



Best Practices in Chiropractic Accreditation: The Future for Global Regions

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LEARNING OBJECTIVES

By completion of this session, attendees will be able to

1. Describe the purpose of accreditation in health professions education.
2. Analyze how accreditation can support quality across global regions.
3. Discuss strategies for strengthening chiropractic accreditation in a region, including the Netherlands.

Introduction

Understanding accreditation and its role in educational quality

Emerging trends and global perspectives in chiropractic accreditation

Accreditation organizations face:

- Increasing operational complexity
- Higher expectations for accountability and outcomes
- Resource constraints
- Technological demands
- Pressure to improve efficiency
- Growing emphasis on seamless learner pathways

The Accreditation Landscape is Changing

Accreditation is about constant growth and improvement

Quality improvement (QI) is consistently cited as one of the top motivators for applying for Accreditation as well as one of the most cited benefits.

- Enhance student recruitment & enrollment
- Improve the currency and/or quality of curricula
- Improve ability to identify strengths and/or areas of improvement
- Enhance engagement among faculty and/or staff
- Strengthen relationships with external partners (community partners, alumni, workforce, etc.)
- Improve credibility within organizational and/or university setting

Accreditation

Why it matters...

DEPENDS ON WHO YOU ASK

- Departments/Ministry of Education
- Jurisdictional Regulators
- Accredited Institutions
- Employers
- Elected Officials
- Economic Development Partners
- Students

Best Practices in Chiropractic Accreditation – insights from the UK

Penny Bance

Our purpose

To protect the health and safety of the public by ensuring high standards of practice in the chiropractic profession

Statutory objectives

- Protect, promote and maintain the health, safety and well-being of the public
- Promote and maintain public confidence in the profession of chiropractic
- Promote and maintain proper professional standards and conduct
- To develop the profession

The mission or core purpose of the GCC as it relates to education is:

- to maintain **high standards** of chiropractic education and training in the United Kingdom.
- a **statutory duty** administered by the Education Committee of the GCC.

All chiropractic degree programmes in the UK must meet the requirements set out in the GCC's Education Standards (2023).

The GCC's Code of Professional Practice sits at the heart of the Education Standards, ensuring students are well placed to meet the vital requirements upon graduation.

The Education Standards cover requirements relating to the:

- Level and nature of the degree programme
- Outcomes that students need to achieve
- Nature of the clinical experience and practice that students need to have before they can qualify with a chiropractic degree.

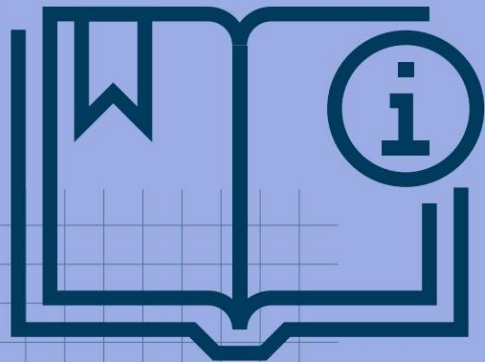
We have an oversight regulator – Professional Standards Authority, who monitor our performance annually against Standards. There are 2 relating to Education and Training.

Key documents



General Chiropractic Council

Education Standards with Expectations



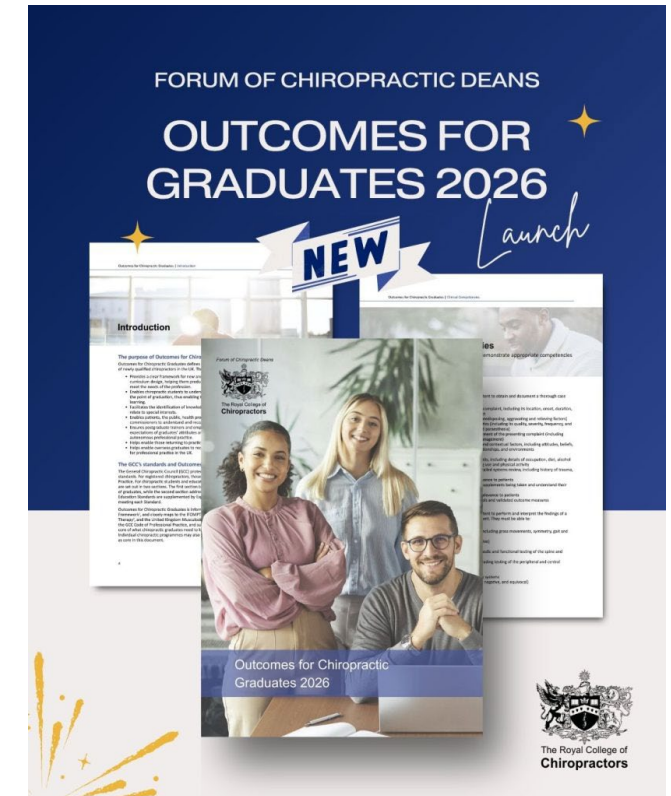
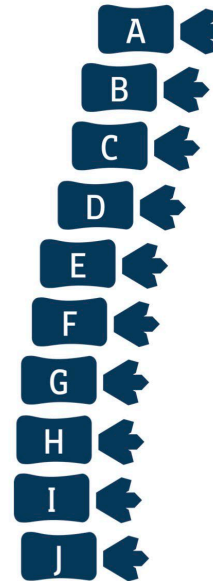
Standards

Published March 2023

The Code of Professional Practice

Published 31 December 2024.

Effective from 1 January 2026 as
prescribed by Section 13, Para 4
of the Chiropractors Act 1994.



Our QA Framework

Principles: Risk based, robust, transparent., proportionate, consistent, fair

QA Framework is designed upon the principles of avoiding duplication of regulatory requirements where possible, reducing unnecessary burdens on providers and minimising the amount of regulation needed to deliver the required outcome



GCC approved chiropractic programmes

Main campuses and approved satellite delivery sites across the UK



2026

7 PROGRAMME PROVIDERS AT 10 UK AND 2 OVERSEAS DELIVERY LOCATIONS

- **Coventry University**
Coventry
- **Health Sciences University**
AECC School of Chiropractic · Bournemouth
□ *London satellite*
- **London South Bank University**
London/Croydon
- **Teesside University**
Middlesbrough
- **Scotland College of Chiropractic**
Edinburgh
- **University of South Wales**
Welsh Institute of Chiropractic · Pontypridd
- **McTimoney College of Chiropractic**
Abingdon
- *Manchester + Ulster + Madrid + Hong Kong satellites*
Solid circles identify main campuses.
Outlined squares identify satellite programmes.

UK chiropractic education provision



- continues to expand, increasing geographic access to training while maintaining regulatory oversight and educational standards.
- There is a mix of :
 - Established providers with long-standing educational experience
 - New programme development
 - Geographic expansion through satellite provision (UK and overseas)
- There is a mix of:
 - 4 year full time
 - 5 year part time
 - 2 year pre registration (and 3 year part time)



UK chiropractic education provision

Why This Matters

- Increased student choice
- Improved regional access to chiropractic education
- Greater opportunities to attract students from diverse backgrounds
- Strengthened capacity to develop the future chiropractic workforce
- Enhanced opportunities for engagement with local healthcare systems and communities

The continuing development of approved programmes and satellite sites demonstrates the maturation of chiropractic education in the UK. The challenge for regulators, educators and the profession is to ensure that growth is accompanied by consistent quality, excellent clinical training and graduate readiness for contemporary healthcare practice.

Our Solutions

We want

- a central focus on patients and their care
- outcome-based future-proof Standards
- a robust and risk based quality assurance framework
- a strong team of Education visitors (registrant and lay)
- to support innovation and continuous improvement
- to reduce burden on providers where we can

We do this by

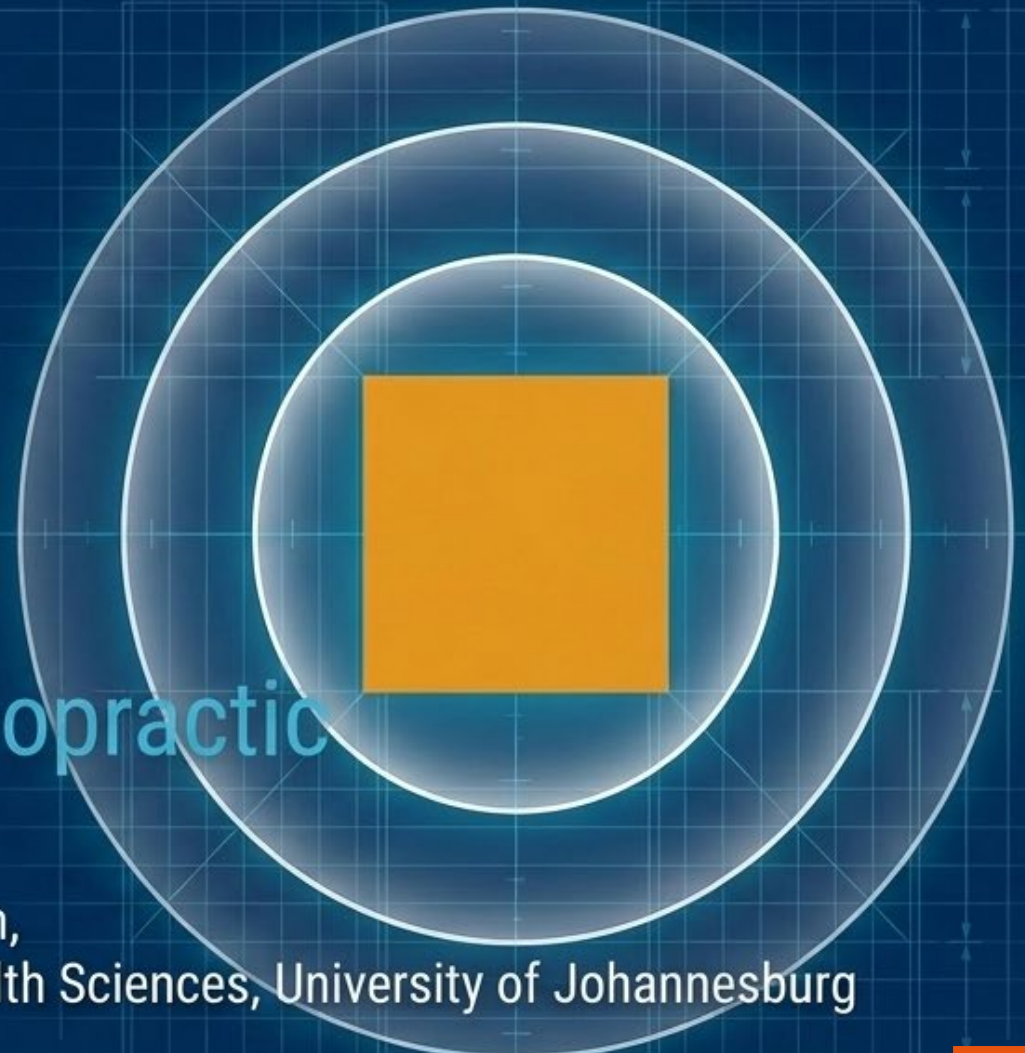
- monitoring all new approved programmes until the first cohort graduates
- monitoring all approved programmes annually
- recognising programmes for an indeterminate period
- not charging for approval (unless cost recovery on overseas satellites)
- ensuring our QA process evolve and are fit for purpose
- working closely with our education providers
- working with other accrediting bodies and regulators

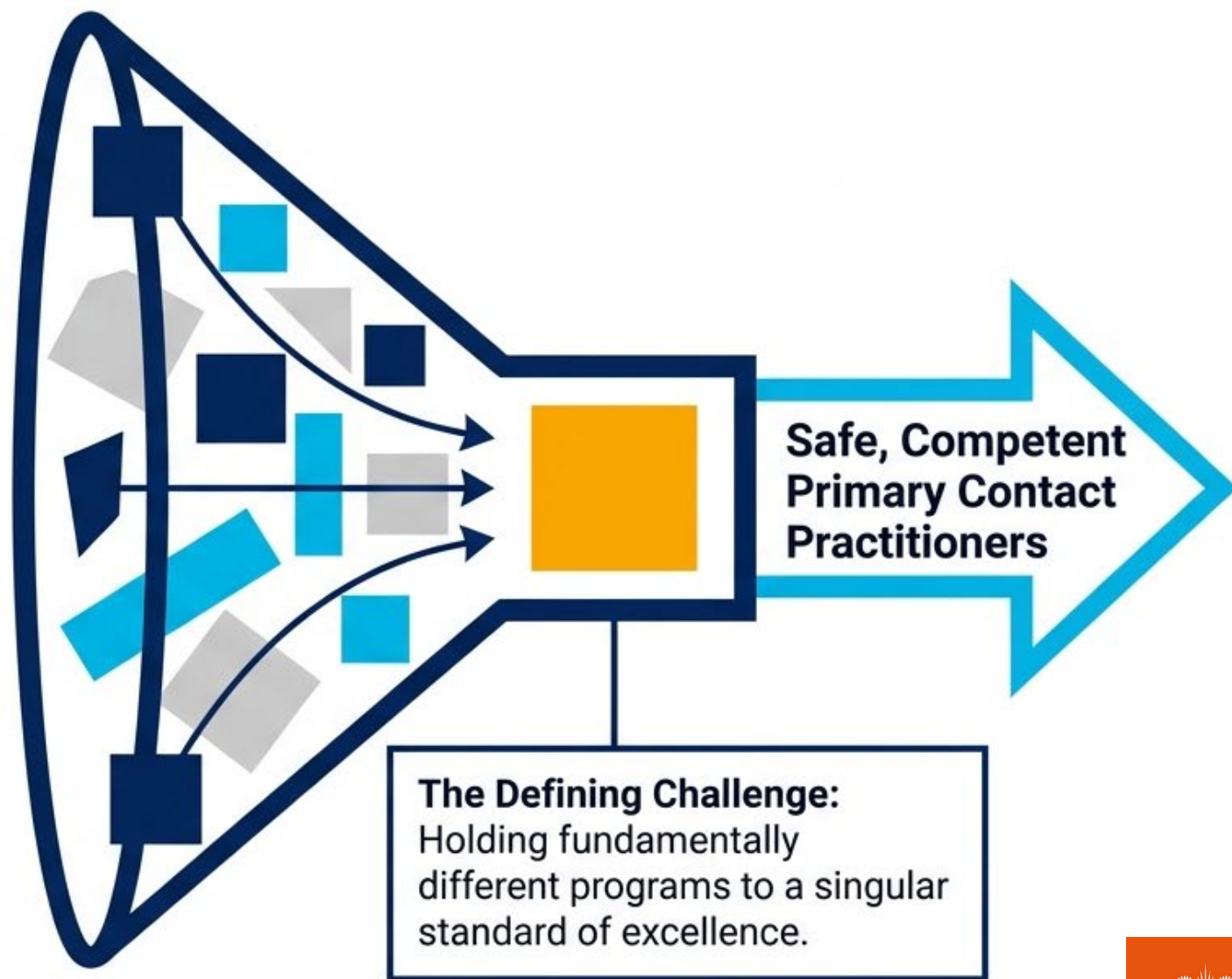
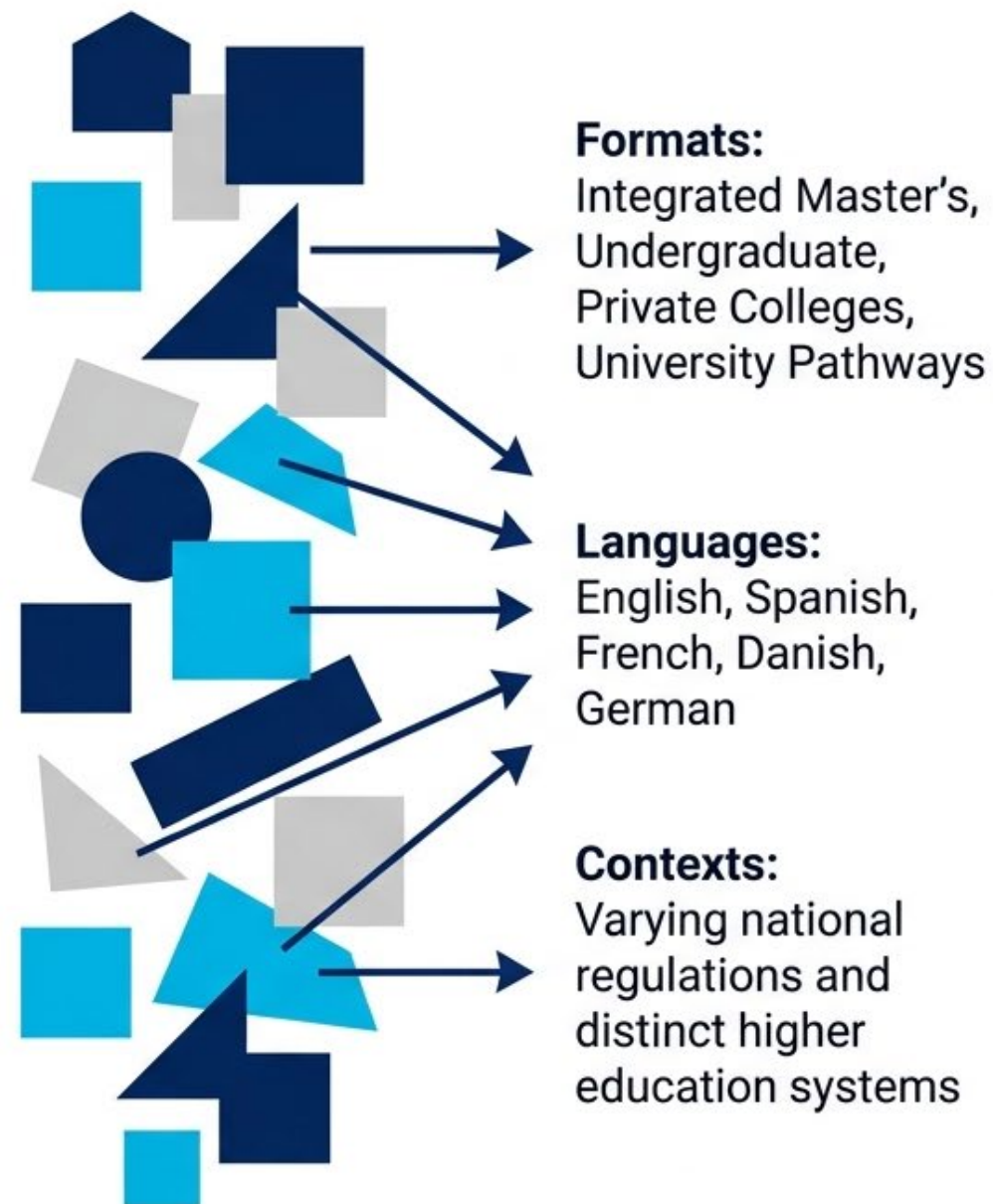
A Common Core for Diverse Regions

The ECCE Model for Global Chiropractic

Professor Christopher Yelverton,
President of the European Council on Chiropractic Education,
Vice Dean Research and Global Engagement, Faculty of Health Sciences, University of Johannesburg

World Federation of Chiropractic | Education Conference





The Philosophy: Common Core, Local Delivery

Established in 1981, the European Council on Chiropractic Education (ECCE) answers extreme jurisdictional diversity with a singular philosophy.



1



Common Standards

Outcomes-focused design

2



Local Delivery

Adaptation to national frameworks

3



Transparent Peer Review

Developmental accountability

Measuring the Entire Educational Enterprise



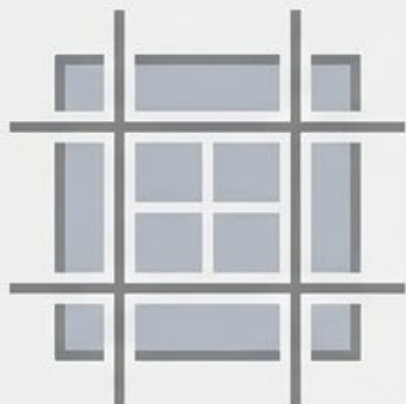
Outcomes-Focused vs. Prescriptive Directives

ECCE

EUROPEAN
COUNCIL ON
CHIROPRACTIC
EDUCATION



The Traditional Trap: Prescriptive Standard



Handing institutions
a rigid curriculum
template.

Flaw: Fails in diverse regulatory
environments.

The ECCE Approach: Outcomes-Focused Standard



Requiring evidence
that graduates are
safe and competent
**primary contact
practitioners.**

Advantage: Adapts to institutional and
regional structures.

Real-World Reality: A 5-year integrated program in Spain and a Master's program in South Africa look entirely different on paper—yet both achieve full, rigorous compliance under the outcomes model.

The Architecture of Review

1

Self-Evaluation

Often drives the most valuable internal institutional reflection.

2

Site Visit

On-the-ground assessment by a specialized peer evaluation team.

3

Written Report & QAAC Decision

Objective review of substantial compliance by the committee.

4

8-Year Monitoring Phase

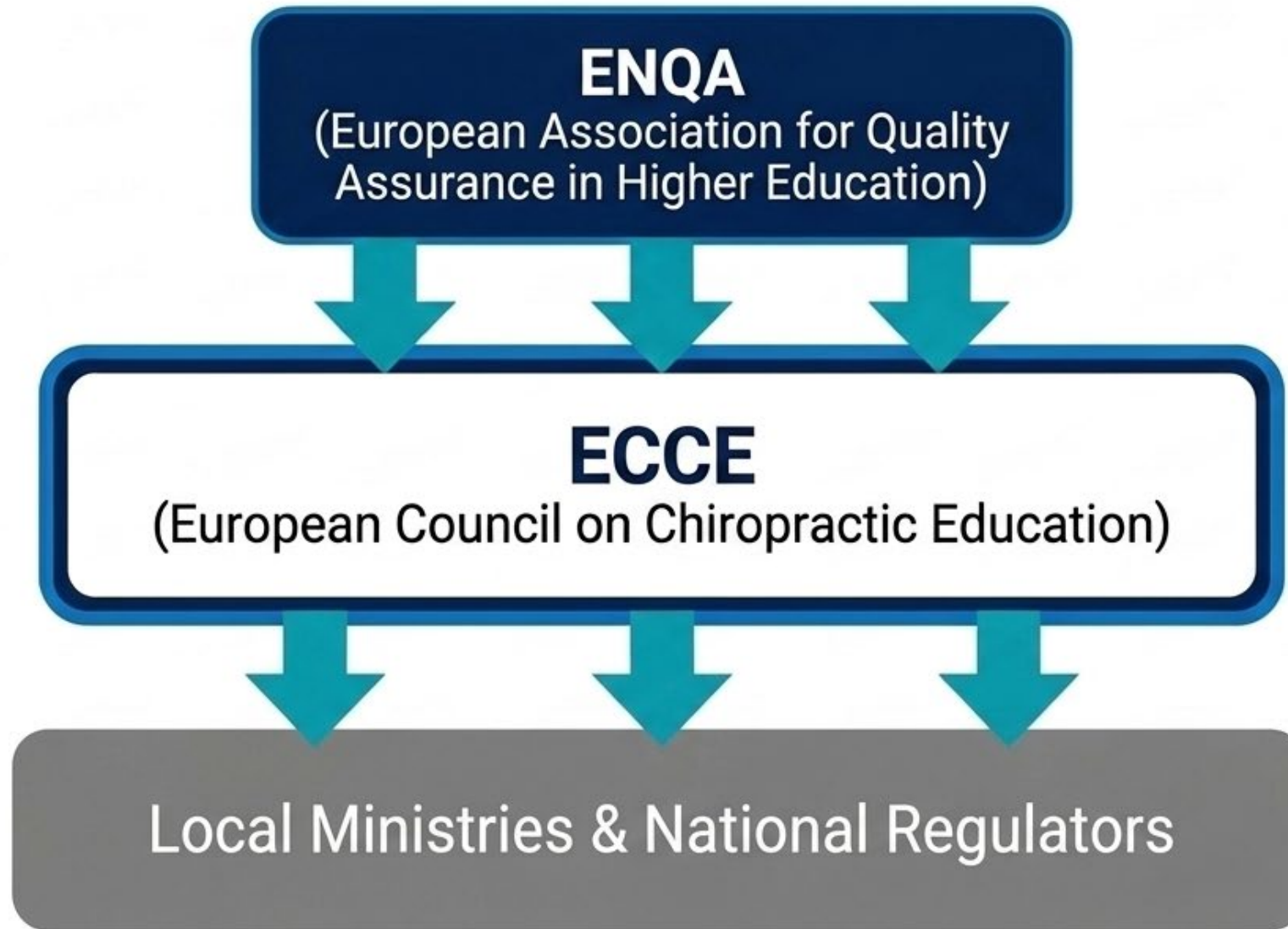
Granted after graduating the first cohort, establishing long-term stability with intermediate check-ins.

ECCE

EUROPEAN
COUNCIL ON
CHIROPRACTIC
EDUCATION



Mainstream Alignment & Trickle-Down Trust



In 2023, ECCE was awarded **full membership** following rigorous **external review**.

The **accrator** is held to **account**. ECCE is reviewed against the exact same European standards as national agencies.

They may know very little about chiropractic, but they know exactly what the ENQA badge signifies—granting ECCE decisions **immediate, localized credibility**.

The Dual Compliance Advantage



Contextual Spotlight: The Netherlands

A program can sit fully within the national higher education system to meet national QA requirements, while ECCE seamlessly provides the necessary profession-specific overlays.

Expanding Access Without Lowering the Bar

Recent updates introduce provisions for virtual re-accreditation.



Resource-Heavy Methodology

Traditional on-site visits present significant geographic and financial friction for programs situated in smaller or distant regions.

Maintained Standards



Agile Virtual Re-accreditation

Modernizes methodology to directly reduce cost and barrier to entry, maintaining rigorous oversight while significantly expanding global access.

Radical Transparency & Developmental Growth

Transparent Reporting & Audits



The Audit:

Comprehensive reviews track how recommendations directly translate into real, systemic changes within evaluated programs.

Accreditation as a Developmental Driver



Accreditation must be a developmental driver, not merely an exercise in gatekeeping.



Borderless Recognition & Global Integration



Europe
(ECCE)

Canada
(CCEC)

Australasia
(CCEA)

CCEI (Councils on Chiropractic Education International)

Shared Foundation: As a founding member of CCEI, ECCE ensures cross-border recognition and mobility for all graduates.

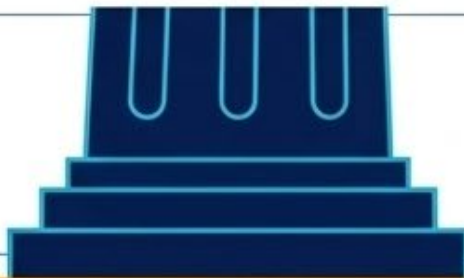
Regulatory Reliance: In European countries lacking chiropractic-specific legislation, the ECCE badge serves as the quality marker for external professional bodies.

The Flexible Blueprint for Global Education



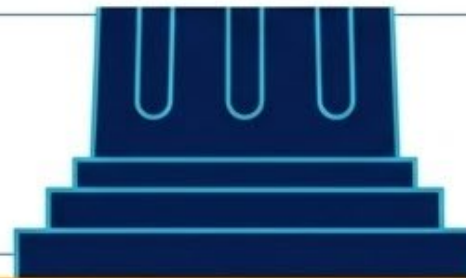
Common Standards

Outcomes over prescription



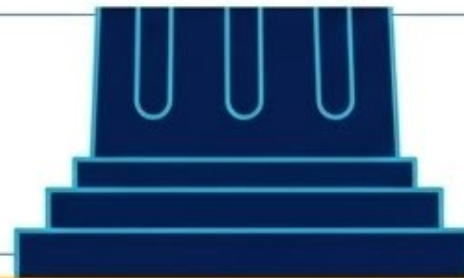
Local Delivery

Dual compliance & external trust



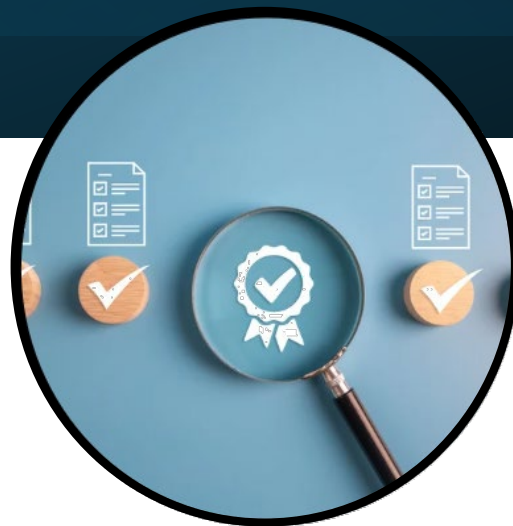
Transparent Peer Review

Developmental accountability



Protecting students and patients across diverse, borderless regions.

Quality Assurance and CCE's approach to Chiropractic Accreditation Practice



Craig S. Little, Ed.D.

President & CEO

Council on Chiropractic Education

CCE Programs



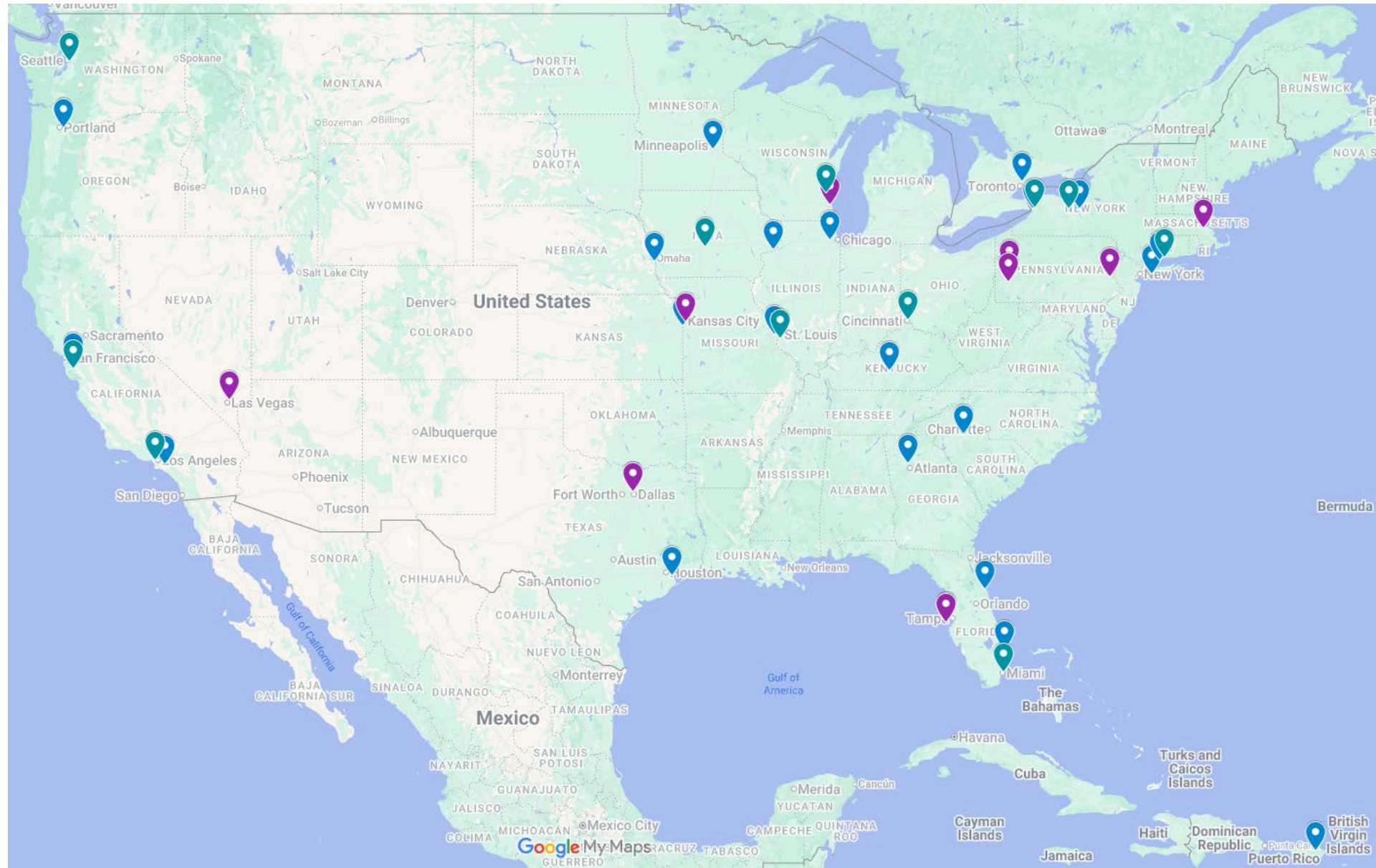
21 Doctor of
Chiropractic Programs
18 in US
1 in Canada
2 in process (US)



11 Chiropractic
Residency Programs



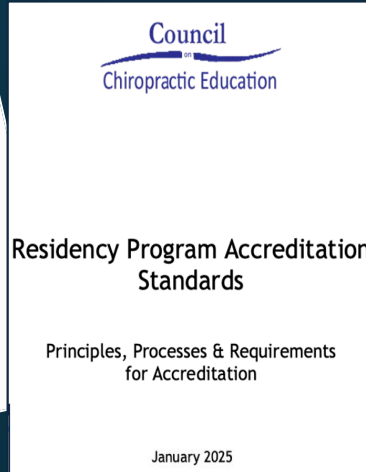
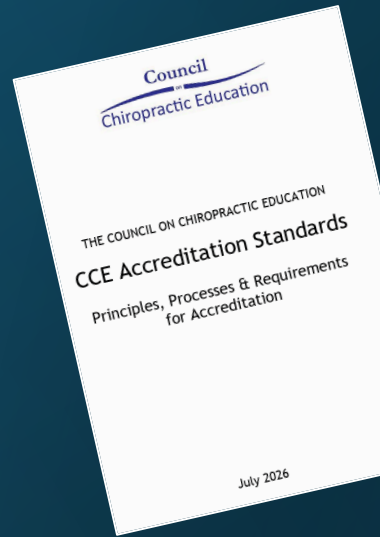
11 Accepted
Applicants



Publications

Standards:

- CCE Accreditation Standards
- Residency Program Accreditation Standards



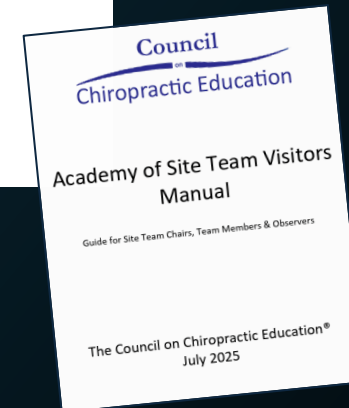
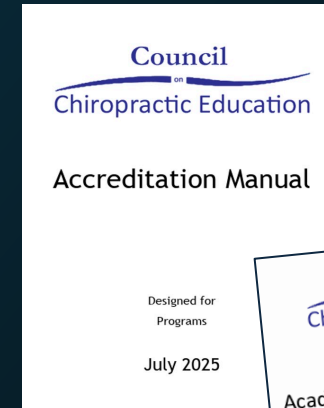
Standards Guidance:

- CCE Accreditation Standards Guidance
- Residency Program Accreditation Standards Guidance

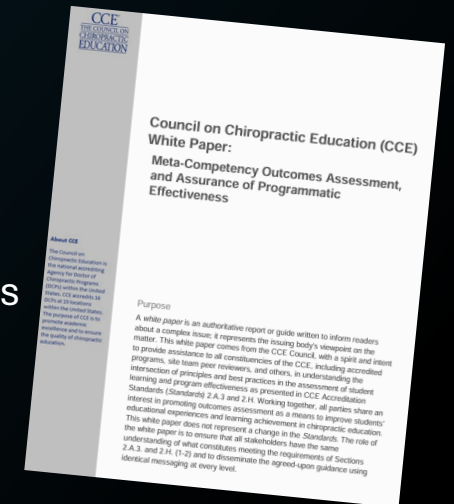


Manuals:

- Accreditation Manual
- Academy of Site Team Visitors Manual



White Paper: Meta Competency Outcomes Assessment and Assurance of Programmatic Effectiveness



Guidance Video & Documents

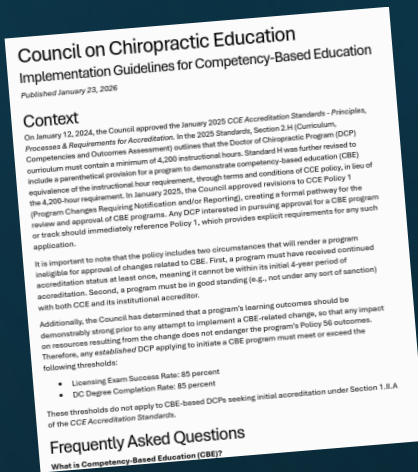
Self-Study Creation:

- Introduction & Importance of SSRs
- Process
- Tips & Tricks
- Examples (with support materials)

Assessment Series:

- What is Student Assessment?
- What is Program Level Assessment?
- How are Student & Program Assessment Interconnected?
- Best Practices in Assessment

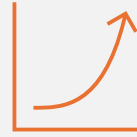
Document: Implementation Guidelines for Competency- Based Education



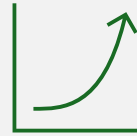
Scholarship and Research
through the lens of accreditation

QA Framework

Quantitative Performance Indicators



Licensing Exam Success Rates:
Weighted four-year average $\geq 80\%$



DCP Completion Rate: Two-year
average $\geq 70\%$ at 150% program
length



Minimum thresholds ensure baseline
program quality and student
success.

QA Framework

Qualitative Indicators

Meta Competency Assessment

- Clinical workplace, authentic encounters
- Criterion-referenced with defined standards
- Frequent evaluations by multiple evaluators
- Multiple assessment strategies
- Valid and reliable measures

Authentic, standards-based
assessment strengthens
defensibility and consistency.

QA Framework

Qualitative Indicators

Program Effectiveness

- Academic + non-academic measures with thresholds
- Results tracked, shared, and analyzed for decision-making
- Periodic reviews for continuous improvement
- Cohort analysis of student achievement data
- Measures include:

learning outcomes
meta competencies
retention/attrition

completion
NBCE/CCEB/licensure

Integrated evidence drives data-informed planning and sustained program quality.

CCE's Approach to Accreditation Practice

Alignment with CHEA Recognition Criteria

- **Academic Quality & Mission Autonomy**

Upholds institutional independence while ensuring quality expectations.

- **Accountability & Public Transparency**

Clear reporting, accessible decisions, and defensible processes.

- **Accreditation Structure, Process & Fairness**

Consistent, equitable review procedures grounded in peer evaluation.

- **International Accreditation Practice**

Emphasizes quality assurance norms, and shared professional standards



CCE's Approach to Accreditation Practice

Alignment with ASPA Principles



- **Promotes Quality in Education**

Accreditation processes reinforce strong learning outcomes and program effectiveness.

- **Conducts Accreditation with Integrity & Professionalism**

Ethical, consistent, and evidence-based review practices.

- **Respects Institutional Independence & Academic Freedom**

Accreditation supports autonomy while ensuring accountability to standards.

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- Johnson, C. D., Green, B. N., Amorin-Woods, L. G., Arar, I., Burnham, K. D., Byfield, D. C., ... & Yelverton, C. (2025). Global status of chiropractic education research and scholarly publications: a scoping review. *JBI evidence synthesis*, 23(4), 638.
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Different documents, same chiropractor

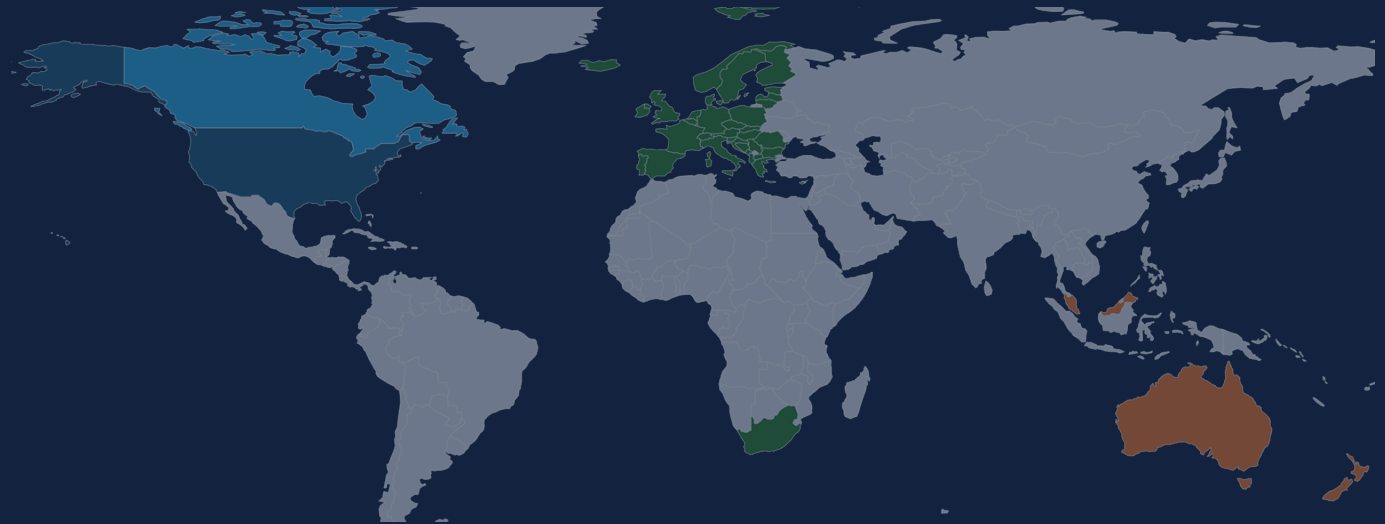
Program standards and student competencies
across global chiropractic accreditation agencies

Christopher Yelverton, PhD

President, European Council on Chiropractic Education

Vice Dean: Research and Global Engagement

Faculty of Health Sciences, University of Johannesburg



Growth is global. Are expectations aligned?

100,000+

chiropractors worldwide

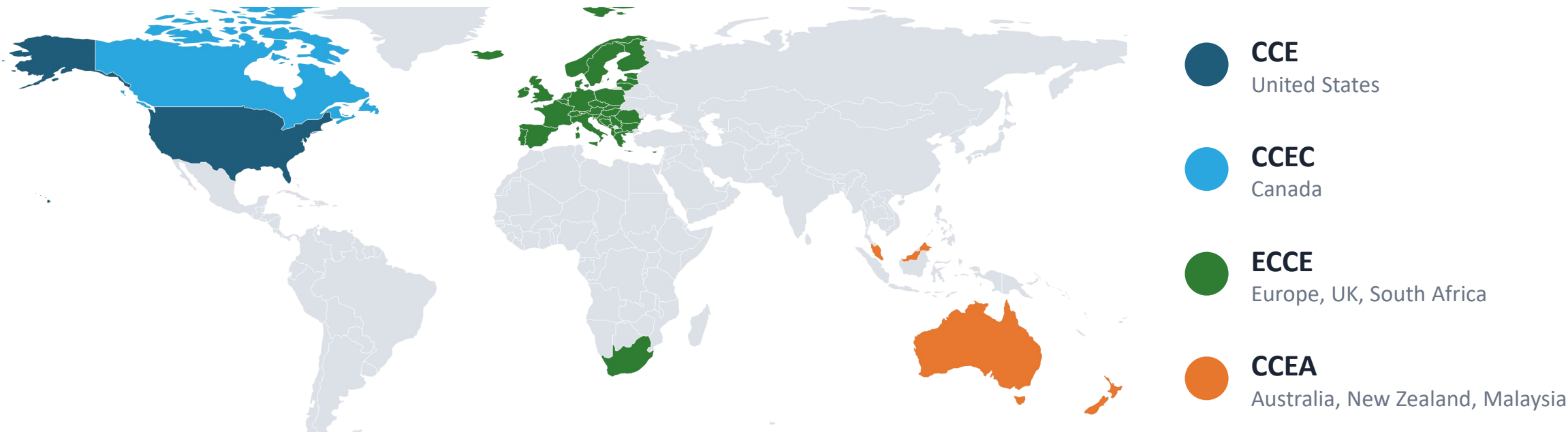
90

countries with chiropractic
practice

~2×

programmes projected within
30 years

Four agencies, 38 institutions



Standards analysed: CCE 2021 · ECCE 2019 · CCEA 2017 · CCEC 2018

Consensus coding, then comparison

385

items coded

249 competencies · 136
standards



21

expert educators

8 countries, ~92% of
chiropractors



80%

consensus threshold

Modified Delphi, 4 rounds



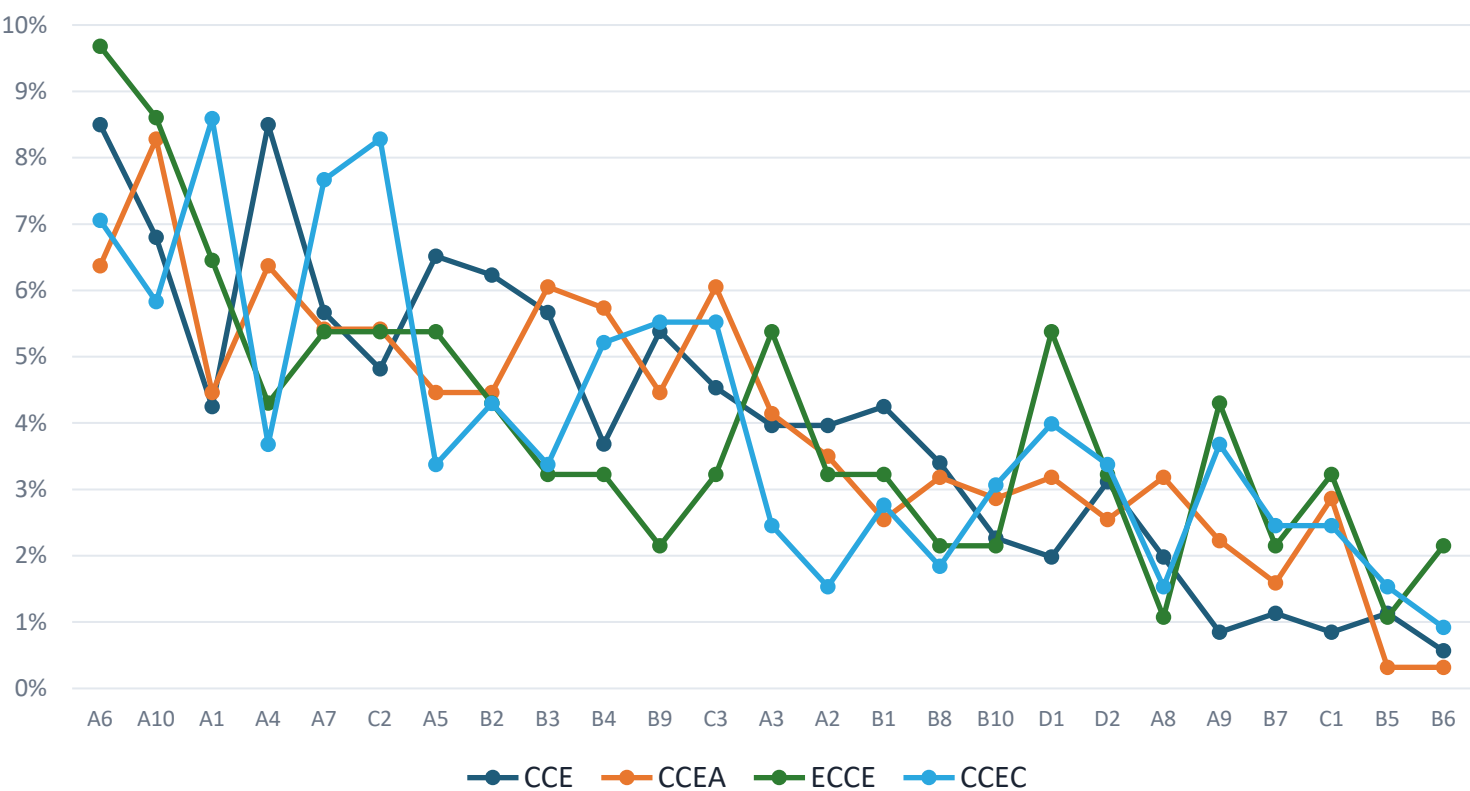
2-way

ANOVA

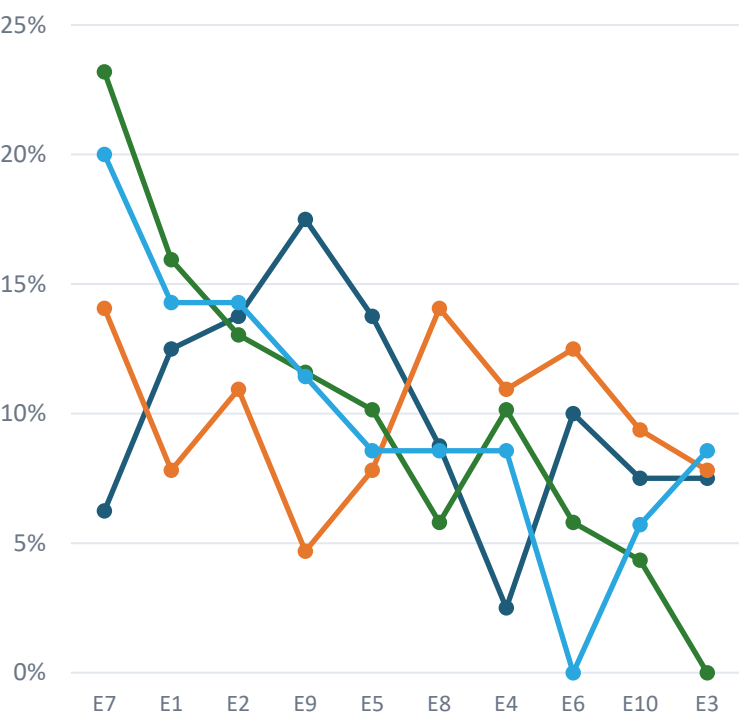
Proportional coding by
agency

No difference between agencies

Student competencies $R^2 = 0.96$



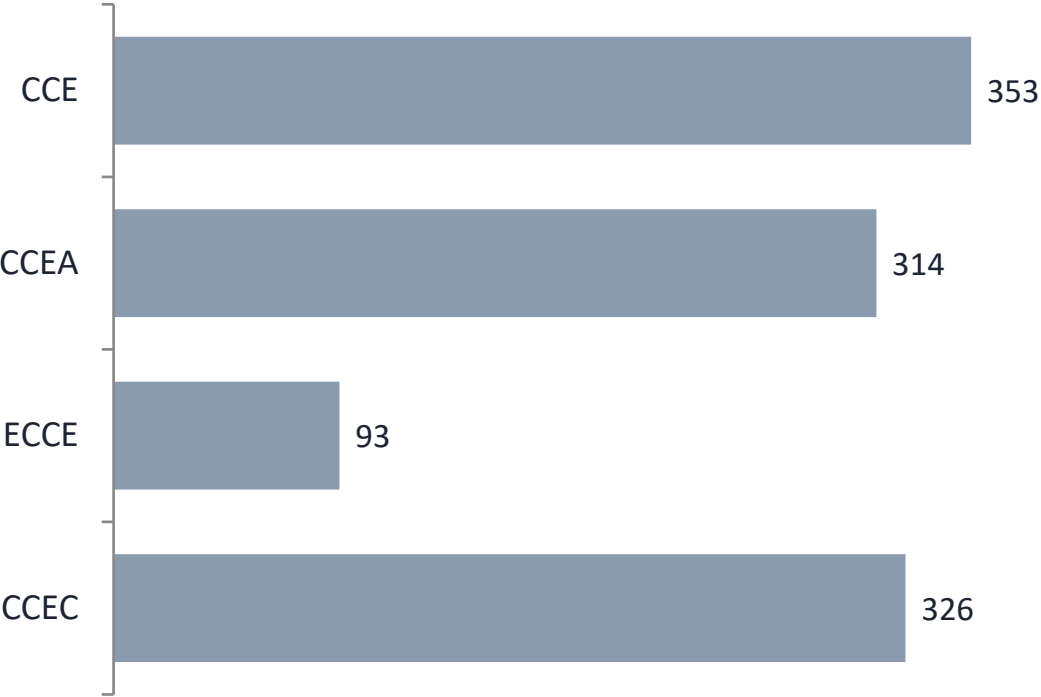
Program standards $R^2 = 0.87$



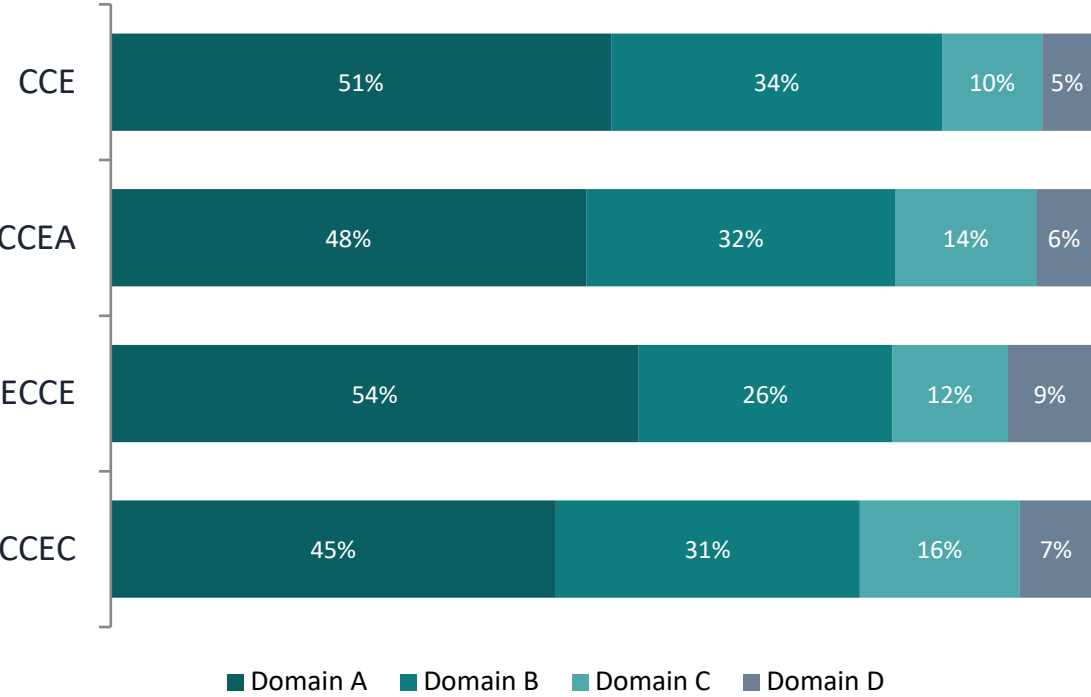
Codes ordered most → least common. Data: Johnson et al. 2025, Figs 1–2

Different documents, same chiropractor

Volume: competency codes per agency



Emphasis: share by coding domain



Domains A–D per the study coding tool (Appendix B)

Read the finding with care



**Frequency ≠
importance**

Core topics need not repeat



Similarity ≠ sameness

Local variation is legitimate



**Standards ≠
application**

We compared text, not practice

Strengthening accreditation in a region



1

**Build on the
shared core**



2

**Make local
variation
deliberate**



3

**Write usable
standards**



4

**Invest in
application**



5

Widen the circle

The Netherlands: build on the shared core



Netherlands within the ECCE region

Shared

European and international core

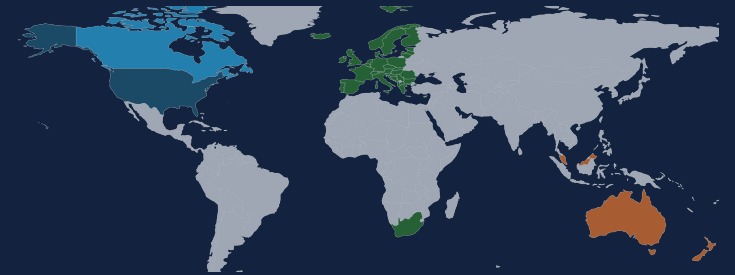
Local

Dutch regulation and healthcare

Visible

Clear to regulators and the public

Key takeaways



- 1 A shared global core already exists
- 2 Local variation should be deliberate
- 3 Next gains: clarity, application, outcomes

Johnson CD, Green BN, ... Yelverton C, Himelfarb I. Program standards and student competencies among global chiropractic accreditation agencies: a content analysis. *BMC Med Educ.* 2025;25:1473.
doi.org/10.1186/s12909-025-08052-3



Discussion

- Questions and Answers to Panel
- Large group discussion on objectives
- Lessons learned, what happens next