

PEAC 2012 Accreditation Standards

Standard 2 Program Development

The program's vision, mission, and goals are consistent with those of the university and the profession (*criterion 2.1*)



The curriculum includes:

- An integrated curriculum plan that reflects the theoretical foundation, educational principles and values for the program
- A statement of overall expected attributes of the graduates (*criterion 2.2*)

These two criteria are all about how the program and the curriculum have been developed – mission, vision, strategic framework, strategic goals, theory, philosophy, education principles etc. There should be a link between all levels – university, department/school, overall program, curriculum – broad to specific. Evaluation is not a part of these two criteria.

Criterion 2.1:

The evidence would adequately illustrate the criterion by demonstration and commentary such as

- *The program's written and published vision, mission, and goals are*
 - a) compatible and aligned with the mission of the university in which the program is offered, and*
 - b) used as the basis for development of the curriculum.*

The program maintains positive collaborative relationships with the professional association and regulatory bodies (e.g., through participation on committees or in other activities that are important to the profession).

To reflect upon

- What is the University's mission/vision/strategic framework?
- What is the Department or School's mission/vision/strategic framework?
- What is the Entry-Level Program's mission/vision/strategic framework? How does it align with the University's and the Department/School's?
- What are the provincial Association's mission/vision/goals – do they align with the program's? And CPA's? This speaks to cooperation/collaboration with the profession
- Describe the relationship between the program and the regulatory body in the province and/or with the Alliance. Is there faculty representation on any committees of these two organizations? How does the faculty/program work with them?

Criterion 2.2

The evidence would adequately illustrate the criteria by demonstration and commentary such as

- *The curriculum plan is based on a formal description of the conceptual bases or theoretical foundation for the curriculum.*
- *The curriculum is based on information about the contemporary practice of physiotherapy, standards of practice and current literature, documents, publications and other resources related to the profession, physiotherapy professional education, and educational theory and practice, and the needs of society.*
- *There is a description of how the educational principles and values of the program, are articulated throughout the curriculum, e.g., where i) principles could be focussed on adult education; interprofessional education; encouraging active learning, student-faculty contact, and cooperation among students; respecting diverse talents, and ways of learning; and values could include transparency, equity, timeliness, evidence-informed.*
- *There are described linkages between the instructional methods, the educational principles, the curriculum plan, the course content, the needs of the learners, and the defined outcomes expected of the students.*
- *The objectives of the courses and learning experiences are stated in terms of outcomes, i.e., what the student will be able to do or demonstrate upon successful completion of each course, unit, or experience.*

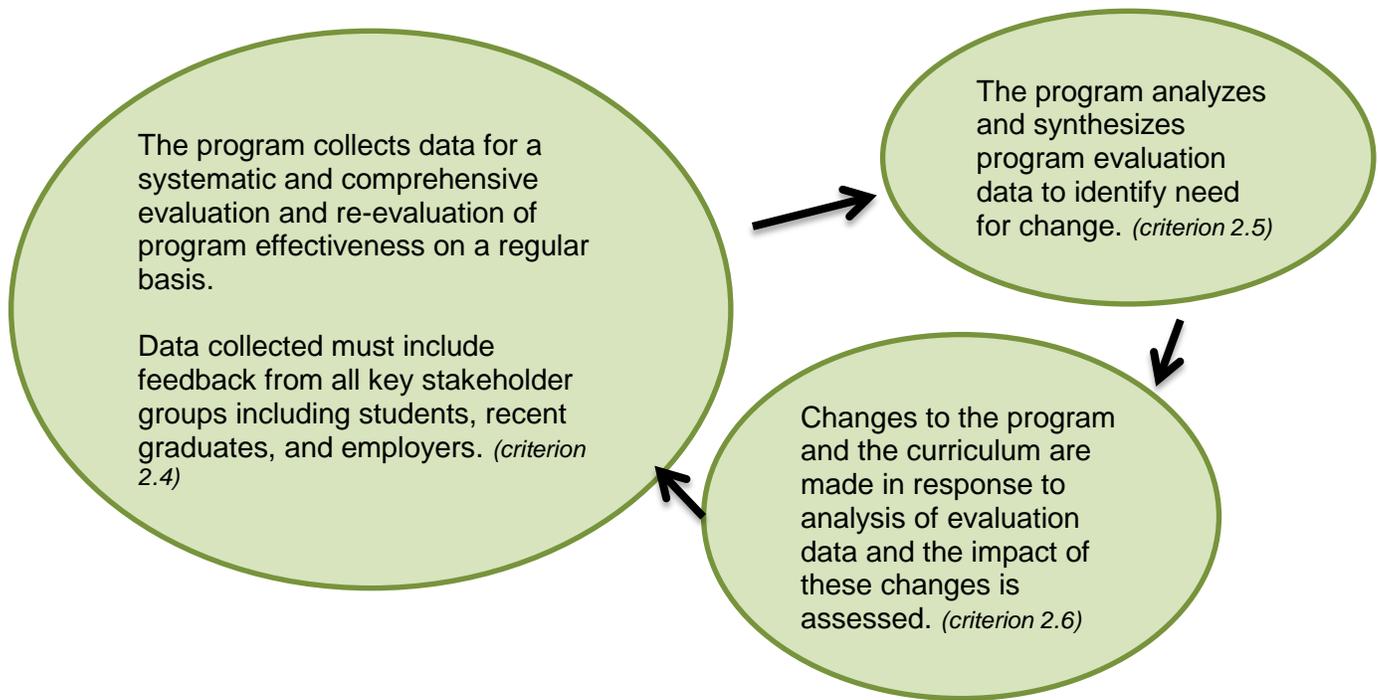
The curriculum plan is formally documented and used as a resource by all communities of interest (e.g. faculty, clinical placement sites) including students.

To reflect upon:

- Why is the curriculum taught the way it is? What supporting evidence/framework exists to justify the curriculum plan?
- Describe the curriculum plan – what is its framework? Why is it created this way?
- Is there a vision for the curriculum plan? One that is separate – but linked – to the vision for the entry level program?
- How is the vision of the program reflected in the curriculum plan?
- Program Values – Are they reflected in the curriculum plan? How and where?
- Expected attributes of the graduates – or sometimes “student outcomes”. How will applying the curriculum result in graduates with these attributes? Describe the link.
- Plot your curriculum on the PEAC Generic Matrix (Appendix 2 in the Self Study Inventory). <http://www.peac-aepc.ca/pdfs/Accreditation/Self%20Study%20Report/Self%20Study%20Inventory%20for%202012%20Standards.pdf> What trends do you notice? Why? Is this intentional or coincidental?

Program Evaluation

There is a documented plan for program evaluation and re-evaluation that is based on clearly defined and measurable goals, and includes evaluation of impact when changes are made *(criterion 2.3)*



Criterion 2.3: the overarching evaluative criterion, into which Criteria 2.4, 2.5, 2.6 flow.

The evidence would adequately illustrate the criterion by demonstration of and/or commentary such as:

- *The program has a plan that outlines the process for conducting regular program reviews to determine the extent to which its mission and goals are appropriate and are in concert with the mission of the university and best practices in professional education.*
- *The plan is comprehensive and includes regular review of all aspects of the curriculum, including the clinical placement component of the program*
- *The plan references criterion 2.6*

To reflect upon:

- Does the plan end at collection of data and analysis, or does it continue to include changes made as a result of analysis, and then later re-evaluation to ensure the changes that were made addressed the issue?
- Is the plan cyclical/iterative?
- How does this broad overarching plan link to the university/department/program's mission/vision/goals and intended outcomes?
- Describe the process by which the plan was created. How was the strategic framework, its goals and objectives developed? Who participated in its creation – how broad was the stakeholder representation?
- Who is responsible for which pieces of the plan? (An organizational chart is helpful to provide context.)
- How is accountability/reporting ensured?
- How are the results of analysis/changes/re-evaluation communicated to those who are responsible for implementation of changes/re-evaluation?
- What are the timelines/what is the cycle? Why was this cycle length chosen?

Criterion 2.4: the data collection

The evidence would adequately illustrate the criterion by demonstration and commentary such as

- *The program is engaged in collecting information on a regular and ongoing basis that includes input and feedback from stakeholders in the program, including students, faculty, staff, clinicians, clinical instructors, regulators, employers, and other external stakeholders as appropriate.*
- *The results of students' performance assessment demonstrate the program's effectiveness in meeting the needs of the students and the goals of the program.*
- *The collection of information uses multiple approaches to assessment and includes data from a variety of sources. Information may be obtained from, but is not limited to students, faculty, support staff, university administrators, and other stakeholders in the program.*
- *Individual courses and the curriculum as a whole are assessed through a variety of mechanisms.*
- *The faculty regularly assesses the performance of recent graduates related to the learning outcomes of the curriculum as well as the specific expectations linked to the program's unique mission and goals.*
- *The program gathers information related to graduates' performance on the Physiotherapy Competency Examination.*
- *Assessment of the clinical placements can include the evaluation of clinical sites, the quality of student supervision, the availability of a variety of learning experiences, and the effectiveness of communication among all those associated with the clinical education placements.*

To reflect upon:

- This is the part that most programs excel at – data collection.
- Are all stakeholder groups represented?
- Is both qualitative and quantitative data collected?
- Data collection is for the program as a whole – of which the curriculum is one part. Make sure that the data collected is not only related to curriculum.

Criterion 2.5: - data analysis and recommended changes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- *Program evaluation includes the collection of data from multiple sources that are analyzed in relation to the desired program outcomes, and to identify strengths and weaknesses of the program and required changes.*
- *The program analyses the results of the evaluation of clinical placements to determine their adequacy in meeting its educational mission and goals and the needs of the students.*

To reflect upon:

- Who is responsible for analysis and recommended changes?
- Has the data been analysed in isolation, or is it analyzed in relation to the program outcomes?
- Place the analysis and the changes recommended within the overall program plan.
- This is not only about curriculum. Look at the whole program.
- Remember to show where the program is successful as well as identify where changes were or are necessary. Consider rationale for change/no change.
- Describe the decision making process. Who makes decisions regarding which changes to pursue? Is this appropriate? Why/Why not?

Criterion 2.6 – Core – changes made and their impact: closing the loop

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- *The program conducts an evaluation following the implementation of changes to determine if the changes resulted in desired outcomes.*
- *The program implements and evaluates the implementation of the plan outlined in criterion 2.3*

To reflect upon:

- Describe targeted data collection and analysis for change made in identified areas of concern. Was the area of concern resolved? If not, consider why not.
- Will the resolution be communicated to stakeholders who expressed concern? Why/why not?
- Have the program/student outcomes been re-visited as a result of this cycle?
- Consider the plan outlined in 2.3. Has each step been completed? Does anything in the plan need to change as a result of completion of the full evaluation cycle?

Suggestion:

Consider summarizing 2.4, 2.5, 2.6 in table form:

2.4 Data Collected	2.5 Analysis and Plan	2.6 Re-evaluation and impact of change
Feedback from: Students		
Here describe data collected from students that led to a change being made.	Describe the analysis and the plan put in place for change.	Describe the results of re-evaluation and resolution (or not) of the issue.
Feedback from: Preceptors and Employers		
Here describe data collected from preceptors and employers that led to a change being made.	Describe the analysis and the plan put in place for change.	Describe the results of re-evaluation and resolution (or not) of the issue.
Etc.		

Where does Curriculum Evaluation belong?

- Curriculum plan belongs in criterion 2.2. Evaluation is not typically part of the curriculum plan.
- Curriculum evaluation plan: embedded into the overall program evaluation plan (criterion 2.3)
- Details regarding data collection/analysis/re-evaluation can be included in 2.4, 2.5, 2.6 and linked to the overall program plan.
- Criterion 4.4 (see below) also requires evaluation of aspects of curriculum and student performance – there may be some overlap.
- Standard 6 (see below) involves competencies and this is where a program can demonstrate how students are taught and are evaluated on achievement of individual competencies – there may be some overlap in the evidence provided for Standard 6 as the curriculum plan provides an obvious context for the content in Standard 6.

Standard 4

4.4 There is a framework for evaluation of student achievements with clearly defined evaluative criteria and outcomes.

4.4.1 A variety of appropriate methods and tools are used to measure student performance

4.4.2 The program provides appropriate and timely feedback to students about their strengths and opportunities for improvement and remediation

Standard 6

Accreditation documentation must explicitly describe and include evidence about how the education program facilitates student achievement of the competencies required for entry-level physiotherapy practice. Specifically, the physiotherapy curriculum should:

- *incorporate the broad principles that reflect the philosophy and values intrinsic to the practice of physiotherapy;*
- *be based on a foundation of liberal arts and sciences that provides students with a knowledge base that may include, but is not limited to, the biological sciences, social sciences, applied sciences, scientific inquiry, clinical science and professional practice; and*
- *include the development of a collaborative and evidence-informed approach as the basis for physiotherapy practice.*