



Guidelines for Self-Evaluation and (Re-) Accreditation Applications

Council on Chiropractic Education Australasia Ltd
GPO Box 622
Canberra ACT 2601
Tel: 61 2 6100 6264
Email : admin@ccea.com.au
Website : www.ccea.com.au
ABN : 91 168 760 067

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Introduction

This Guide is to assist Institutions teaching chiropractic to review their educational program against the CCEA Educational Standards for First Professional Award Courses in Chiropractic.

The data collections, based on the Areas and Sub-areas in the Standards, should result in a document providing comprehensive answers to all the topics. Answers should, if possible, be referenced to published documents, which could be appended.

The institution is encouraged also to provide an outline of its strategies for the maintenance and further development of quality chiropractic education, and to identify its main current problems and the proposed solutions to them. Information on the processes by which decisions are made and the reasons for decisions may be just as important as the decisions themselves.

The ability of an institution to present a critical study of its total activity is an indication of its institutional quality.

1. Governance, Structure and Administration

1.1 Governance

Basic: Describe the relationships between the 'unit' and the University, if the chiropractic unit/school is part of or affiliated to a University.

Describe the chiropractic school's legal status and governance structure, its components and their functions. (For example: describe the composition of the board of control or equivalent, its size, members' terms of office, and relationship to other boards exercising some measure of control over the school).

Quality: Describe the representation and functions of academic staff, students and other stakeholders in the various governance structures and committees.

1.2 Mission, Goals and Objectives

Basic: Provide a copy of the published general mission and objectives of the chiropractic school. The detailed objectives of the chiropractic program should be described.

Quality: Specify how social responsibility, research attainment, community involvement and readiness for lifelong learning are reflected in the objectives.

List groups other than the above principal stakeholders with which the school consults, and describe how these groups are involved in ongoing refinement to the mission and objectives statements.

1.3 Academic Leadership

Basic: Describe the academic management structure of the school indicating the line of responsibility for individual areas of the chiropractic program.

Provide curriculum vitae of all teaching staff and list the courses/subjects they teach.

Quality: Specify the qualifications of the head of the chiropractic unit (including experience and qualifications relevant to chiropractic).

Provide a list of all non-award chiropractic or related courses presented or sponsored by the institution and list the staff member(s) responsible for their direction and administration.

1.4 Policies and Procedures

Basic: Specify where the policies relating to Institutional/Unit Disclosure, Instructional Program Management, Academic and General Staff Conditions of Service and Students are published.

Outline avenues of appeal and due process provided.

Describe how the confidentiality and security of student records are ensured.

1.5 Financial Management

Basic: Outline standards and their major features applied in the accounting methods utilized by the unit and institution.

2. Students

2.1 Student Admission

2.1.1 Admission Policy

Basic: Specify the body responsible for selection policy.

Describe the selection methods.

Describe the mechanisms for appeal.

Describe enrolment trends over the last three years and distribution on different categories of students (eg: transfer, overseas, interstate).

Describe any limitations on intake and how the intake is determined in relation to the capacity of the chiropractic school.

Provide data on student attrition and reasons for withdrawal from the institution.

Quality: Describe how the methods used to select students test their suitability and capability to practice chiropractic.

Specify how the methods comply with the social responsibilities of the institutions and health needs of the community.

Describe the mechanisms for adjusting the intake and any quotas that apply.

List those consulted concerning changes in the size and composition of the student intake.

Provide data to illustrate the diversity among applicants.

2.1.2 Applicants

Basic: List the academic criteria for admission to the chiropractic course.

List any additional requirements at institutional or government levels.

Specify how credentials of applicants from countries outside of Australia and New Zealand are assessed.

Provide applicant numbers for the last three years.

2.1.3 Transfer Students

Basic: List the policies relating to transfer credits and advanced standing.

Indicate where the responsibility is for assessing and deciding requests for transfer credits and advanced standing.

2.1.4 Overseas Students

Basic: List any special admission requirements for overseas students.

Indicate where the responsibility is for checking overseas students' compliance with requirements. What is the process?

2.2 Assessment of Students

Basic: Outline the assessment procedures in use.

Provide the general policy on assessment including the documents provided to students that specify timing, weighting and criteria for progression.

Describe the composition of involved committees and their terms of reference.

Describe how assessment practices are made compatible with educational objectives and learning methods.

Quality: Specify how the school monitors the reliability and validity of assessments.

Describe how new assessment methods are researched, tested and introduced.

Specify how the school monitors assessment to manage and balance curriculum load and encourage integrated learning.

Provide examples of integrated assessment of various curricular elements.

2.3 Student Support and Counselling

Basic: Describe the provisions for student orientation.

List counseling services and support programs (including provisions for financial assistance) available in the chiropractic school and who provides them.

List additional support programs, provided by other organizations, that the students can access.

Quality: Describe the mechanisms used to identify students in need of pastoral, psychological, social and/or academic support.

2.4 Student Representation

Basic: Specify how students have contributed to the development of these policies and their actual involvement in relevant processes, committees etc.

Quality: Describe how the school encourages student self-government and participation in the activities of the school's governing bodies.

3. Educational Resources

3.1 Academic Staff

Basic: Describe how the school ensures that the staffing profile matches the range and balance of teaching skills required to deliver the curriculum.

List the requirements related to the qualifications for appointment.

Describe the process of selection for an appointment.

State whether there are institutional or government policies or requirements that affect the chiropractic school's staffing decisions.

Describe the balance between chiropractic and non-chiropractic staff and between full-time and part-time staff. (append curriculum vitae for all academic staff)

List the teaching loads for full-time and part-time academic staff including those supervising clinical experiences.

List staff movements for the last three years (ie. new appointments, resignations etc).

What office space and support services are available for academic staff?

Quality: Describe staff development programs that enable teaching staff to upgrade their skills and to obtain appraisals of their teaching performance (include clinic supervisors). Include promotion and review processes also.

Describe how participation in staff development programs is encouraged.

Describe the provisions for sabbatical and other leave of absence.

3.2 Administrative Staff

Basic: List the administrative support functions provided by staff of the School, the Department, the University or elsewhere.

Describe the administrative staffing structure and staff numbers/administrative function (with names).

Describe how the size and composition of the administration staff is determined in relation to the program and other activities.

Quality: Specify whether the administrative and management component of the school have a quality assurance program and describe it.

3.3 Physical Facilities

Basic: Provide a brief description of the physical plant and facilities utilized for the delivery of the curriculum.

Outline the policies regarding maintenance, access and use of the facilities.

Describe the mechanisms for gathering feedback from students and staff on the facilities.

State the planning process and whether the school has authority to direct resources to respond to deficiencies.

Quality: Indicate what plans exist for improving these facilities in relation to developments in educational practices.

3.4 Clinical Training Resources

Basic: Provide a brief description of the resources and facilities available for clinical training at the chiropractic school, including community clinics, primary health care settings, skills laboratories etc.

Provide details about the degree of supervision of the students in the clinical training facilities and patient numbers/variety.

Describe how the chiropractic school reviews the adequacy of the facilities and patients available for clinical teaching.

Describe the mechanisms used to deal with deficiencies (both patients and facilities).

Quality: Describe how the school is adjusting and improving its use of clinical training facilities, including skills laboratories and affiliated institutions, in relation to changing needs.

3.5 Instructional Aids and Equipment

Basic: List the diagnostic and therapeutic equipment currently in use in the classrooms and clinical training facilities.

Describe the school's policies and procedures on the use of ionizing radiation.

Describe the policies and practice on maintenance and use of diagnostic and therapeutic equipment.

Quality: Specify how students are given opportunities to learn about advanced imaging and other special diagnostic procedures.

3.6 Learning Resource Centres

Basic: Provide a brief description of the learning resource centre(s), including staff, their education and experience. Provide data on the use of the learning resources by students and staff.

Specify the number and distribution of relevant volumes, non-print media and periodicals to which the institution currently subscribes. List other relevant material held in the library for student reference.

Describe the provisions for instructing students in the use of the learning resources.

Indicate the school's budget for learning resources for the last three years.

Quality: Describe how academic staff and students are afforded opportunities to provide input into a library committee (or equivalent).

3.7 Information Technology

Basic: Describe the chiropractic school's policy on the use of information technology in its teaching program.

Specify the committee or body responsible for formulating the chiropractic school's policy on information technology and state whether there are additional institutional or governmental policies.

State whether the chiropractic school has authority to direct resources to the use of information and communication technology.

Quality: Briefly describe how the chiropractic school is enhancing delivery of the curriculum by the use of information technology.

What information technology resources are provided for staff and students?

State the extent to which information and communication technologies are used by teaching staff and students for self-learning, accessing patients, managing patients and working in health care systems.

Outline the training available to staff and students in the use of information and communication technologies.

3.8 Financial Resources

Basic: Describe the budgetary practice, controls and responsibilities of the school.

Provide a current operating statement, educational and general income and expenditure for the past three years.

Quality: Specify how appropriate resource allocation is assured to achieve the objectives of the school.

3.9 Patient Care Services

Basic: List the standards of care currently in use at the school's clinical training facilities.

Specify how appropriateness, necessity and quality of patient care is ensured.

Describe the mechanisms in place to address any deficiencies in patient care.

Quality: Provide the written statement of patients' rights and list the groups who have received a copy.

4. Curriculum

4.1 Curriculum Development

Basic: Outline the curriculum development and review process and the stakeholders involved.

Describe or provide copies of institutional and government policies that confer responsibility for the curriculum and allocation of resources.

Describe the terms of reference and composition of the Curriculum Committee and Course Advisory Board (or their equivalents).

State whether the committee has authority to resolve conflicts of educational principle and to determine the contributions of specific disciplines to the chiropractic program.

Describe how its decisions are implemented.

Quality: Describe the policies and practices the school has that ensure teaching by individual staff and by departments appropriately addresses the design of the curriculum.

State how these policies and practices are evaluated and, if necessary, redressed/improved.

Outline the school's process for reviewing resource allocation in support of an evolving curriculum.

4.2 Curriculum Models and Instructional Methods

Basic: State the principles guiding the design of the curriculum and describe the types of teaching and learning methods used to deliver it.

Quality: Specify how curriculum and instructional methods encourage students to take active responsibility for their learning.

Specify how the school envisages that these methods prepare students for life long learning.

4.3 Curriculum Structure

Basic: For the compulsory elements of the curriculum, provide a summary in terms of topics/subjects taught and length (hours/weeks) by Semester/Year. Indicate balance between lectures, small group teaching, seminars, laboratory sessions, clerkships etc.

For optional elements provide a similar summary.

State whether there are reciprocal representations between the committees responsible for the basic chiropractic program and the subsequent clinical program.

Quality: Describe the policies that guide integration (horizontal/vertical and basic/clinical sciences) of the curriculum.

Describe the mechanisms that ensure that integration occurs.

4.4 Program Content

4.4.1 Principles and Practice of Chiropractic

Basic: Outline how, where and which relevant topics are addressed in the curriculum.

Quality: Describe the mechanisms that ensure integration of the principles and practice into appropriate elements of the curriculum.

4.4.2 Basic Sciences

Basic: Specify which basic sciences contribute to the chiropractic program.

Describe how their contribution is integrated with clinical sciences at the different stages of the curriculum.

Quality: Describe the process by which the school adapts the curricular contributions of the various basic sciences to developments in the science, practice and delivery of health care.

4.4.3 Clinical Sciences

Basic: List the specific objectives (knowledge, skills and attitudes) defined to ensure clinical competence on graduation.

List the specific clinical disciplines and levels of involvement in which this experience (knowledge, skills and attitudes) is to be acquired.

Describe how these disciplines are integrated at different stages of the curriculum.

Describe the forms of practice (teaching clinic, private practice, community outreach, etc) in which this experience is to be acquired.

Quality: Describe the opportunities students have for early and ongoing direct participation in patient care.

Describe the opportunities student have for relevant community experience and for working with other health professionals.

4.4.4 Behavioural and Social Sciences and Ethics

Basic: Specify which of the behavioural and social sciences contribute to the chiropractic program.

Describe how the curriculum provides for contributions of these sciences and disciplines to foster effective communication, clinical decision making and ethical practices.

Quality: Describe the process by which the school adapts the curricular contributions of the behavioural and social sciences to developments in the science, practice and delivery of health care.

4.5 Research Program

Basic: Specify the research program objectives and where they are documented.

Provide a brief description of the research facilities, resources and programs of the school.

Describe how the school ensures that research activities are reflected in the curriculum and teaching.

Quality: Provide evidence that research program outcomes are documented and tested against objectives.

State how the school fosters interaction between its research and educational activities.

List any initiatives at the chiropractic school to engage staff and students in research.

4.6 Ethics in Research

Basic: Provide a statement of the policies and practices concerning ethics in research involving human or animal subjects.

4.7 Service

Basic: List the school's objectives as they relate to community service.

Quality: List the resources provided for the school's community service initiatives and provide evidence of how the initiatives have met the objectives.

5. Program Evaluation

5.1 Mechanisms for Program Evaluation

Basic: Describe the mechanisms for course evaluation, including monitoring of the curriculum and student progress.

Provide reports for the past two years relating to internal program review evaluations.

Provide examples of how identified concerns were addressed.

Quality: Indicate how the wider components and context of the program are included in the evaluation.

Provide relevant data relating to surveys of recent graduates (eg. first destination).

5.2 Institutional Outcomes

Basic: Specify how the institution measures the effectiveness of its program in relation to its Mission, Goals and Objectives.

Quality: State how and to what degree the program objectives are aligned with the basic competencies required by an entry level chiropractor as detailed in the document titled “Competency Based Standards for Entry Level Chiropractors”.

5.3 Student Competencies

Basic: List the broad competencies (knowledge, skills and attitudes) required of students at graduation.

Describe how these requirements are advised to students and how they relate to the existing and emergent needs of the society in which the students will practice.

Quality: Specify how the school collects and measures information about the competencies of its graduates.

Describe how the school feeds back this information into program development.

5.4 Student Performance

Basic: Specify what statistical data on student performance is collected and analysed and how they are used in relation to the curriculum and the Mission and Objectives of the school.

Provide evidence that the school ensures that candidates for graduation have completed the tasks specified under Standard 5.4.

Provide data on student progression and graduation for the last three years (eg: pass/fail rates etc).

Quality: List the individual student parameters that are monitored in relation to performance during the course and describe how this is fed back into student selection, curriculum planning and student counselling.

5.5 Institutional Responsibility for Research and Community Service

Basic: Provide a brief summary of the school's recent community service initiatives.

Describe how the school determines and responds to the needs of the profession and the community in relation to its service program.

Provide data in relation to staff (and/or student) contributions to the body of research and scholarship for the profession.

5.6 Evaluation and Institutional Planning

Basic: Describe the school's self-evaluation process including how results are fed into planning considerations.

State who is responsible for monitoring performance and outcomes data and ensuring that identified concerns are addressed by the appropriate body.

Specify what evaluation data is being collected, the frequency and timing etc.

Describe how the school samples, analyses and uses the opinions of staff and students about its educational program.

Provide examples to show the linkage and co-ordination between self-evaluation, assessment outcomes and institutional planning in determining unit/institutional effectiveness.

Quality: Describe how evaluation activities are being enhanced and refined to cover all important components of the chiropractic program.

Specify how the school encourages individual staff and students to participate in its evaluation activities and in subsequent program development.

Describe how the wider range of stakeholders are involved in evaluation activities including program evaluation etc.

Specify how the school communicates the outcomes of program evaluation to stakeholders.