **curriculum**) refers to the entire curriculum that underpins the undergraduate education and training of chiropractors. The **course**, on the other hand, refers to those parts of the curriculum that make up the entire programme. Again, terminology may differ between institutions and between countries.

PART 2

EDUCATIONAL STANDARDS

The ECCE defines the education and training of a chiropractor in terms of: i) undergraduate education and training, at the end of which the graduate is safe and competent to enter practice, and ii) postgraduate education and training⁶ that normally immediately follows graduation for a defined period of time, at the end of which the chiropractor is fit to practise in an autonomous and independent manner. Both components (undergraduate and postgraduate) are considered essential in producing a primary contact provider acting in a professional role. The *Standards* herein, only apply to the undergraduate part of that education and training.

Chiropractors must possess a sufficient educational base to be able to care for the health needs of the public by acting as primary contact practitioners, and in particular by delivering chiropractic care in a safe and competent manner. As a primary contact practitioner, the chiropractor must be able to diagnose, to prevent and treat illness, and to consult with, or refer to, other healthcare providers in the best interests of the patient. Educational programmes must produce chiropractors who are willing and able to develop further their knowledge and skills, and a commitment to keep up to date and respond to evolving and changing health needs of patients and the community throughout their professional careers.

COMPETENCIES OF CHIROPRACTIC GRADUATES

1. GRADUATE CHIROPRACTORS MUST HAVE KNOWLEDGE AND UNDERSTANDING OF:

The normal structure and function of the human body and the interactions between body and mind.

The aetiology, pathology, symptoms and signs, natural history and prognosis of neuromusculoskeletal complaints, pain syndromes and associated conditions presenting to chiropractors, including the psychological and social aspects of these conditions.

The evaluation of the health status of a patient, including common diagnostic procedures, their uses and limitations, and appropriate referral procedures.

⁶ Postgraduate education and training is NOT the same as Continuing Professional Development (CPD).

The management of common conditions, including manual therapies, rehabilitation and nutritional advice, and the principles of health promotion and disease prevention.

The scientific method to provide and understand the evidence-base for current chiropractic practice, and to acquire and incorporate the advances in knowledge that will occur throughout professional life.

The theory and principles of chiropractic practice, based on the biopsychosocial model of illness, its limitations, and its role in the primary healthcare setting.

The principles of ethics related to chiropractic care, legal responsibilities and codes of professional conduct and practice.

2. GRADUATE CHIROPRACTORS MUST HAVE DEVELOPED THE FOLLOWING **SKILLS**:

The ability to take a comprehensive and problem-focused case history and perform an accurate physical examination.

The ability to integrate history and physical examination findings to arrive at an appropriate diagnosis and/or differential diagnosis.

The ability to interpret diagnostic procedures and make an appropriate response.

The ability to select appropriate clinical skills and to formulate a management plan in concert with the patient.

The ability to apply appropriate clinical skills in the treatment of a patient, and to provide information and advice for recovery and continued health.

The ability to communicate clearly with patients, their families, other healthcare professionals, and the general public, and to ensure patients are fully informed of their treatment and care.

The ability to interpret scientific evidence in a critical manner, and to find and use information relating to healthcare.

3. GRADUATE CHIROPRACTORS MUST DEMONSTRATE THE FOLLOWING **ATTITUDES** ESSENTIAL TO SAFE AND COMPETENT CHIROPRACTIC PRACTICE:

Recognition that the chiropractor's primary professional responsibilities are the health and care of the patient.

Respect for the values and attitudes of the patient, and a commitment to patient-centred care.

Commitment to safe and ethical practice, and to maintain standards of chiropractic practice at the highest possible level throughout professional life.

Appreciation of the need to recognise when a condition exceeds capacity to deal with it safely and effectively, and of the need to refer patients for help from other healthcare practitioners when this occurs.

Appreciation of the need to continually update knowledge and skills throughout professional life, and to contribute towards the generation of knowledge and the education of junior colleagues.

Willingness to work in the wider healthcare context, and in a team with other healthcare professionals.

THE *STANDARDS*

The *Standards* have been compiled to reflect the structure and process of chiropractic education and training that is required to achieve the competencies (exit outcomes) required of graduating chiropractors.

DEFINITIONS

The *Standards* are structured according to 10 areas with a total of 36 sub-areas.

AREAS are defined as broad components in the structure and process of chiropractic education.

These are:

Aims and Objectives
Educational Programme
Assessment of Students
Students
Academic and Clinical Staff
Educational Resources
The Relationship between Teaching and Research
Programme Evaluation
Governance and Administration
Continuous Renewal and Improvement

SUB-AREAS are defined as specific aspects of an area, corresponding to performance indicators.

STANDARD(S) are specified for each sub-area:

This means that the standard **MUST BE MET** by the chiropractic institution and fulfillment demonstrated during evaluation of the programme.

ANNOTATIONS are used to clarify, amplify or exemplify expressions used in the *Standards*, as is the **OUTLINE FOR THE SELF-STUDY REPORT** (see PART 3).

1 AIMS AND OBJECTIVES

1.1 STATEMENT OF AIMS AND OBJECTIVES

Standard:

The chiropractic institution must define the overall aims and objectives of the undergraduate programme and make them known to its stakeholders. The statements must describe the aims and objectives resulting in a chiropractor that is competent and safe to enter practice as a primary contact practitioner in the current healthcare environment, with the appropriate foundation for postgraduate education and training, and a commitment to, and capacity for, life-long learning.

Annotations:

- *Postgraduate education and training refer to pre-registration training.*
- *Life long learning includes continuing professional development (CPD) to keep up to date and maintain and improve competencies throughout professional life.*

1.2 PARTICIPATION IN FORMULATION OF AIMS AND OBJECTIVES

Standard:

The overall aims and objectives of the chiropractic programme must be defined by its principal stakeholders.

Annotations:

- *Principal stakeholders include the academic staff and students of the chiropractic institution, the university, the chiropractic profession, government (including regulatory) authorities, bodies involved with postgraduate education and training, and the community.*

1.3 ACADEMIC AUTONOMY

Standard:

The chiropractic institution must have sufficient autonomy to design and develop the curriculum.

Annotations:

- *Although there are many ways to manage and administer a chiropractic institution, the chiropractic institution must have sufficient control over the curriculum to ensure that its aims and objectives are achieved.*
- *In areas where chiropractic students are taught together with other health science or basic science students, the specific needs of chiropractic students must be identified and addressed. The chiropractic institution must have sufficient curriculum control so that the specific aims and objectives of chiropractic education can be achieved.*

1.4 EDUCATIONAL OUTCOME

Standard:

The chiropractic institution must define the competencies (exit outcomes) that students must exhibit on graduation in relation to their subsequent training and future roles in the profession and the wider healthcare system.

Annotations:

- *Educational outcome is defined in terms of the competencies the students must acquire before graduation.*
- *Competencies within chiropractic and chiropractic practice based on practice in a primary contact setting include knowledge and understanding of the basic, clinical, behavioural and social sciences, and ethics relevant to the practice of chiropractic; attitudes and clinical skills (with respect to establishment of diagnosis and differential diagnosis, examination and diagnostic imaging procedures, communication skills, treatment (including the psychomotor skills) and prevention of disease, health promotion, rehabilitation, clinical reasoning and problem solving); and the ability to undertake lifelong learning and professional development.*
- *It is difficult to define competencies simply as a set of factual knowledge and practical skills as many are essentially abstract qualities. Although knowledge and practical skills are essential, so too are cognitive and problem-solving abilities and attitudes.*
- *The competencies expected of a chiropractic graduate are listed in this document (see COMPETENCIES OF CHIROPRACTIC GRADUATES, Part 2). Whilst each institution defines the objectives and outcomes of its curriculum, these must encompass the competencies listed in these Standards.*

2 EDUCATIONAL PROGRAMME

2.1 CURRICULUM MODEL AND EDUCATIONAL METHODS

Standards:

The chiropractic institution must define a curriculum model and educational (teaching and learning) methods consistent with the objectives of the curriculum.

The curriculum and educational methods must ensure the students have responsibility for their learning, and prepare them for lifelong, self-directed learning throughout professional life.

Annotations:

- *Curriculum models include discipline, system, integrated, problem or case-based learning models, using organising principles such as themes and domains.*
- *Instructional methods encompass teaching and learning methods that while not neglecting the transmission of factual knowledge and skills, also stimulate enquiry, critical analysis and problem-solving abilities. The curriculum must encourage active participation through the principles of self-directed learning, and foster the concept that the curriculum is not only 'taught' based solely on didactic models.*
- *Teaching and learning methods should be diverse and include a variety of methods, e.g. prosection (or dissection), computer assisted methods, and large and small group classes.*
- *The curriculum and educational methods should foster life-long learning skills and an appreciation of the need to undertake CPD.*

2.2 THEORY OF CHIROPRACTIC AND THE SCIENTIFIC METHOD

Standards:

The chiropractic institution must teach the theory and principles of chiropractic practice, the scientific method, other forms of research inquiry and evidence-based practice, including analytical and critical thinking.

The curriculum must include elements for training students in scientific thinking and research methods.

Annotations:

- *Theory of chiropractic includes concepts and principles of practice, and the role of empirical evidence in informing chiropractic knowledge.*
- *Training in scientific thinking and research methods must include the use of research projects (or equivalents) to be conducted by chiropractic students.*
- *The curriculum and educational methods must foster the ability to participate in the scientific development of chiropractic as professionals and future colleagues, and to keep up to date with evolving knowledge through an appreciation of research inquiry and the skills to identify, find and critically evaluate information including research evidence.*

2.3 BASIC BIOMEDICAL SCIENCES

Standard:

The chiropractic institution must identify and include in the curriculum those contributions of the basic biomedical sciences that enable a knowledge and understanding of the basic sciences applicable to the practice of chiropractic.

Annotations:

- *The basic biomedical sciences include anatomy, biochemistry, physiology, biophysics, molecular biology, cell biology, genetics, microbiology, immunology, pharmacology, pathology and biomechanics.*
- *It is essential that basic science teaching is relevant to the overall objectives of the chiropractic curriculum, and its relevance is apparent to students.*

- *It is essential to ensure that there is sufficient integration of the biomedical sciences with the clinical elements of the programme, highlighting the relevance of the basic sciences to clinical practice.*
- *It is desirable for the basic sciences and clinical tutors to collaborate in combined teaching sessions based around clinical problems.*

2.4 BEHAVIOURAL AND SOCIAL SCIENCES, ETHICS AND JURISPRUDENCE

Standard:

The chiropractic institution must identify and include in the curriculum those contributions of the behavioural sciences, social sciences, ethics, scope of practice and legal requirements that enable effective communication, clinical decision-making and ethical practice.

Annotations:

- *Behavioural and social sciences include:*
 - *psychology, sociology, and the biopsychosocial model of chronic pain and non-specific neuromusculoskeletal pain conditions.*
 - *aspects of patient-centred care models, practitioner-patient encounters and oral and written communications skills, and the transferable skills including IT and reflective practice skills.*
 - *all aspects regulating professional practice including legal requirements, requirements of local national regulatory bodies and codes of ethical practice.*
 - *other areas of professional practice including management and administration issues and current practice models in a multidisciplinary healthcare setting.*
- *Ethical practice includes the principles of clinical governance including clinical audit, clinical guidelines and risk assessment and management.*

2.5 CLINICAL SCIENCES AND SKILLS

Standard:

The chiropractic institution must identify and include in the curriculum those contributions of the clinical sciences that ensure students have acquired sufficient clinical knowledge and skills to apply to chiropractic practice in a primary contact setting.

Annotations:

- *The clinical sciences include general diagnosis, diagnostic imaging, physical, clinical and laboratory diagnostic procedures, orthopaedics, obstetrics and gynaecology, paediatrics, geriatrics, nutrition, dermatology, pathological anatomy, neurology, spinal analysis including motion palpation, manipulative-, mobilisation- and supportive- techniques, rehabilitation.*
- *To reflect the most common conditions treated by chiropractors, the curriculum should emphasise pain management particularly as it relates to neuromusculoskeletal conditions.*
- *Clinical skills include radiography, history taking, physical examination, procedures and investigations, communication skills, treatment procedures, patient care and management, patient advice and education, disease prevention and health promotion.*
- *Clinical skills includes competency in general diagnosis and referral procedures consistent with scope of practice in a primary contact setting.*

2.6 CLINICAL TRAINING

Standards:

The chiropractic institution must identify and include a period of supervised clinical training to ensure the clinical knowledge and skills, communication skills and ethical appreciation accrued by the student can be applied in practice, and so enable the student to assume appropriate clinical responsibility upon graduation.

Every student must have early patient contact leading to participation in patient care.

Annotations:

- *An essential component of the curriculum is a significant period of time devoted to the students' one-to-one contact with patients. This is one year (i.e. two (2) semesters) spent primarily in contact with patients (see 2.7). The clinical training period provides the opportunity to undertake the role of primary contact practitioner within a supervised outpatient clinic, and develop clinical competency and most importantly, clinical judgment. The number (a minimum of forty (40) complete new patient assessments of which no more than five (5) may be direct clinical observation plus a minimum of four hundred (400) treatment (patient) visits) and case-mix of patients must be sufficient to achieve the outcomes of the curriculum, and prepare the student for safe and competent practice as a primary contact practitioner. Above all, this period develops a level of clinical sophistication to enter practice and a period of postgraduate training.*
- *This period of training must reinforce issues of good record keeping, teamwork, communication with other healthcare practitioners, responsibilities of clinic management, ethics and jurisprudence.*
- *This period of training must reinforce issues of self-evaluation through reflective practice, self-directed learning principles and an appetite for life-long learning.*
- *The importance of tutor role models and the influence of standards in chiropractic practice set at this stage must be recognized in the clinical training facility offered to students.*
- *Close supervision of students at this stage is of paramount importance, including formative and summative feedback mechanisms.*
- *A clinic observation programme must be in place to provide opportunities for students throughout the curriculum to observe clinical procedures in practice, learn from more experienced colleagues, and to maintain the motivation for becoming a chiropractor.*

2.7 CURRICULUM STRUCTURE, COMPOSITION AND DURATION

Standard:

The chiropractic institution must describe the content, duration and sequencing of courses that guide both staff and students on the learning outcomes expected at each stage of the programme, and the level of integration between the basic sciences and clinical sciences.

Annotations:

- *Chiropractic programmes may be diverse in points of entry reflecting prior learning achievements. The length of the undergraduate programme however, must be five (5) full-time (study) academic years (see Glossary). In*

terms of academic credits⁷, equivalent to 300 credits where 60 credits = one academic year (see Glossary). The clinical training period (see 2.6) must also be delivered on a full-time basis.

- The duration of the programme must satisfy national requirements for graduates to practise as a chiropractor (either for pre-registration or full registration depending on national requirements for post-graduate and pre-registration training).
- Integration of disciplines includes both horizontal (concurrent) and vertical (sequential) integration of curricular components. The process of integration can enhance student learning by demonstrating the relationship between programme material and future chiropractic practice. There should also be opportunities to revisit and further develop material covered early in the programme.
- The curriculum should develop as well as educate and train students through models of self-directed learning, as well as opportunities to develop in particular areas of interest, e.g. in the research project (or equivalent).
- All courses within the curriculum must have explicit learning outcomes in terms of the level of knowledge and understanding, skills and attitudes expected on completion of the course.

2.8 PROGRAMME MANAGEMENT

Standards:

A curriculum committee (or equivalent (s)) must be given the resources, responsibility, authority and capacity to plan, implement and review the curriculum to achieve the aims and objectives of the chiropractic programme.

The curriculum committee must include representation from basic science and chiropractic teaching staff, students and other stakeholders.

Annotations:

- The curriculum committee (or equivalent(s)) is that system that manages the instruction (teaching and learning methods), content and assessment of the programme.
- The authority of the curriculum committee includes supremacy over specific departmental and subject interests, and the control of the curriculum within existing rules and regulations as defined by the governance structure of the institution, and governmental and professional authorities.
- Other stakeholders might include other participants in the educational process, representatives of the chiropractic profession and other healthcare professions, and/or other Faculties in the university.
- A curriculum committee is concerned with all aspects of the curriculum including content and sequencing, instruction (teaching and learning methods) and assessment.
- It is appropriate that review of the overall curriculum will lead to major restructuring from time to time, as well as more gradual changes in the short- to medium-terms. Mechanisms must exist for both minor and major changes to the curriculum. Additions to the curriculum must be accompanied by corresponding review in other areas to prevent curriculum overload.

2.9 LINKAGE WITH SUBSEQUENT STAGES OF EDUCATION AND TRAINING, CHIROPRACTIC PRACTICE AND THE HEALTH CARE SYSTEM

⁷ European Credit Transfer System. Europa – Education and Training.
http://europa.eu.int/comm/education/programmes/socrates/ects_en.html#1
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Standards:

Operational linkage must be assured between the undergraduate programme and the subsequent stage of training or practice that the student will enter after graduation.

The curriculum must reflect the environment in which graduates will be expected to work and be responsive to feedback from graduates, the profession and the community.

Annotations:

- *Subsequent stages of training include pre-registration training (as appropriate).*
- *Operational linkage implies a clear complementary relationship between undergraduate and early postgraduate education and training, and an undergraduate curriculum that in its final year ensures a smooth transition into the postgraduate training period (as appropriate).*

3 ASSESSMENT OF STUDENTS

3.1 ASSESSMENT METHODS

Standard:

The chiropractic institution must define and document the methods used for assessment, including the criteria for progression and appeals procedures. Assessment methods must be regularly evaluated, and new assessment methods developed as appropriate.

Annotations:

- *The definition of methods used for assessment includes consideration of the balance between formative and summative assessment, the number of examinations and other tests, the balance between written and oral examinations, the use of normative and criterion referenced judgements, and the use of special types of examinations, e.g. objective structured clinical examinations (OSCE), and the role of external examiners.*
- *Evaluation of assessment methods should include an evaluation of how they promote learning.*
- *Evaluation of assessment methods includes the quantity and quality (reliability and validity) of assessment methods, in particular the reliability and validity of assessments in clinical skills and competencies.*

3.2 RELATION BETWEEN ASSESSMENT AND LEARNING

Standard:

The assessment principles, methods and practices must be appropriate to the educational aims and objectives, and promote appropriate learning practices.

Annotations:

- *Assessment methods and assessment criteria must be made known to students at the outset of the programme, or course component, and clearly reflect the course objectives.*
- *The number of assessments should not require excessive amounts of learning of detailed information to the detriment of time to reflect and assimilate the material.*
- *The type of assessments should encourage an integrated approach to learning, and encourage material delivered early in the programme to be revisited at later stages.*

4. STUDENTS

4.1 ADMISSION POLICIES AND SELECTION

Standard:

The chiropractic institution must have a clearly defined admission policy that is consistently applied, and that includes a clear statement on the rationale and process of selection of students.

Annotations:

- *The admissions policy should be periodically reviewed to reflect changes in national and global educational practices.*
- *The admissions policy should make explicit any disabilities/impairments or other factors that either prevents or disadvantages a person from being able to practise as a chiropractor.*
- *The policy must make explicit the entry requirements consistent with entry to a tertiary level education in a science-based discipline, and proficiency in the English language and in the language of the programme instruction (if different from English).*
- *The policy must make explicit entry requirements at each of the entry points to the curriculum (where there is more than one), and where entry with advanced standing (Accreditation for Prior (Experiential) Learning (AP(E)L)) is possible.*
- *The policy must make explicit entry requirements for students holding a degree qualification in medicine (or equivalent), which must, as a minimum, be two years at the chiropractic institution.*
- *The policy must make explicit entry requirements for students transferring from another chiropractic institution, which must, as a minimum, be one year at the chiropractic institution awarding the degree in chiropractic.*
- *The institution may wish to make explicit policy on recruiting foreign students, particularly where governmental authorities define quotas.*
- *The institution must have a Prospectus for recruiting students.*

4.2 STUDENT INTAKE

Standard:

The size of student intake must be defined and related to the capacity of the chiropractic institution to provide adequate resources at all stages of the programme.

4.3 STUDENT SUPPORT AND COUNSELLING

Standard:

The chiropractic institution must offer appropriate student support, including induction of new students, counselling in terms of student progress and other academic matters, and personal and social needs of students.

Annotations:

- *Social and personal needs include academic support, career guidance, health problems and financial matters.*
- *Appropriate student support includes access to counselling services with trained staff*
- *The institution must have a policy on procedures for the support of students (and staff) with disabilities.*
- *Student extra-curricular activities should be supported and facilitated by the institution.*

4.4 STUDENT REPRESENTATION

Standard:

The chiropractic institution must support student representation and appropriate participation in the design, management and evaluation of the curriculum, and in other matters relevant to students.

Annotation:

- *Students should be formally represented on academic committees and other relevant bodies in the institution.*

5 ACADEMIC and CLINICAL STAFF

5.1 STAFF RECRUITMENT

Standard:

The chiropractic institution must have a staff recruitment policy which outlines the type, responsibilities and balance of academic staff required to deliver the curriculum adequately, including the balance between chiropractic and non-chiropractic academic staff, and between full-time and part-time academic staff.

Annotations:

- *The quality of teaching staff is a vital ingredient of chiropractic education. Effective teachers not only have a strong knowledge of their own discipline, but also understand curricular design and pedagogic issues. For this reason, there must be a balance between part-time staff, who in the main will bring their (clinical) expertise and experience to the programme, and full-time staff who are accountable to the institution, and who will provide stability and continuity to the education and training of chiropractors.*
- *Quality chiropractic education occurs in an academic environment that allows scientific and clinical staff to interact in teaching and in research.*

- *Where difficulty in recruiting appropriate staff exists, the institution should recognise the problem, and take appropriate steps to resolve it.*
- *The SSR must be at a level to effectively deliver the curriculum (normally below 15:1 FTEs), and this should be significantly lower in the final clinical training period.*
- *The institution must have induction procedures for new members of academic staff.*
- *There must be a Staff Handbook (or equivalent) for all members of staff, and the institution must operate an Equal Opportunities Policy.*

5.2 STAFF PROMOTION AND DEVELOPMENT

Standard:

The chiropractic institution must have a staff policy that addresses processes for development and appraisal of academic staff, and ensures recognition of meritorious academic activities with appropriate emphasis on teaching and research.

Annotations

:

- *Regular staff appraisal (or equivalent) processes should be carried out, in particular to recognise and reward achievement and to set future goals and objectives.*
- *A strategic staff development plan should identify staff development needs of both the institution and individual members of staff, and the resources necessary to support development of staff, including research.*
- *Recognition of meritorious academic activities in teaching, research and administration is by rewards, promotion and/or remuneration.*

6 EDUCATIONAL RESOURCES

6.1 PHYSICAL FACILITIES

Standard:

The chiropractic institution must have sufficient physical facilities for the staff and the student population to ensure that the curriculum can be delivered adequately, and library facilities available to staff and students that include access to computer-based reference systems, support staff and a reference collection adequate to meet teaching and research needs.

Annotations:

- *Physical facilities include lecture halls, tutorial rooms, science, radiology and clinical skills laboratories, clinical facilities, technique rooms, number and type of adjusting tables, libraries, IT facilities, recreational facilities, teaching and research equipment.*
- *All facilities must conform to local Health and Safety regulations and laws.*

6.2 CLINICAL TRAINING RESOURCES

Standard:

The chiropractic institution must ensure adequate clinical experience and the necessary resources, including sufficient patients with an appropriate case-mix, and sufficient clinical training facilities including sufficient equipment and treatment rooms.

Annotations:

- *Clinical training facilities include the institution's own clinic, off-site chiropractic practices and clinics approved by the institution for training, clinical skills laboratories, placements in hospitals and other healthcare centres including primary healthcare settings.*
- *Facilities for clinical training both on- and off-site must be evaluated regularly for meeting appropriate standards regarding chiropractic training.*
- *Students need exposure to a range of clinical problems, both in quantity and type. As such, the minimum is set at 40 new patients (see 2.6) with an appropriate case mix.*

6.3 INFORMATION TECHNOLOGY

Standards:

The chiropractic institution must have sufficient IT facilities for staff and students to ensure the curriculum can be delivered adequately, and that IT is effectively used in the curriculum.

Students must be able to use IT for self-learning, accessing information and managing patients.

Annotations:

- *A policy regarding the use of computers, internal and external networks and other means of information and communication technology include coordination with the library services of the institution.*
- *The use of information and communication technology is essential to a student-centred learning approach, and may be part of the education for evidence-based chiropractic and in preparing students for continuing chiropractic education and professional development.*

6.4 EDUCATIONAL EXPERTISE

Standard:

The chiropractic institution must ensure the appropriate use of educational expertise in the design and development of the chiropractic curriculum and instructional (teaching and learning) and assessment methods.

Annotations:

- *Educational expertise deals with problems, processes and practice of chiropractic education and includes basic science and chiropractic staff with knowledge/research experience in chiropractic and discipline-related education.*
- *Educational expertise should be provided to teaching staff in staff development programmes.*
- *Education research improves practice and should be encouraged as part of the research profile of the institution.*

7 THE RELATIONSHIP BETWEEN TEACHING AND RESEARCH

Standard:

The chiropractic institution must facilitate the relationship between teaching and research, and must describe the research facilities and areas of research priorities at the institution.

Annotations:

- *An institution in which research is actively pursued enhances undergraduate (and postgraduate) chiropractic education. A research ethos attracts high calibre staff that can engender the attitudes of critical appraisal, and contribute to the generation of new knowledge. All students can benefit from direct contact with active researchers, and from exposure to an atmosphere of intellectual curiosity and enquiry. A significant proportion of research-active staff is essential to underpin research in the curriculum, particularly in supervising undergraduate research projects (or equivalents).*
- *The interaction between research and teaching must be reflected in the curriculum and influence current teaching, and encourage and prepare students to engage in research.*
- *The institution must clearly demonstrate its commitment to research activity, particularly in its supportive mechanisms including time allocation to research-active staff and allocation of financial resources.*
- *The institution must have appropriate policies and procedures relating to research governance (in particular, ethics approval procedures) for research projects undertaken by students and staff.*

8 PROGRAMME EVALUATION

8.1 MECHANISMS FOR PROGRAMME EVALUATION

Standard:

The chiropractic institution must establish a mechanism for programme evaluation that monitors the curriculum, quality of teaching, student progress and student outcomes, and ensures that concerns are identified and addressed.

Annotations:

- *Mechanisms for programme evaluation imply the systematic use of valid and reliable methods for monitoring and evaluating the curriculum against educational outcomes.*
- *QA procedures must be transparent, and a detailed annual QA report produced.*
- *External examiners (or equivalent) must be an integral part of QA policy and procedures.*
- *Identified concerns include problems presented to the curriculum committee (or equivalent(s)).*

- *QA procedures must clearly show an audit trail demonstrating how problems/concerns are identified, acted upon, and actions evaluated.*

8.2 STAFF AND STUDENT FEEDBACK

Standard:

Both academic staff and student feedback must be systematically sought, analysed and responded to so as to develop and improve the curriculum.

Annotations:

- *Feedback from student questionnaires is valuable to identify potential problems. Mechanisms for feeding the information back to those responsible for delivering the courses must exist and in a manner to allow such feedback to be acted on.*
- *In addition to student questionnaires, other mechanisms for student feedback must exist.*
- *The institution must have in place a range of QA procedures and not only rely on the feedback of students.*

8.3 STUDENT COHORT PERFORMANCE

Standard:

Student cohort performance must be analysed in relation to the curriculum and the aims and objectives of the chiropractic programme.

Annotation:

- *Measures of student performance include annual information about average scores, pass and failure rates at examinations, dropout rates and student progression.*

8.4 INVOLVEMENT OF STAKEHOLDERS

Standard:

Programme evaluation must involve the governance and administration of the chiropractic institution, the academic staff and the students, and the outcomes communicated to a range of stakeholders.

Annotation:

- *A range of stakeholders includes the university, validating universities, national regulatory bodies, those responsible for postgraduate education and training, and international accrediting bodies.*

9 GOVERNANCE AND ADMINISTRATION

9.1 GOVERNANCE

Standard:

Governance and committee structures and functions of the chiropractic institution must be defined, including their relationships within the university (as appropriate).

Annotations:

- *The committee structure includes a curriculum committee (or equivalent(s)) with the authority to design and manage the chiropractic curriculum.*
- *Relationship with a university is where the institution is part of, or associated/affiliated to a university, or other formal links with a university.*

9.2 ACADEMIC LEADERSHIP

Standard:

The responsibilities of the academic head of the undergraduate programme, and of the academic management structures, must be clearly stated.

Annotation:

- *The academic head must have sufficient authority to administer the educational programme to meet the aims and objectives of the programme.*

9.3 EDUCATIONAL BUDGET AND RESOURCE ALLOCATION

Standard:

The chiropractic institution must have a clear line of responsibility and authority for the curriculum and its resourcing, including remuneration of teaching staff, in order to achieve the overall aims and objectives of the chiropractic programme.

Annotations:

- *The educational budget depends on the budgetary practice in each institution.*
- *There must be clear evidence of financial planning and resources to ensure that all students currently enrolled on a programme can complete it.*

9.4 ADMINISTRATIVE and TECHNICAL STAFF AND MANAGEMENT

Standard:

The administrative and technical staff of the chiropractic institution must be appropriate to support the implementation of the institution's undergraduate programme and other activities, and to ensure good management and deployment of its resources.

The management must include a programme of quality assurance, and the management itself should submit itself to regular review.

9.5 INTERACTION WITH PROFESSIONAL SECTOR

Standard:

The chiropractic institution must have a constructive interaction with the chiropractic and chiropractic-related (health-related) sectors of society and government.

Annotation:

- *There should be effective communication between the institution and the university (where appropriate), other chiropractic and higher education institutions, professional bodies, regulatory bodies and other chiropractic and health-related institutions. The more harmonious these relationships are, the more likely that an appropriate environment for teaching and research will be developed. Wherever possible, these relationships should be formalised through appointments on committees.*

10 CONTINUOUS RENEWAL and IMPROVEMENT

Standard:

The chiropractic institution must, as a dynamic institution, have procedures for regular reviewing and updating of its structure and functions to rectify deficiencies and meet changing needs.

In so doing it should address the following issues:

- Adaptation of the aims and objectives of the chiropractic institution to the scientific, socio-economic and cultural development of healthcare.
- Modification of the required competencies of the graduating students in accordance with documented needs of the environment graduates will enter. The modification shall include the clinical skills training and involvement in patient care appropriate to responsibilities encountered upon graduation.

- Adaptation of the curricular model and instructional methods to ensure that these are appropriate and relevant.
- Adjustment of curricular elements and their relationships in keeping with developments in the biomedical sciences, the behavioural sciences, the social sciences, the clinical sciences, and changes in the demographic profile and health/disease pattern of the population, and socio-economic and cultural conditions. The adjustment shall assure that new and relevant knowledge, concepts and methods are included and outdated ones discarded.
- Development of assessment principles, and the methods and the number of examinations according to changes in educational objectives and learning goals and methods.
- Adaptation of student recruitment policy and selection methods to changing expectations and circumstances, human resource needs, changes in the secondary/pre-chiropractic education system and the requirements of the educational programme.
- Adaptation of recruitment and staffing policy regarding the academic staff according to changing needs of the chiropractic institution.
- Updating of educational resources according to changing national policies and changing needs of the chiropractic institution, i.e. the student intake, size and profile of academic staff, the educational programme and contemporary educational principles.
- Refinement of the process of programme monitoring and evaluation.
- Development of the organizational structure and management principles in order to cope with changing circumstances and needs of the chiropractic institution and, over time, accommodating to the interests of the different groups of stakeholders.

PART 3

INSTITUTIONAL SELF-EVALUATION

OUTLINE FOR SELF-STUDY REPORT

This Outline is to assist chiropractic institutions review their programmes against the ECCE *Standards* in undergraduate chiropractic education.

The Self-Study Report, based on the Areas and Sub-areas in the *Standards*, must result in a document providing comprehensive answers to ALL the topic areas and numbered appropriately. Answers must, if possible, be referenced to specific documents including Prospectus, Programme Handbook and Programme Document, Assessment Regulations and Appeals Procedures, and Clinic Training Manual (or equivalents), which either must be appended or made available at the (on site) Evaluation Visit.

Compilation of the Self-Study Report by the institution must be carried out using the *Standards* as a reference source.

A statement at the start of the Self-Study Report must provide written evidence that the institution continues to comply with the Eligibility Criteria (refer to Part 4, 2.1 to 2.6 inclusive).

1. AIMS AND OBJECTIVES

1.1 Statements of Aims and Objectives

- *Provide a copy of the published aims and objectives of the undergraduate programme (curriculum). The detailed objectives of the chiropractic programme must be described.*
- *How are they made known to the relevant parties?*

1.2 Participation in Formulation of Aims and Objectives

- *Who are the institution's principal stakeholders?*
- *How has the institution involved its principal stakeholders in formulating the aims and objectives statements?*
- *What groups other than the above principal stakeholders (if any) does the institution consult?*

- *How does the institution consult and involve its stakeholders in ongoing refinement to the overall aims and objectives statements?*

1.3 Academic Autonomy

- *Describe or provide copies of institutional policies that confer responsibility for the design and development of the curriculum and allocation of resources.*
- *What policies and practices does the institution have to ensure teaching by individual staff and by other departments (in universities) appropriately addresses the aims and objectives of the chiropractic curriculum?*
- *How is this evaluated and, if necessary, redressed?*

1.4 Educational Outcome

- *What are the competencies (knowledge, skills and attitudes) required of students at graduation?*
- *Describe how the competencies (exit outcomes) match the Competencies of Chiropractic Graduates as described in Part 2 of the Standards.*
- *Describe, in general terms, how each of the outcomes is covered within the curriculum.*
- *Specify how the outcomes at graduation are bridged with postgraduate training.*
- *How does the institution measure and get information about the competencies of its graduates after entering practice?*
- *How does the institution feed back this information into programme development?*

2. EDUCATIONAL PROGRAMME

2.1 Curriculum Model and Educational Methods

- *What are the principles guiding the design of the curriculum and the types of teaching and learning (instructional) methods used to deliver it?*
- *How do the curriculum and the instructional methods encourage students to take active responsibility for their learning?*
- *Specify how the institution envisages that these methods prepare students for life long learning, reflective practice and continuing professional development.*

2.2 Theory of Chiropractic and the Scientific Method

- *Which of the theories of chiropractic contribute to the chiropractic programme?*
- *How is their contribution integrated at the different stages of the curriculum?*
- *Which components of the programme inculcate the principles of the scientific method and evidence-based practice, and foster analytical and critical thinking?*
- *Which components of the programme teach students how to find and critically appraise knowledge from research inquiry and other sources?*
- *What specific opportunities are there for students to acquire research training?*

2.3 Basic Biomedical Sciences

- *Which of the basic biomedical sciences contribute to the chiropractic programme?*
- *How is their contribution integrated with clinical sciences at the different stages of the curriculum?*
- *What is the process by which the institution adapts the curricular contributions of the various basic biomedical sciences to developments in the science, practice and delivery of healthcare?*

2.4 Behavioural and Social Sciences, Ethics and Jurisprudence

- *Which of the behavioural and social sciences, the disciplines of ethics and jurisprudence, and the principles of clinical governance contribute to the chiropractic programme?*
- *How does the curriculum provide for contributions of these sciences, disciplines and guiding principles to foster effective communication, clinical decision-making and ethical practices?*
- *What is the process by which the institution adapts the curricular contributions of the behavioural sciences, the social sciences, ethics and jurisprudence, and issues of clinical governance to developments in the science, practice and delivery of healthcare?*

2.5 Clinical Sciences and Skills

- *What are the specific competencies (knowledge, skills and attitudes) specified as exit outcomes to ensure clinical competence on graduation?*

- *What are the specific clinical disciplines and skills in the curriculum, and the levels of involvement in which these competencies (knowledge, skills and attitudes) are to be acquired?*
- *How does the curriculum provide for contributions of these disciplines and skills to foster effective clinical decision-making and patient management specifically as a primary contact practitioner?*
- *What is the process by which the institution adapts the curricular contributions of the clinical sciences and skills to developments in the science, practice and delivery of healthcare?*

2.6 Clinical Training

- *What opportunities are there for application of the clinical disciplines and skills in direct participation in supervised patient care?*
- *How does the institution provide appropriate patient numbers and case-mix to ensure clinical competence on graduation? Attach information on the mean number (and range) of new patients and of returning patients per student cohort for the last 3 years.*
- *What feedback and supportive mechanisms are in place to ensure clinical competence on graduation?*
- *How does the clinical training year prepare students for reflective practice and life-long learning?*
- *What specific opportunities are there for early and ongoing observation in patient care?*
- *What specific opportunities are there for relevant community experience and for working with other health professionals?*
- *Attach all documentation on the clinical training year supporting the student's learning experience.*

2.7 Curriculum Structure, Composition and Duration

- *For ALL elements (courses) of the curriculum provide a summary in terms of topics/subjects taught, and length (hours/weeks) by Term/Semester/Year. Indicate balance between direct contact time, directed and self-directed learning time spent for ALL courses in ALL years of the programme. Indicate balance between lectures, small group teaching, seminars, laboratory sessions and internships (Refer to Programme Documentation as appropriate).*

- *Provide a synopsis of ALL individual courses including learning outcomes, course syllabi, directed learning material and assessment methods. (Refer to Programme Documentation as appropriate).*
- *What policies guide integration (horizontal/vertical and basic/clinical sciences) of the curriculum?*
- *What mechanisms exist to ensure that it occurs?*

2.8 Programme Management

- *What are the terms of reference and composition of the curriculum committee (or equivalent(s))? Specifically, what authority does the committee have to resolve conflicts of educational principle and to determine the contributions of specific content to the chiropractic programme?*
- *How are its decisions implemented?*
- *How is the delivery of the programme managed?*
- *How is the assessment of students managed?*
- *What is the institution's mechanism for introducing major and minor changes to the instruction (teaching and learning methods), content and assessment of the curriculum? How are major and minor changes distinguished?*
- *What are the resources of the curriculum committee (or equivalent(s)) for introducing teaching and learning, assessment and curriculum innovations?*

2.9 Linkage with Subsequent Stage of Education and Training, Chiropractic Practice and the Healthcare System

- *What links exist between the undergraduate chiropractic programme and the next stage of training for practice?*
- *What specific contributions occur in the final year of the programme to facilitate transition to the next stage of training for practice?*
- *Are there reciprocal representations between the committees responsible for the undergraduate chiropractic programme and the subsequent phases of education and training?*
- *What mechanisms exist to obtain and make use of feedback from graduates, the profession and the community?*

3. ASSESSMENT OF STUDENTS

3.1 Assessment Methods

- *Describe the assessment methods used in the curriculum, including the timing, number and type of assessments.*
- *Who is responsible for assessment policy and procedures?*
- *Describe the composition of involved committees and their terms of reference.*
- *How does the institution monitor the reliability and validity of assessments?*
- *How are internal assessments validated against external standards?*
- *How are new assessment methods researched, tested and introduced?*
- *Provide the general policy on appeals procedures.*

3.2 Relation between Assessment and Learning

- *How are assessment practices made compatible with educational outcomes and learning methods?*
- *How are the assessment criteria for progression, assessment weighting and timing of assessments made known to students? (Provide documents made available to students).*
- *How does the institution monitor assessment to reduce curriculum overload and encourage integrated learning?*
- *To what extent is integrated assessment of various curricular elements obtained?*

4. STUDENTS

4.1 Admission Policies and Selection

- *What are the admission policies and procedures?*
- *What are the academic criteria for admission (at all entry points) to the chiropractic programme?*
- *Are there additional requirements?*
- *At what stages of entry to the programme is the AP(E)L policy applicable?*

- *How do the methods used to select students test their suitability and capability to practise as a chiropractor?*
- *What are the academic criteria for transfer from another chiropractic programme?*
- *How does the admissions committee (or equivalent) evaluate the outcome of its policies on subsequent educational achievement?*
- *Attach the Prospectus for recruiting new students to the institution.*

4.2 Student Intake

- *Describe the size of student intake, and the current student body, and any distribution on different demographic categories of students. Include the numbers at: i) Advanced entry: ii) Standard entry: iii) Non-standard entry for the last 3 years.*
- *How is the intake determined in relation to the capacity of the institution?*
- *What mechanisms exist for adjusting the intake and quotas (if applicable)?*

4.3 Student Support and Counselling

- *What counselling services are available to students in the institution?*
- *What other student support programmes are available through the institution?*
- *What mechanisms exist to identify students in need of pastoral, psychological, social and/or academic support?*

4.4 Student Representation

- *What is the institution's policy on student contribution to curriculum matters?*
- *Show how students are represented on academic committees.*
- *What is the institution's policy on student contribution in other matters relevant to the students?*
- *What practical measures does the institution have for encouraging student self-government and participation in the activities of the governing bodies of the institution?*

5. ACADEMIC STAFF/FACULTY

5.1 Staff Recruitment

- *What procedures does the institution have for ensuring that the staffing profile matches the range, level and balance of teaching skills required to deliver the curriculum?*
- *What are the requirements related to the qualifications for appointment? Provide CVs of all academic (full- and part-time) staff showing relevant information.*
- *What is the balance between chiropractic and non-chiropractic academic staff and between full-time and part-time staff? Give a list of full-time and part-time staff, and an outline of teaching, research, other scholarly activities and administrative duties for each member of academic staff (full- and part-time) for the past 3 years.*
- *What is the SSR (FTE) for the pre-clinical training part of the curriculum, and for the clinical training part, for the past 3 years? Show how the SSR has been calculated.*
- *Describe the induction procedures for new members of academic staff.*

5.2 Staff Promotion and Development

- *What is the institution's policy for ensuring that teaching, research and service contributions are appropriately recognised and rewarded?*
- *What staff development programmes exist, or are proposed, to enable teachers to upgrade their skills and to obtain appraisals of their teaching performance?*
- *How is participation in staff development programmes encouraged and supported?*

6. EDUCATIONAL RESOURCES

6.1 Physical Facilities

- *Provide a description of the physical facilities available for the delivery of the basic science and clinical (excluding clinical training) components of the curriculum.*
- *Provide a description of the library facilities available to staff and students.*
- *How does the institution review the adequacy of the educational resources?*
- *What mechanisms exist for gathering feedback from students and staff on the facilities?*

- *What authority does the institution (as part of a university) have to direct resources to respond to deficiencies?*
- *Indicate what plans exist for improving these facilities in relation to development of the curriculum.*

6.2 Clinical Training Resources

- *Provide a description of the facilities available for clinical training at the institution, including the number of treatment rooms and equipment.*
- *How does the institution review the adequacy of the facilities and the number and case-mix of patients available for clinical teaching?*
- *What mechanisms exist to deal with deficiencies?*
- *How is the institution adjusting and improving its use of clinical training facilities in relation to changing needs?*

6.3 Information Technology

- *What committee or body is responsible for formulating the institution's policy on IT?*
- *How does the institution make use of IT in its teaching programme?*
- *To what extent are information and communication technologies used by teachers and students for self-learning, finding information and managing patients?*
- *What training is available to staff and students in the use of IT?*

6.4 Educational Expertise

- *How does the institution make use of educational expertise in the design and development of the curriculum?*
- *Does the institution have access to an expert health-related education unit or other educational expertise?*
- *How is educational expertise enhanced through staff development programmes?*

7 THE RELATIONSHIP BETWEEN TEACHING AND RESEARCH

- *Provide a description of the research facilities and research programmes of the institution.*
- *How does the institution foster interaction between its research and teaching activities?*
- *What mechanisms exist to ensure that research activities are reflected in the curriculum and teaching?*
- *How does the institution engage students in research?*
- *What are the institution's policies and procedures for obtaining ethics approval for research studies carried out by students and staff?*

8. PROGRAMME EVALUATION

8.1 Mechanisms for Programme Evaluation

- *How does the institution evaluate its programme?*
- *Is there a group that monitors performance and outcomes data and ensures that identified concerns are addressed by an appropriate body?*
- *What evaluation data are being collected?*
- *Attach QA Reports for the last 3 years together with external examiner (or equivalent) reports for the same period.*
- *Describe how external examiners (or equivalent) are selected, appointed and trained.*
- *Attach a list of all external examiners (or equivalent) appointed over the last 3 years, and the areas for which each is responsible.*
- *How are actions arising from QA procedures and external examiner reports documented and monitored?*

8.2 Staff and Student Feedback

- *How does the institution sample, analyse and use the opinions of staff and students about its educational programme?*
- *How does the institution encourage individual staff and students to participate in its evaluation activities and in subsequent programme development?*

8.3 Student Cohort Performance

- *What statistical data on student performance and student progression are collected and analysed, and how are they used in development of the curriculum?*
- *What individual student parameters are monitored in relation to performance during the programme and how is this fed back into student selection and curriculum planning?*
- *Provide original number for each cohort/ no. joining/ no. completing year (for each year of the programme) for the past 3 years.*

8.4 Involvement of Stakeholders

- *How are the principal stakeholders within the institution involved in programme evaluation?*
- *How does the institution communicate the outcomes of programme evaluation to stakeholders?*
- *To what extent is a wider range of stakeholders involved in the evaluation and development of the programme?*
- *What mechanism (formal and informal) is established to ensure considerations of stakeholders' views?*

9. GOVERNANCE AND ADMINISTRATION

9.1 Governance

- *Describe the governance structure, its components and their functions.*
- *Describe the relationships between the institution and the university (if the institution is part of, or affiliated to, a university).*
- *Describe the representation and functions of academic staff, students and other stakeholders in the various governance structures and committees.*

9.2 Academic Leadership

- *Describe the academic management structure of the institution indicating the line of responsibility for individual areas of the chiropractic programme.*

- *How is the performance of the academic leadership of the institution evaluated and appraised in relation to the aims and objectives of the programme?*

9.3 Educational Budget and Resource Allocation

- *Describe the budgetary practice and responsibility of the institution.*
- *How is appropriate resource allocation assured to achieve the aims and objectives of the programme?*
- *What is the institution's process for reviewing resource allocation in support of an evolving curriculum?*

9.4 Administrative Staff and Management

- *What administrative and technical support functions does staff of the institution provide?*
- *Describe the administrative and technical staffing structure to support these functions. Give number of technical staff, administrative, and secretarial/clerical staff.*
- *How is the size of the support staff determined in relation to the programme and other activities?*

9.5 Interaction with Professional Sector

- *Describe the relationships between the institution and the profession with which it interacts, regarding aims and objectives of the programme, the educational programme, the provision of resources, teaching facilities and staff.*
- *What formal mechanisms exist to ensure that the institution interacts constructively with the profession, national associations, accrediting and regulatory bodies, the health sector, and other higher education and chiropractic institutions?*

10. CONTINUOUS RENEWAL

- *What procedures does the institution use for regular reviewing and updating its educational aims and objectives, structures and activities?*
- *How frequently does the institution undertake such reviews?*
- *Describe recent and projected activities undertaken with the purpose to ensure that the institution remains responsive to its changing environment.*

OUTLINE FOR ANNUAL MONITORING REPORT (AMoR)

This will take the form of a questionnaire provided by the ECCE. The purpose of the questionnaire is to document **current practice**, and any **changes/developments** in the programme since completion of the institution's last AMoR. The questionnaire describes current practice and identifies any changes/developments in:

- Overall aims and objectives of the programme
- Curriculum content
- Teaching and Learning methods
- Assessment methods
- Institution management and governance
- Patterns of staffing:
 - Number of F/T and P/T staff
 - SSR ratio (FTE) separately for pre-clinical programme and clinical training programme.
- Staff Development and Appraisal activities
- Research activities
- Resources including physical facilities, IT and library facilities
- Student selection procedures
- Student recruitment and entry qualifications:
 - Numbers at: i) Advanced entry: ii) Standard entry: iii) Non-standard entry
- Patient exposure during final clinical training year:
 - Numbers of: i) new patients (mean no. per student cohort/range): ii) (returning) patient treatment visits (mean no. per student cohort/range)
- Evaluation of student cohort outcomes:
 - Original number for each cohort/ no. joining/ no. completing year (for each year of the programme)
- Plans for future development
- Areas of concern/weaknesses from the most recent Evaluation Report.

A copy of the questionnaire (AMoR) is included under separate cover and available on request to the Executive Secretary.

PART 4

PROCEDURES FOR ACCREDITATION AND RE-ACCREDITATION OF INSTITUTIONS

Accreditation policies and procedures are designed to make clear to the chiropractic institution the nature of the information required, and the process for assessing the institution against the *Standards* outlined in this document.

1. ADMINISTRATION OF THE ACCREDITATION PROCESS

1.1 STATUS OF INSTITUTIONS

For the purpose of this document, the name ‘institution’ applies to EITHER:

Single-purpose institution, the primary goal of which is the delivery of chiropractic Education.

OR:

An institution as part of a wider, multi-purpose institution (normally a university), the primary goal of which is the delivery of a broad portfolio of higher education programmes of which chiropractic is one.

For the purpose of this document, the name ‘institution’ applies to ‘school’, ‘department’ or any other name that implies the primary place where chiropractic education and training is administered and delivered.

1.2 THE ECCE AND THE COMMISSION ON ACCREDITATION

1.2.1 ECCE (Council)

The structure and function of the Council are specified in the ‘Constitution’. A list of institutions with Accredited status with the Council shall be published annually.

1.2.2 Executive Committee

The structure and function of the Executive Committee are specified in the ‘Constitution’. The Executive Committee is responsible for appointing members of Evaluation Teams and arranging orientation and training of these Teams.

1.2.3 Commission on Accreditation

The structure and function of the Commission on Accreditation (COA) are specified in the ‘Constitution’. The COA is responsible for implementing the Council’s policies and procedures relating to accreditation of institutions. The COA acts in determining an annual programme of accreditation activities, making decisions on the accreditation and re-accreditation of institutions, receiving and acting on Annual Monitoring Reports (AMoRs) from institutions, and presenting an

annual report to the Council on institutions with Accredited (any) status with the Council.

1.3. ACCREDITED STATUS

There are two types of status with the Council which are granted by the COA:

1.3.1 Accredited status

This recognises that an institution meets the Eligibility Criteria for Accredited status, and delivers chiropractic education and training in full compliance with the *Standards*.

1.3.2 Candidate (for Accredited) status

This recognises that an institution complies with the Eligibility Criteria for Candidate status (see 5.1) and is working towards full compliance with the *Standards*. The maximum period of time that an institution can hold Candidate status is a total of five (5) years from the date of being granted Candidate status. This period of time cannot be either extended or renewed (see 5.4). Candidate status establishes a formal relationship between the Council and the institution. This route to Accredited status however, is NOT mandatory.

1.4 EVALUATION TEAMS

1.4.1 Evaluation Teams are appointed by the Executive Committee to conduct evaluation of an institution for the purposes of the award of Accredited status. Teams report to the COA and work within the policies, procedures and *Standards* of the Council.

1.4.2 Proposed members of the Team are required to declare to the Executive Committee any personal or professional interest, which might, or might be perceived to, impact on their capacity to undertake impartially their role as members of the Evaluation Team. If such a declaration is made, and it is decided that the member should continue to participate, this declared interest will be disclosed to the institution. Where a proposed member has given informal advice to an institution, this must also be declared to the Executive Committee.

1.4.3 Institutions will have an opportunity to comment on the proposed membership of the Team. The Executive Committee will have full regard to such comments when finally appointing the Team. The institution has the right to request a change(s) to the proposed membership on production of valid reasons as determined by the Executive Committee. The final decision on the membership of the Evaluation Team remains with the Executive Committee.

1.4.4 The composition of the Team should provide a balance of evaluators in terms of areas of expertise, experience, and wherever possible, gender. The Executive Committee will appoint one member, who is an experienced evaluator as Chair, and the Executive Secretary will normally act as Secretary to the Team (see Constitution, 7.9). The Executive Secretary may also act as a member of the Team. The Chair is responsible for the on-site conduct of the Team, feedback at the end of

the Evaluation Visit to the institution, and presentation of the Final Evaluation Report to the COA. All communication between the institution and the Team will be through the Head/Principal and Secretary respectively. The Chair and Secretary of the Team will allocate specific responsibilities to each member. These responsibilities are reflected in the reviews/interviews conducted by the evaluators during the Evaluation Visit, and in the contents of the Final Evaluation Report. The Team is collectively responsible for the Final Evaluation Report.

- 1.4.5 The Team will normally consist of up to 5 members and normally spend 3 days at the institution. The Evaluation Visit will normally include a tour(s) of the facilities, meetings with the Head/Principal, senior managers, teaching staff and current (and past) students, and review of programme documentation.

2. ELIGIBILITY CRITERIA FOR ACCREDITED STATUS

To be eligible to apply for Accredited status, an institution shall:

- 2.1 Be EITHER a private institution that may or may not be affiliated/associated with a university (or equivalent), and where the undergraduate programme has or has not been validated by a university (or equivalent), OR a department/school (or equivalent) within a university (or equivalent).
- 2.2 A private institution must be incorporated under the laws of the country to which it belongs, have a properly constituted governing body, be non-profit making and registered as an educational institution.
- 2.3 Have a full-time Chief Executive Officer, or full-time Head/Principal, or equivalent.
- 2.4 Have graduated its first cohort of chiropractic students that has complied with the *Standards*.
- 2.5 Have the internal organisation, sufficient facilities and staff, and sufficiently sound financial status to enable it to deliver a quality programme of undergraduate chiropractic education and training at the highest standards, and one that is in compliance with the *Standards*.
- 2.6 Agree to follow and abide by the policies and procedures for the award of Accredited status as set out in the official documentation of the ECCE, and to furnish the COA with a certified copy of a formal undertaking by its governing body (or equivalent senior authority) at a legally constituted meeting indicating institutional agreement.

3. ACCREDITATION PROCEDURES

- 3.1 **Initial accreditation of an institution applying for Accredited status (see Flowchart)**

3.1.1 Initial Contact

The first stage in the accreditation procedure shall be a written application to the Chair of the COA from the Head/Principal of the institution with the approval of its governing body (or equivalent). Written evidence of compliance with all the Eligibility Criteria (2.1 to 2.6 inclusive) must be attached.

The COA will acknowledge, normally within thirty (30) days of receipt, the fact that the institution wishes to be accredited, and if the Eligibility Criteria are met, shall request a Self-Study Report (see Part 3).

3.1.2 Self-Study Report (see Part 3)

The second stage will require the institution to submit, normally to the Executive Secretary, twelve (12) copies of a Self-Study Report based on the *Standards*, together with a list of all current staff and number of students in each year of the programme. This will normally be done within six (6) months of the initial application to the COA.

The ability of the institution to present a Self-Study Report will be taken as an indication of the ability of the institution to deliver a high quality undergraduate chiropractic programme. At this point the COA will make a decision on the Report and notify the institution, normally within sixty (60) days of receipt of the Report. If necessary, further information may be requested and/or a representative of the COA (appointed by the COA) may make a brief preliminary visit to the institution to verify the accuracy of the Report, before a decision can be made.

The COA will make ONE of the following decisions, and the Chair of the COA will inform the Executive Committee and the institution:

3.1.2.1 Satisfactory

The Self-Study Report provides evidence of full compliance with the *Standards*, and the institution is judged to be ready to undergo a full on-site Evaluation Visit by an Evaluation Team. The Chair of the COA will then arrange with the institution for an Evaluation Team appointed by the Executive Committee to visit the institution, normally during term-time, and at a time mutually acceptable to the Evaluation Team and the institution.

3.1.2.2 Unsatisfactory

The Self-Study Report does not provide evidence of full compliance with the *Standards* and thus the institution is not ready to undergo an Evaluation Visit by the Evaluation Team. The COA will provide feedback to the institution and time will be given to enable the institution to revise and resubmit a Self-Study Report within a period of not less than twelve (12) months and not more than twenty four (24) months of the decision of the COA. After this period of time has elapsed, a new initial accreditation process must begin.

3.1.3 Evaluation Visit

3.1.3.1 The Secretary will provide the institution with a timetable for the Evaluation Visit at least 3 weeks prior to the Visit. The schedule should have a degree of flexibility to allow for additional meetings should they be needed. All communication will be through the Head/Principal. In consultation with the Head/Principal, the Chair of the Evaluation Team (or his/her representative) may make a preliminary visit to the institution to prepare for the Visit.

3.1.3.2 The Evaluation Team will normally spend three (3) days at the institution (see Part 4, 1.4.5). The institution shall afford unhampered opportunity to the Team to inspect facilities, meet formally and informally with staff and students, study financial and corporate records (if appropriate), and examine student records and patient files. All patient files and official records will be treated in strict confidence and will not be removed from the premises.

3.1.3.3 The Evaluation Team will prepare a draft of identified strengths, weaknesses and concerns, and report verbally on these to the institution at the end of the Visit. The institution will have the opportunity to comment on any factual errors.

3.1.3.4 A draft of the Evaluation Report of the Evaluation Team will be sent to the Head/Principal for correction of errors of fact only, normally within thirty (30) days of the Evaluation Visit.

3.1.3.5 Responses from the institution will be expected within thirty (30) days of receipt of the draft Evaluation Report.

3.1.4 Final decision on the award of Accredited status

3.1.4.1 The Final Evaluation Report will be sent to the Head/Principal of the institution, with the opportunity to make a formal written Response before the meeting of the COA (normally held biannually) to consider its decision on the award of Accredited status. A representative(s) of the institution will be invited to attend this meeting.

3.1.4.2 At this meeting, the COA will make ONE of the following decisions based on the Final Evaluation Report (and the institution's Response):

3.1.4.2.1 Award of Accredited status:

EITHER:

a. Accredited for a period up to a maximum of three (3) years, subject to satisfactory annual monitoring reports (AMoRs).

OR:

b. Accredited for a period up to a maximum of three (3) years, subject to satisfactory annual monitoring reports (AMoRs) and subject to

specified conditions being addressed within a specified period of time.

3.1.4.2.2 Deferment of a decision to award Accredited status:

Deferment of a decision to award Accredited status for a specified period of time, subject to ONE or MORE of the following:

- a. Meeting specified conditions within a specified period of time.
- b. Satisfactory report of representative(s) appointed by the COA.
- c. A meeting(s) with representative(s) of the institution.

3.1.4.2.3 Refusal to award Accredited status:

Accredited status is refused where the deficiencies are so serious to warrant such action. The decision may include ONE or BOTH of the following:

- a. Recommendation(s) to assist the institution in meeting the *Standards*
- b. Recommendation to appoint a consultant(s) (as recommended by the COA, see 8.Consultancy) to assist the institution in meeting the *Standards*. The institution will meet all consultancy expenses.

3.1.5 Failure of an institution to achieve initial Accredited status

An institution may re-apply for Accredited status at the earliest twelve (12) months after the decision to refuse to award Accredited status, and subject to the normal procedures for accreditation (3.1).

3.1.5 Re-accreditation of an institution for Accredited status
(see Flowchart)

3.2.1 Initial Contact

Following contact by the Chair of the COA with the institution, the first stage in the re-accreditation procedure shall be agreement between the Chair of the COA and the Head/Principal of the institution for the date of submission of the Self-Study Report and a provisional schedule for the Evaluation Visit.

Re-accreditation will be conducted at intervals of no more than five years (see 3.2.4.2.1).

An on-site Evaluation Visit by an Evaluation Team will normally occur within ninety (90) days of acceptance by the COA of the Self-Study Report.

3.2.2 Self-Study Report (as 3.1.2 and Part 3). A decision on the Self-Study Report by the COA will be notified within sixty (60) days of receipt. If at this stage the Self-Study Report is deemed unsatisfactory and therefore not accepted by the COA, a resubmission is allowed once only, and at time (not more than six (6) months from the original submission) by mutual agreement between the institution and the COA. Accreditation remains in place during this process and the institution is liable for payment of full fees and dues (see Financial Policy). If, at the end of this period, the Self-Study Report is still not satisfactory, the institution will be put on probation (3.2.4.2.2).

3.2.3 Evaluation Visit (as 3.1.3)

3.2.4 Final decision on the award of Accredited status (re-accreditation)

3.2.4.1 The Final Evaluation Report will be sent to the Head/Principal of the institution, with the opportunity to make a formal written Response before the meeting of the COA to consider its decision to award Accredited status (re-accreditation). A representative(s) of the institution will be invited to attend this meeting.

3.2.4.2 At this meeting, the COA will make ONE of the following decisions:

3.2.4.2.1 Re-accredit (award Accredited status):

EITHER:

a. Accredited for a period up to a maximum of five (5) years, subject to satisfactory annual monitoring reports (AMoRs).

OR:

b. Accredited for a period up to a maximum of five (5) years, subject to satisfactory annual monitoring reports (AMoRs) and subject to specified conditions being addressed within a specified period of time.

3.2.4.2.2 Deferment of a decision to re-accredit (award Accredited status):

Deferment of a decision to re-accredit (award Accredited status) will apply for no longer than a period of twelve (12) months, and during the deferment period, the institution will retain its Accredited status and be liable for payment of full dues and fees (see Financial Policy). For this period, the institution will be on confidential probation for a period of six months or until such time within that period that the COA renders a decision to re-accredit (award Accredited status). If the institution is not re-accredited during this period, after the six-month deadline, the institution will be placed on public probation for a further six months, or until such time within that period that the COA renders a decision to re-accredit (award Accredited status).

The decision of the COA to re-accredit (award Accredited status) will be based on ONE or MORE of the following:

- a. Meeting specified conditions within a specified period of time.
- b. Satisfactory report of a representative(s) appointed by the COA.
- c. A meeting(s) with representative(s) of the institution.

3.2.4.2.3 Refusal to re-accredit (award Accredited status):

Refusal to re-accredit (award Accredited status) will follow a one-year probationary period (3.2.4.2.2.), and where the deficiencies are so serious to warrant such action. The decision may include ONE or BOTH of the following:

- a. Recommendation(s) to assist the institution in meeting the *Standards*.
- b. Recommendation to appoint a consultant(s) (as recommended by the COA, see 8.Consultancy) to assist the institution in meeting the *Standards*. The institution will meet all consultancy expenses.

3.2.5 Failure of an institution to achieve Accredited status (re-accreditation):

An institution may apply to re-instate its Accredited status EITHER at the earliest twelve (12) months after the decision to refuse to re-accredit (award Accredited status), OR at the end of an appeals process (if applicable) (see 4. Appeals), whichever is the sooner, and subject to the normal procedures for accreditation.

3.3 Quality Assurance

At the end of the accreditation process, institutions will be given the opportunity to provide feedback to the COA for continual improvement purposes on the part of the COA. This will normally be after receipt of the Final Evaluation Report by the institution and after the decision on the award of Accredited status by the COA (see 3.1.4.1 and 3.2.4.1).

3.4 **Extension to an existing accreditation to an additional site(s)**

- 3.4.1 An accredited institution may introduce a change to its programme by offering either the entire programme, or part of it, at an additional site(s), either locally or at a distance (but within the same country as the established institution). This may be, for example, to increase access to the programme or increase the capacity for further recruitment. The institution's name will remain unchanged at the additional site(s), and the programme delivered (either as a whole or in part) will remain the same in all respects as that delivered at the established site.

3.4.2 The extension of the accreditation will be considered as part of the normal sequence of re-accreditation of the institution and be subject to all ECCE procedures although it is possible to defer or refuse the extension of the accreditation without prejudice to the accreditation of the institution. All costs incurred in the accreditation and re-accreditation of the extension are the responsibility of the institution.

3.4.3 The COA will want to be assured that the programme delivered at the additional site is in keeping with the Standards, and to this end will visit the additional site as part of the normal pattern of the re-accreditation process of the institution. Similarly, the programme (or part of it) delivered at the additional site must be fully represented in a separate AMoR and in the Self-Study Report of the institution.

3.5 Initial application to extend accreditation to an additional site(s)

3.5.1 The institution must apply in writing to the Chair of the COA, to include the following information:

- Description of the extension
- Rationale for the extension
- Evidence of approval from the institution's governing body (or equivalent)
- Proposed timetable for the extension
- Identification of the resources required to support the change including financial, physical facilities including library and learning resources and human including academic and administrative staff, and information on how these resources will be secured at the additional site(s).
- Identification of an academic member of staff with responsibility for overseeing delivery at the additional site.
- Proposed processes for monitoring and evaluating the extension.

3.5.2 The COA will decide, at its next scheduled meeting, if the application is complete, and if so request, once the first year cohort is recruited at the additional site(s), a Self-Study Report from the institution specifically addressing how the delivery of the programme at the additional site complies with the Standards. Following a decision by the COA on a satisfactory Self-Study Report, a site visit by an Evaluation Team will verify the statements in the Self-Study Report, and an Evaluation Report will be submitted to the COA. A decision will be made by the COA to award an extension to the accreditation, defer a decision or refuse to award an extension.

3.6 Joint Evaluation Visits

Evaluation Visits may, wherever possible, and by mutual agreement, be joint events with other accrediting and validating bodies, provided that the timing, documentation and accreditation procedures comply fully with, and do not compromise, the requirements of the ECCE.

4. APPEALS

Appeals are only permissible in cases of refusal of the award of Accredited status (either initial or re-accreditation).

A written appeal by the institution, stating the ground(s) for appeal, must be made within sixty (60) days of formal notification in writing of the decision by the COA to refuse to award Accredited status, and shall be acted on within ninety (90) days following receipt of the appeal. The appeal is normally addressed to the Executive Secretary, and must contain a copy of formal action authorising the appeal taken by the institution at a lawfully constituted meeting of its governing body (or equivalent senior authority).

In filing an appeal, the institution agrees to abide by the policies and procedures as set out in the official documentation of the ECCE, and to abide by the decision of the Appeals Panel as the full and final decision.

- 4.1 Grounds for appeal do NOT include the decisions of the COA based on the Final Evaluation Report (and the institution's Response). Grounds for appeal are ONE or MORE of the following:
- a. That a procedural error occurred at one or more specified stage(s) of the accreditation process.
 - b. That an error of fact was evident in the Final Evaluation Team Report, and that this was not corrected in spite of the institution's Response in this matter at the appropriate point in the process.
 - c. That due to mitigating circumstances, material to inform the process was not made available either at the time of the institution's report (Self-Study Report), and/or the deliberations by the Evaluation Team (the Final Evaluation Report and the institution's Response), and/or the deliberations by the COA in making its decision on the award of Accredited status.
- 4.2 The Appeal Panel will consist of:
- i) One member appointed by the Council on the recommendation of the President of the Council, and who is NOT a member of the COA, the Executive Committee and/or the Evaluation Team.
 - ii) One member appointed by the COA, and who is not a member of the COA.
 - iii) One member appointed by the institution in question, and who is not a member of staff (either full- or part-time) of the institution in question.

- 4.3. The Appeal Panel will appoint a Chair and normally a Secretary from among its members, set the hearing date and place and notify the Chair of the COA and the Head/Principal of the institution (hereafter known as the Appellant) of the membership of the Panel and its procedures.
- 4.4 The Appellant must provide written evidence supporting the appeal no less than thirty (30) days before the date of the hearing to the Chair of the Appeal Panel and to the Chair of the COA. The Chair of the COA will have the right of reply in writing to the Appeal Panel no less than ten (10) days before the date of the hearing, and which will immediately be disclosed to the Appellant.
- 4.5 The Appeal Panel will consider the documentary evidence supplied by the Appellant and the written Response of the Chair of the COA. The COA and the Appellant will each have the right to be represented at the hearing by up to two representatives. These representatives will have the opportunity to give supporting oral testimony only on the written evidence submitted to the Appeal Panel. Any oral testimony must be given in open forum with the Appeal Panel and all representatives present, with the right of all parties to ask questions of all present at the hearing.
- 4.6 The Chair of the Appeal Panel will inform the Chair of the COA and the Appellant of how he/she wishes to conduct proceedings (in line with the regulations herein) at the start of the hearing.
- 4.7 At the conclusion of the hearing, the Appeal Panel will make ONE of the following decisions:
 - a. Overturn the appeal and sustain the decision of the COA.
 - b. Uphold the appeal, and refer the decision back to the COA for reconsideration in light of the appeal process. The detail of the evidence that led the Panel to uphold the appeal must be clearly specified.
- 4.8 The full and final decision of the Appeal Panel will be in the form of a written report by the Chair of the Appeal Panel to the Head/Principal of the institution and to the Chair of the COA. The decision must be supported by the reasons for reaching that decision, and any supporting documentation.
- 4.9 An institution having Accredited status at the time of the decision of the COA to revoke that status, shall not lose Accredited status until such time as either the time for submitting an appeal has elapsed, or the appeal process has concluded. During such time, the institution remains liable for payment of full dues and fees (see Financial Policy).
- 4.10 An institution having Candidate status at the time of the decision of the COA not to accredit that institution, shall not lose Candidate status until such time as either the time for submitting an appeal has elapsed, or the appeal process has concluded. During such time, the institution remains liable for payment of full dues and fees (Candidate status) (see Financial Policy).

- 4.11 Costs of the appeal process, other than those incurred in the preparation of documentary evidence by the COA and the Appellant, shall be borne by the Council and the Appellant. These shared costs are those incurred by the Appeal Panel and the costs of the appeal hearing. The costs of representatives of the COA and the Appellant attending the hearing shall be borne solely by the respective party.
- 4.12 Both the Council and the Appellant will make equal contributions to cover the shared costs of the appeal process. These shared costs will be estimated and agreed in advance by the Council and by the Appellant. Equal cash escrow deposits will be made not later than thirty (30) days from the date of filing an appeal by the institution to the Treasurer of the Council. Any unused portion of the escrow deposit shall be returned at the end of the process to the Council and the Appellant in equal amounts. In cases of the escrow deposit not covering the costs in full, it is agreed that in filing an appeal, the Appellant and the Council will cover these costs equally, irrespective of the decision of the Appeals Panel, and within thirty (30) days of written notification of the decision by the Chair of the Appeal Panel.

5. CANDIDATE (FOR ACCREDITED) STATUS

5.1 Eligibility for Candidate (for Accredited) status

To be eligible to apply for Candidate status, an institution shall:

- 5.1.1 As for 2.1
- 5.1.2 As for 2.2
- 5.1.3 As for 2.3
- 5.1.4 Have recruited its first year cohort.
- 5.1.5 As for 2.5
- 5.1.6 Agree to follow and abide by the policies and procedures for the award of Candidate status as set out in the official documentation of the ECCE, and to furnish the COA with a certified copy of a formal undertaking by its governing body (or equivalent senior authority) at a legally constituted meeting indicating this agreement in full.
- 5.1.7 Complete and submit a Report, together with appropriate documentation, for up to the last 3 years.

These Eligibility Criteria (5.1.1 to 5.1.7 inclusive) will be interpreted according to how far an institution has progressed into its programme and as a result, can reasonably be expected to comply with the Eligibility Criteria. To attain Candidate status, an institution will be expected to achieve full compliance with the Standards within a period not exceeding 5 years from the date of the decision to award

Candidate status (see 1.3.2). The Report in 5.1.7 should be based on the Self-Study Report (Part 3) in that for each of the ten (10) sections, the institution should describe progress to date as well as how it expects to comply fully with the *Standards* within a period of five (5) years. It is not expected that an institution in an embryonic stage of development can provide comprehensive details in each section. Nevertheless, the Self-Study Report provides a framework to enable institutions to evaluate their progress to date and hence the likelihood of achieving full compliance of the Standards within five (5) years.

5.2 Procedures leading to Candidate (for Accredited) status (see Flowchart)

5.2.1 Initial Contact

The first stage in the application procedure shall be a written application to the Chair of the COA from the Head/Principal of the institution with the approval of its governing body. Evidence of compliance with all the Eligibility Criteria for Candidate status (see 5.1) will be attached including the Report (5.1.7).

5.2.2 Decision to award Candidate status

If the documentation submitted in respect of 5.2.1 is judged to comply with the Eligibility Criteria (5.1) and to provide sufficient evidence that the institution can be reasonably expected to comply fully with the *Standards* within a period not exceeding five (5) years, the COA, normally at its next ordinary scheduled meeting, will award Candidate status to the institution. If necessary, further information may be requested and/or a representative of the COA (appointed by the COA) may make a preliminary visit to the institution to verify the accuracy of the documentation, before a decision can be made. Notwithstanding the decision of the COA, full responsibility for complying with the Standards within the specified time period, rests solely with the institution.

The decision of the COA will be notified by the Chair in writing to the institution, normally within thirty (30) days of the meeting of the COA.

If the decision of the COA is NOT to award Candidate status, the institution will be notified in writing of the reasons (normally within thirty (30) days of the meeting of the COA), together with recommendations to enable the institution to revise and resubmit documentation as evidence of complying with the Eligibility Criteria (5.1) and providing sufficient evidence that the institution can be reasonably expected to comply fully with the *Standards* within a period not exceeding five (5) years. Resubmission of an application may be made in a period of not less than twelve (12) months of the decision of the COA.

5.3 Institutions holding Candidate status will:

- 5.3.1 Provide an AMoR, and pay an annual fee for each enrolled student, starting with the first full academic year immediately following the date of the decision to award Candidate status (see Financial Policy), and thereafter on an annual basis for the duration of the period of Candidate status.

- 5.3.2 Have the opportunity to request from the COA the names of appropriate consultants (see 8. Consultancy).
- 5.3.3 Be eligible to send a representative to the annual Council meetings of the ECCE, who will have the right to speak but will have no voting rights (Constitution, 4).
- 5.3.4 Receive copies of all agenda papers available to full members of the Council.
- 5.4 Period for Candidate status (see also 1.3.2)
The institution must apply for (initial) Accredited status within a period of five (5) years of the date of being awarded Candidate status. The institution may apply for Accredited status at any time during this period (see 3.1). However, if the institution is not successful in being awarded Accredited status (see 3.1.4.2.3), the institution will revert to Candidate status (with full payment of fees) for the remainder of the original period of five (5) years, and will not be eligible to re-apply for Accredited status either within a period of less than twelve (12) months since the last application for Accredited status or at the end of the period for Candidate status (whichever is the sooner).

6. ANNUAL MONITORING AND REPORTING PROCESS

- 6.1 Institutions with Accredited and Candidate status are required to submit Annual Monitoring Reports (AMoR) to inform the COA of continuing good practice and any changes or emerging issues that may affect the institution's ability to deliver the curriculum in compliance with the *Standards*.
- 6.2 Additional reports may be requested by the COA where there are, or may be, matters of concern or lack of clarity in relation to the continued accreditation or candidate status of the institution.
- 6.3 All annual and additional reports will be submitted to the COA at dates specified by the COA. A representative of the institution will be invited to present the AMoR to the annual meeting of the COA, which normally takes place in the autumn, and discuss any relevant issues. The AMoR will refer to the immediate past academic year.
- 6.4 Any action points arising from annual and/or additional reports will be notified in writing to the Head/Principal of the institution.
- 6.5 Where there is evidence of substantial non-compliance with the *Standards*, the COA may, at any time and during the occasion of annual and/or additional reports and subsequent meetings, decide on ONE or BOTH of the following:
 - 6.5.1 Imposition of new or additional conditions on an existing accreditation.
 - 6.5.2 Imposition of a period of confidential probation and subsequent actions as described under 3.2.4.2.2.

- 6.6 The AMoRs will be made available to Evaluation Teams at initial and re-accreditation events.

7. FEES (According to the ECCE Financial Policy on Institutional Fees and Dues. Document available under separate cover).

8. CONSULTANCY

- 8.1. The COA may recommend that an institution avail itself of a consultant(s). Recommendations will propose the name(s) of a consultant(s) on the basis of his/her experience and expertise. Once an institution has agreed, the arrangements, objectives, fees and expenses are by mutual agreement between the consultant(s) and the institution. All financial expenses are borne by the institution.
- 8.2 The institution may, at its discretion, make known to the COA the findings and report of the consultant(s). The COA will receive such reports, which it may or may not take into consideration and/or act on.
- 8.3 Consultants proposed on this basis by the COA, cannot be members of the COA or the Executive Committee.

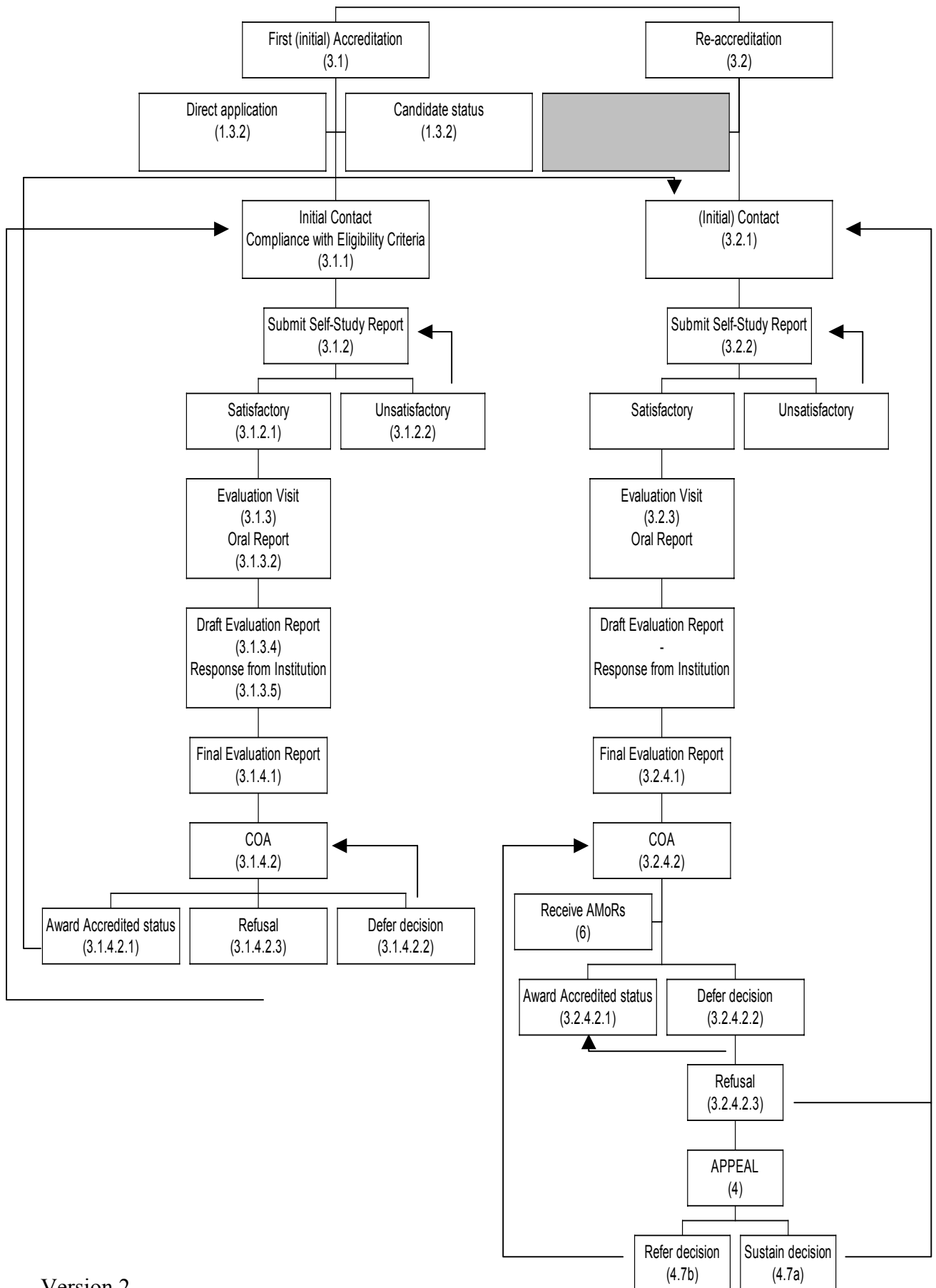
9. COMPLAINTS PROCEDURES

- 9.1 Complaints received by the Council concerning issues related to the *Standards* and/or accreditation procedures outlined in this document, should be directed in the first instance to the Chair of the COA.
- 9.2 All other complaints should be directed in the first instance to the Secretary (normally the Executive Secretary) of the Council.

10. STATEMENT OF INTERPRETATION

- 10.1 The final decision on the interpretation of the Accreditation Procedures and *Standards* as described herein, resides with the Council.

Accreditation and Re-accreditation Procedures



GLOSSARY OF TERMS**A**

Academic Autonomy	Freedom of an institution or department to manage strategic development and operation of all issues related to teaching and learning, research and scholarship.
Academic Year	The calendar year in which the academic <i>Programme</i> starts and ends. Normally two semesters (approximately 15 weeks each) or three terms (approximately 10 weeks each).
Accreditation	Process of recognition of an institution to deliver a programme of education and training in compliance with the <i>Standards</i>
Accredited Status	Status conferred upon an institution that meets the <i>Eligibility Criteria</i> for <i>Accredited Status</i> and delivers chiropractic education and training in full <i>Compliance</i> with the <i>Standards</i> .
Advanced Standing	Prior valid (experiential) qualifications that may permit a student to enter a <i>Programme</i> at a stage later than the initial entry point. May be referred to as <i>AP(E)L</i> .
Aims (Mission)	General overview of the goals of the education and training experience. Not necessarily measurable (as opposed to <i>Learning Objectives/Outcomes</i>).

AMoR	Annual Monitoring Report. Report to the CoA completed at the end of each <i>Academic Year</i> outlining current practice and changes/developments in the <i>Programme</i> .
Annotations	Used to clarify, amplify and exemplify statements used in the <i>Standards</i> .
Appeal	<ol style="list-style-type: none"> 1) An established formal procedure for reviewing student complaints about <i>Assessment</i>. 2) An established formal procedure for reviewing disciplinary action taken against staff or students. 3) An established procedure whereby an institution may challenge the decision of <i>CoA</i> to refuse <i>Accredited Status</i>.
AP(E)L	Accreditation of Prior (Experiential) Learning. May be used in cases of <i>Advanced Standing</i> . (Not to be confused with <i>Accreditation</i> of an institution).
Appraisal	An institutional system for the (normally annual) review of the performance of staff.
Areas	Broad components in the structure and process of chiropractic education.
Assessment	Method of measuring the achievement of <i>Learning Outcomes</i> (i.e. <i>Competencies</i>) against a set of pre-determined criteria.

Assessment Criteria	Written guidelines that define the required level of achievement of <i>Learning Outcomes</i> .
B Behavioural Sciences	Psychological (emotional, cognitive, cognitive-behavioural) and social behaviour in health, disease and illness.
C Candidate Status	Status conferred upon an institution that meets the <i>Eligibility Criteria</i> for <i>Candidate Status</i> and that can reasonably be expected to comply with the <i>Standards</i> within a period not exceeding five years.
Clinic	Normally the institution's own facility where <i>Clinical Training</i> takes place. (See <i>Off-site Clinics</i> and <i>Off-site Clinical Training</i> facilities).
(Supervised) Clinical Training	Period of time devoted to contact with patients under the supervision of a qualified chiropractor recognised by the institution as competent to supervise a student's clinical learning experience.
Commission on Accreditation (COA)	Committee of the <i>Council</i> responsible for implementing and conducting (<i>re-</i>) <i>Accreditation</i> procedures, and decisions regarding the (<i>re-</i>) <i>Accreditation</i> of institutions.
Competency(ies)	A measurable set of skills, knowledge, problem-solving abilities and attitudes in

controlled representations of professional practice when performing at maximum levels of ability.

Compliance

Abiding by, and meeting the *Standards*. Compliance is verified *at Evaluation Visits* and annually through consideration of the *AMoR*.

Concerns

Areas of substantial weakness/concern as to jeopardise the *Accreditation* of an institution that require specific attention and action by the institution *as a matter of urgency*.

Conflict of Interest

A situation where the interests of a *Council* member may be in direct opposition with those of the *Council*.

Core competencies

Those *Competencies* a student must possess at graduation irrespective of the educational institution he/she attended to enable entry to the profession as a safe and competent practitioner.

Council

Body comprising elected and appointed members of the ECCE. It is the supreme decision-making authority of the ECCE.

Counselling Service

A professional support service to provide appropriate support for the students' social, psychological and personal needs.

Course	Individual courses contributing to a <i>Programme</i> .
Course Objectives	See <i>Learning Objectives</i> .
Course Handbook	A publication made available to all students at the start of the <i>Programme</i> and for each stage (year) of the <i>Programme</i> .
CPD	Continuing Professional Development (normally conducted after graduation).
Credits	May be awarded for a <i>Course or Programme</i> in terms of the time spent on the achievement of the <i>Learning Outcomes</i> . Credit systems vary. For example, 120 credits constitute one <i>Academic Year</i> and 10 credits represent 100 hours of learning time (i.e. 1200 hours a year) to include contact time, directed and independent study. Alternatively, the ECTS system refers to 60 credits constitute one <i>Academic Year</i> and 60 credits represent 1400 to 1800 hours of learning to include contact time, directed and independent study, and preparation and taking of examinations.
Curriculum (or Programme)	Entire programme making up an exit award either at undergraduate or postgraduate level. The curriculum includes <i>Aims</i> and <i>Learning Objectives</i> , the subject areas (content) covered including sequencing and delivery, teaching and learning methods, and <i>Assessment</i> strategies.

Curriculum Committee

A committee of teaching staff and (sometimes) students that manages the content, delivery, and *Assessment* of the *Programme*.

Curriculum Model

The theoretical basis for the teaching and learning methods used on a *Course* or *Programme*. (May include discipline, system, integrated, and problem-based learning models).

D

E

Eligibility criteria

A set of conditions an institution must meet in order to apply for *Accredited Status*.

Equal Opportunities Policy

A written policy that covers the policy towards gender, race, religion and sexuality.

Evaluation

A process that systematically and objectively determines the relevance, effectiveness and impact of activities/documentation in light of their objectives. (Not to be confused with *Assessment* which refers to measurement of achievement).

Evaluation Team

A team of people appointed to evaluate institutions and make recommendations on *Accreditation* to the CoA.

Evaluation Visit	Inspection (on-site) of the institution by the <i>Evaluation Team</i> .
Executive Committee	Committee of the <i>Council</i> comprising the Officers of the <i>Council</i> and the Chair of the <i>COA</i> and responsible for the day to day management and operation of the ECCE.
F	
Formative Assessment	Assessment that is an integral part of the learning process but not used in determining <i>Progression</i> of the student.
FTE	Full-Time Equivalent. A measurement of total staff numbers based upon an aggregation of total contracted time per week of all staff divided by the agreed, full-time contracted time.
Full-time	Refers to the time (i.e. the normal working week of 5 days @ 8 hrs/day) a student attends the institution during the <i>Academic Year</i> to undertake his/her education and training.
G	
H	
I	
Induction	The formal process of familiarising and enrolling students on a programme normally

organised at the start of the first *Academic Year*. Also, the formal process of familiarising new staff (both teaching and support staff) with the organisation, ethos, management and procedures of the institution and its programmes.

Integrated

Subjects presented as a meaningful whole, most usually between basic science and clinical subjects.

J

Joint Evaluation Visit

An *Evaluation Visit* that takes place in collaboration with other validating and accrediting bodies.

K

L

Learning Objectives

The level of knowledge and understanding, skills and attitudes expected to be acquired by a student by the end of a *Course* or *Programme*. Objectives should be measurable (by *Assessment*) and delineate a specific *Level of Competency*.

Learning Outcomes

The knowledge, understanding, skills and attitudes achieved by a student at the end of a *Course* or *Programme*. Outcomes should be measurable (by *Assessment*) and delineate a specific *Level of Competency*.

Level	Level (descriptors) are statements of what a student is expected to acquire (achieve) at the end of a level of learning (<i>Learning Outcome</i>). The level of learning is normally raised in an hierarchical manner as the <i>Curriculum</i> progresses over time.
Life-long Learning	Continuous education, training and development throughout a professional career.
M	
Majority vote	A simple majority of those present at a meeting.
N	
O	
Offsite Clinics	Approved chiropractic training facilities.
Offsite Clinical Training	Approved centres that might include hospitals and other healthcare centres including primary healthcare settings.
Objective Structured Clinical Examination (OSCE)	A standardised format to measure clinical skills often using simulated patients and clinical encounters.
Outcomes-based education	Emphasising <i>Learning Outcomes</i> as opposed to <i>Process</i> , and focused on the product of education and training through the <i>Competencies</i> required and their <i>Assessment</i> .

P

Patient Assessment (Treatment) Visit

A patient returning for treatment as part of a course of treatment.

Performance Indicators

Measurable indicators of academic achievement.

Postgraduate Education and Training

1) In the case of chiropractic this normally refers to a defined period of time immediately following graduation (and in some cases prior to full registration) at the end of which the graduate is fit to practise in an autonomous and independent manner.
 2) It may also refer to award-bearing *Programmes* such as Masters, PhD or Professional Doctorates.

Primary Contact (Care) Practitioner

Delivery of health care at the most local level of a country's health care system. A first-level health care provider who, when presented with a new health problem, initiates care, and may screen for referral to other healthcare professionals.

Process

The methods by which the *Learning Outcomes* are achieved (by *Assessment*), including the content, delivery and teaching and learning methods.

Proficiency (ies)	A measurable set of skills, knowledge, problem-solving abilities and attitudes in everyday routine professional practice.
Progression	The process of advancement from one stage (year) of a <i>Programme</i> to the next based on achievement of (pre-determined) <i>Learning Outcomes</i> .
Prospectus	A marketing publication providing information on the institution, the <i>Programme</i> and other useful information for prospective students and normally produced annually.
Q	
Quality Assurance	Process of monitoring and evaluating policies and procedures, and ensuring that actions are taken to ensure that the highest achievable standards are attained.
Quality Assurance Committee	Committee of the <i>Council</i> responsible for reviewing and evaluating policies, procedures, <i>Standards</i> and the Constitution of the ECCE, and making recommendations.
Quorum	
Quorum	Requirement that two-thirds of the membership of the <i>Council</i> must be present to vote on decisions of the <i>Council</i> .
R	
Re-accreditation	The process of renewing <i>Accreditation</i> .

S

Satisfactory

Term used by *Evaluation Teams* and the *CoA* to confirm that an institution is in *Compliance* with the *Standards*.

Semester

Normally a period of full-time teaching and *Assessment* of 15-18 weeks. Two semesters comprise an *Academic Year*. Many credit systems are based on the semester system i.e. 60 credits per semester, 120 per year and 360 for an undergraduate *Programme*.

Staff Handbook

A booklet handed to all staff that outlines procedures, management structures, employment conditions, including Equal Opportunities Policy, Health and Safety Regulations, *Appraisal* System and Disciplinary Procedures.

SSR

Student: Staff ratio. Normally worked out on a *FTE* basis (staff) and all students enrolled on the *Programme*.

Standards

Set of pre-determined criteria by which judgements and/or decisions are made to certify that an institution is providing an education and training to ensure that all its graduates achieve the *Core Competencies*.

Sub-areas

Specific aspects of an *Area* corresponding to *Performance Indicators*.

Summative Assessment	<i>Assessment</i> that contributes to <i>Progression</i> of the student.
Strengths	Areas that meet or exceed the <i>Standards</i> and worthy of specific recognition.
T	
Term	Period of teaching and <i>Assessment</i> in an <i>Academic Year</i> . Normally 10 to 12 weeks and 3 terms in one year.
U	
Undergraduate Education and Training	Period of education and training that at the end the student will have achieved the <i>Programme's Learning Outcomes</i> and be considered safe and competent to enter practice.
Unsatisfactory	Term used by <i>Evaluation Teams</i> and the <i>CoA</i> to note that an institution is not in <i>Compliance</i> with the <i>Standards</i> .
V	
Validation	Process of recognition of the programme qualification awarded. Recognition depends on the level and the quantity of learning (credit) in compliance with established higher educational criteria.
W	
Weaknesses	Areas requiring specific attention and action by an institution.