



Schweizerische Eidgenossenschaft  
Confédération suisse  
Confederazione Svizzera  
Confederaziun svizra

Swiss Confederation

Federal Department of Home Affairs FDHA

**Federal Office of Public Health FOPH**  
Health Policy Directorate

## **Accreditation of Postgraduate Chiropractic Education**

### **Guide to Self-Evaluation (Phase 1)**

Instructions for the Responsible Organization



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Established according to OAQ Guidelines

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## Introduction

Accreditation is a multistage quality assessment procedure involving a formal decision on whether an institution, an academic program or postgraduate training fulfill the prescribed quality standards.

The Swiss accreditation procedure for postgraduate chiropractic education is based on current, international accreditation procedures and comprises:

- a self-evaluation of postgraduate education as offered by the responsible organization<sup>1</sup>
- an external review by several independent experts, and
- the accreditation decision made by the Swiss Federal Department of Home Affairs (FDHA) following a hearing with the Medical Profession Commission.

During the first two phases (self-evaluation and external review), important themes (“areas”) are checked based on prescribed and published quality standards.

This guide to self-evaluation describes procedures in Phase 1 of the accreditation process, as well as the form and contents of the self-evaluation report and should assist in setting up a practical organizational structure for compiling this report.

The Federal Law on Medical Professions (MedBG<sup>2</sup>) forms the legal basis for the accreditation procedure. The quality assessment underlying accreditation is based on the accreditation criteria for postgraduate training that are embodied in the aforementioned law (Art. 25 Para. 1 MedBG) and implies the legally defined objectives of postgraduate training (Art. 4 and 17 MedBG).

The document „Accreditation of Postgraduate Chiropractic Education – Quality Standards”, January 2009<sup>3</sup>, contains the quality standards that must be fulfilled to qualify for accreditation. These standards are based on MedBG accreditation criteria and to a large extent correspond with the international recommendations issued by the World Federation for Medical Education (WFME<sup>4</sup>) and the European “Standards in undergraduate chiropractic education and training” of the European Council of Chiropractic Education (ECCE<sup>5</sup>). They

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<sup>1</sup> Swiss Chiropractic Organization ChiroSuisse [www.chirosuisse.info](http://www.chirosuisse.info)

<sup>2</sup> [www.bag.admin.ch/themen/berufe/00993/index.html?lang=de](http://www.bag.admin.ch/themen/berufe/00993/index.html?lang=de)

<sup>3</sup> [www.bag.admin.ch/themen/berufe/00415/00579/index.html?lang=de](http://www.bag.admin.ch/themen/berufe/00415/00579/index.html?lang=de)

<sup>4</sup> [www.wfme.org](http://www.wfme.org)

<sup>5</sup> [www.cce-europe.com](http://www.cce-europe.com)

serve both as a basis for the self-evaluation as well as a benchmark for the review made by independent, external experts.

Additional information on procedural questions for evaluations, as well as the ethical dimension of the evaluation procedure, can be obtained from the Swiss Evaluation Society<sup>6</sup>.

## 1 Objectives of self-evaluation

The self-evaluation process is the cornerstone of the accreditation procedure. During this phase, all information needed for the external evaluation by independent experts is collected by the responsible organization. The responsible organization thus has the opportunity to examine and analyze its postgraduate training activities based on external criteria.

The objectives of the self-evaluation are:

1. to establish the data base for the accreditation through compilation of a self-evaluation report (see Chapter 4);
2. to prepare a self-critical situational analysis of the responsible organization in which the quality of postgraduate training<sup>7</sup>, especially the responsibilities, the operational organization and structures are examined;
3. to initialize internal processes in order to ensure continuous renewal and quality assurance in postgraduate training.

The self-evaluation process should involve the participation of as many relevant people and/or authorities as possible, and should be considered a learning process that benefits all participants.

## 2 Self-evaluation process

Beginning with a factually supported description of the situation, a self-evaluation process should be future-oriented and well structured in order to gain maximum benefits for the postgraduate training program in relation to the time and money invested. Results of ongoing quality assurance processes should flow into the self-evaluation.

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<sup>6</sup> [www.seval.ch/de/standards/index.cfm](http://www.seval.ch/de/standards/index.cfm)

<sup>7</sup> The subject of accreditation is postgraduate education, consisting of the regulations for postgraduate training, the postgraduate training program, the educational institution, including trainers and trainees, and the organization responsible for training (= professional association or other suitable organization in Switzerland / Art. 25 Para. 1 lit. a MedBG).

The responsible organization can turn to the Federal Office of Public Health (FOPH), Office for accreditation and quality assurance<sup>8</sup>, to clarify any questions. Further information can also be found in the Internet.<sup>9</sup>

The following recommendations should enable participants to carry out an efficient self-evaluation process:

### **2.1 Steering group**

The first step consists of appointing a steering group that leads participants through the entire self-evaluation process and resulting report. Functioning as project organization, it is responsible for finalizing the self-evaluation report. The composition of the steering group should be representative.

The second step consists of appointing a responsible accreditation manager. We recommend selecting a person other than the one in charge of postgraduate training at the responsible organization, because the latter function is part of the system to be evaluated.

### **2.2 Internal communication and collecting evidence**

The steering group provides all participants with the documents for the self-evaluation process and must ensure that they understand and accept the purpose, objectives and modalities of the self-evaluation, as well as their role in the accreditation procedure.

It keeps members of the responsible organization, the trainees and the educational institutions appropriately informed.

The management and members of the responsible organization, as well as the trainees, should all be given the opportunity to participate in the self-evaluation process. The survey should be based on facts, should be representative and harmonized.

### **2.3 Process and duration**

The self-evaluation should not exceed a time period of more than three or four months.

The establishment of an action plan – specifying communication measures, key themes, responsibilities, participation, consultations and deadlines – is recommended.

During all phases of the self-evaluation process, emphasis should be placed on gathering a systematic and structured collection of qualitative and quantitative data. The first step is to establish the most important information sources for each area and determine who is responsible for collecting and analyzing data. Various sources can be used, including

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<sup>8</sup> [Akkreditierung-GB@bag.admin.ch](mailto:Akkreditierung-GB@bag.admin.ch) / 031 324 13 21

<sup>9</sup> [www.bag.admin.ch/themen/berufe/00415/03945/index.html?lang=de](http://www.bag.admin.ch/themen/berufe/00415/03945/index.html?lang=de)

evaluations and inspection results, questionnaires, statistics, etc. Considerable time can be saved by first using already existing information.

## **2.4 Schedule**

The steering group shall establish a schedule indicating the most important stages of the self-evaluation time budget and shall also set milestones

## **3 Areas and quality standards**

The established quality standards grouped into thematic areas represent the basis for accrediting postgraduate chiropractic education.

They cover both inputs (objectives, strategy, infrastructure and organization of postgraduate training), processes (developments in theory and research), as well as training outcomes (targeted competencies according to Art. 4 and 17, and Art. 6, 7, 8 MedBG and their assessment) at the responsible organization and the respective educational institution level. Explanations and desired documentation are assigned to the standards.

## **4 Self-evaluation report**

The self-evaluation report established by the responsible organization concludes the first phase of the accreditation procedure and serves as the reference document for the second phase, i.e. the external evaluation by experts.

The self-evaluation report represents the information to be examined by the experts during their analysis and the on-site visits at the training sites.

The opinions of all persons interviewed are mirrored in the self-evaluation report. The self-evaluation process should involve the respective partners (persons and training sites).

The report should analyze and summarize processes and structures, including their strengths, weaknesses and perspectives, in addition to formulating specific measures and suggestions for improvements.

A reliable, representative, coherent and clear self-evaluation report simplifies the external review procedure. The accrediting body appointed by the Federal Council may request additions and changes should the report fail to fulfill procedural requirements sufficiently (Art. 48 Para. 2 MedBG).

The self-evaluation report should be written either in German, French or English.

### **4.1 Structure**

The self-evaluation report should comprise maximum 50 pages plus annexes.

#### **4.1.1 Title page**

The following text should appear on the title page: the title "Self-Evaluation Report" and the designation of the postgraduate training program, the name of the responsible organization, and the date when the report is submitted.

#### **4.1.2 Signature page**

Page two consists of signatures that confirm the validity of the self-evaluation report and the approval of the responsible organization.

It includes the signatures of:

- the head of the steering group
- the president of the responsible organization

#### **4.1.3 Preamble**

The methods, the key statements with statements on strengths and weaknesses as well as suggestions for improvement should be delineated on one to two pages.

#### **4.1.4 Contents**

The self-evaluation report is divided up into the categories listed here.

#### **4.1.5 Foreword**

The report may contain a brief introduction written by the head of the self-evaluation team in which, for example, the assignment and the expected benefits for participants are presented.

#### **4.1.6 List of steering group members**

The list shall include the name, address and function of each individual member so that in the second phase the experts entrusted with performing the external evaluation can turn directly to the person in charge.

#### **4.1.7 Areas and quality standards**

The self-evaluation report should contain a factual description of the situation with regard to each standard and references to any complementary documents. In exceptional cases a standard may not be applicable. Such cases must be cited and substantiated in the report.