

APPENDIX 8: Changes to the ECCE Standards based on ENQA feedback from previous evaluation.

The ECCE Standards required increased emphasis on the following: Student-centred learning, multi/interdisciplinary learning, international mobility.

The Following ECCE Standards have been modified accordingly and the details are written out below with the additions/changes shown in yellow highlight.

Part 2: The Standards

1.4 Educational Outcome

2.1 Curriculum Model and Educational Methods

2.7 Clinical Training

2.8 Curriculum Structure, Composition and Duration

2.10 Linkage with Subsequent Stages of Education and Training, Chiropractic Practice and the Health-Care System

6.3 Information Technology

Part 3: Outline for Self-Study Report

1.3 Educational Outcome

2.1 Curriculum Model and Educational Methods

2.8 Curriculum Structure, Composition and Duration

1.4 EDUCATIONAL OUTCOME*

Standard:

The institution/programme must define the competencies (exit outcomes) that students will 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 will 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 contemporary 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 institution should encourage a variety of student-centred teaching and learning approaches to obtaining the required competencies.***
- *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.*

2.1 CURRICULUM MODEL AND EDUCATIONAL METHODS

Standards:

The institution/programme must define a curriculum model and educational (teaching and learning) methods consistent with the objectives of the curriculum. **The curriculum model should be 'student centred' as much as possible considering the health-care needs of their future patients.**

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 **as well as preparing them for interdisciplinary practice where available.**

Annotations:

- Curriculum models include discipline, system, integrated, spiral, 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 **and student-centred learning**, and foster the concept that the curriculum is not only 'taught' based solely on didactic models.
- Teaching and learning methods should be diverse, integrative, interactive, and clinically relevant as much as possible 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.
- **Multidisciplinary teaching and learning environments are encouraged.**
- Assessments should reflect the teaching and learning methods and facilitate higher-level learning.

2.7 CLINICAL TRAINING*

Standards:

The institution/programme 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:

- **Multidisciplinary clinical placements are also strongly encouraged to facilitate inter-professional communication and to enhance diagnostic and therapeutic skills.**
- **(Also replaced the word 'tutor' with 'faculty/clinician')**

2.8 CURRICULUM STRUCTURE, COMPOSITION AND DURATION*

Standard:

The institution/programme 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:

- *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).*
- *Ideally, the programme should also meet the most common requirements facilitating international mobility.*
- *The curriculum should develop as well as educate and train students through models of self-directed learning, **student-centred learning** as well as opportunities to develop in particular areas of interest, e.g. in the research project (or equivalent).*

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

Standards:

Operational linkage must be assured between the first qualification 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 and post-graduate residency programmes).*
- *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).*

6.3 INFORMATION TECHNOLOGY

Standards:

The institution/programme must have sufficient IT facilities for faculty, 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 **should** be part of the education for evidence-based chiropractic and in preparing students for continuing chiropractic education and professional development.*

Part 3: Outline for self-study report

1.3 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?*

- Describe the student-centred teaching and learning approaches used to obtain the required competencies.

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 (i.e. student-centred learning)?
 - Specify how the institution envisages that these methods prepare students for life long learning, reflective practice and continuing professional development.
- Describe any multidisciplinary teaching and learning environments and the effects that these have on the students.

2.8 Curriculum Structure, Composition and Duration

- How does the programme meet the most common requirements facilitating international mobility?
- Identify, if possible, the proportion of graduates working outside of the country of graduation.