



**PHILIPPINE ACCREDITING ASSOCIATION OF SCHOOLS,
COLLEGES, AND UNIVERSITIES
(PAASCU)**

**ALLIED HEALTH PROFESSIONS
GRADUATE EDUCATION
SUPPLEMENT**

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Philippine Accrediting Association of Schools, Colleges, and Universities

Contact Details:

PAASCU

Unit 107, The Tower at Emerald Square

J.P. Rizal cor. P. Tuazon Sts.,

1109 Quezon City

Tel.: 8911-2845, 8913-1998

Fax: 8911-0807

Email: info@paascu.org.ph

Website: www.paascu.org.ph

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GUIDELINES TO ACCREDITATION

INTRODUCTION

The Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU) is one of the accrediting bodies in the Philippines. It is a private, voluntary, non-profit, non-stock self-governing corporation.

The primary purpose of PAASCU is to assist member institutions in ensuring that their resources, programs, and services support student learning and the achievement of learning outcomes. This purpose is realized through a developmental approach to accreditation of its member schools' academic programs. Evaluating educational programs involves assessing the core areas pertinent to a particular studies program, such as teaching, learning, research, service, and other areas that support them. These include governance, student services, physical facilities, learning resources, external engagements, etc.). PAASCU firmly believes in the interrelationship of these various areas in assuring the quality of the academic programs and ultimately achieving the vision-mission of the institution as a whole and that of the educational programs it offers. Driving these assessment activities is the institution's internal quality assurance system that reflects its commitment to continuous improvement and ensures the delivery of quality education.

ACKNOWLEDGEMENT

The PAASCU Board of Trustees acknowledges the diligent work done by the (1) Institutional Accreditation Working Group, (2) the PAASCU Standards Committee, and (3) the Graduate Education Commission working with selected seasoned accreditors and colleagues which formulated this standards-based accreditation instrument for graduate education programs.

* *The Allied Health Professions include, but are not limited to, audiology, speech and language pathology, occupational therapy, physical therapy, medical technology, dietetics, health administration, etc.*

ACCREDITATION FRAMEWORK

Program Accreditation Framework

The eight areas and 23 sub-areas were all looked into when the school initially had its Graduate programs accredited by the PAASCU, considering all areas and sub-areas. The accreditation of any of these programs is necessary before undertaking the accreditation of the other Allied Health Professions programs. This practice is the reason why in conducting the accreditation for these programs, only the following areas are considered:

AREA 1: Leadership and Governance

Sub-area 1.2. Leadership and Management

AREA 3: Resource Management

Sub-area 3.1. Human Resources

Sub-area 3.3. Learning, Physical and IT Resources

AREA 4: Teaching-Learning

Sub-area 4.1. Curricular Programs

Sub-area 4.2. Teaching and Learning Methods

Accreditation Framework

In conducting institutional accreditation, the following framework is adopted:

Strategic and Systemic QA		Process QA		Results
1. Leadership and Governance		4. Teaching-Learning		8. Results
2. QA Systems	→	5. Student Services	→	
3. Resource Management	←	6. External Relations	←	
		7. Research		

The framework shows that there are eight areas to be assessed. These areas include three areas under Strategic and Systemic Quality Assurance, four areas under Process Quality Assurance, and the area covering the Results. The arrows denote the constant interplay among the different areas in continuously upgrading educational quality and services.

Alignment of PAASCU Framework with other QA Frameworks

The framework adopted by PAASCU is aligned with regional and international frameworks on quality assurance. The following were used as benchmarks in the preparation of the instrument:

1. ASEAN Quality Assurance Framework (AQAF) Internal Quality Assurance Principles
2. ASEAN University Network (AUN) Guide to Assessment at the Institutional Level
3. Commission on Higher Education (CHED) Institutional Sustainability Assessment Self-Evaluation Document (ISA-SED)
4. Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) Standards and Guidelines for Internal Quality Assurance

Development of the 2021 Principles-Based Standards

The evolving and challenging higher education landscape globally and the continuing evolution of accreditation in form and substance served as an impetus in pivoting PAASCU's approach to program accreditation from functional to one that uses principle-based standards. The program accreditation standards are designed to ensure the provision of high-quality educational experiences. These standards reflect principles of good practice and are supported by a set of criteria that subscribes to the Plan-Do-Check-Act (PDCA) cycle. The standards are not prescriptive as PAASCU understands that high-quality education can be achieved in various ways. However, the standards and how the program executes them should allow for consistency in the quality of program delivery. The program standards define the quality, effectiveness, and continuous improvement expected of accredited programs. They serve as indicators of a program's ability to fulfill its unique purpose, deliver quality education, and promote student achievement is comprehensively examined.

Each of the standards articulates a dimension of the quality of a program. In applying the Standards, PAASCU assesses and decides the effectiveness of the program as a whole. A program that meets the Standards indicates that:

- its purposes are clearly defined and appropriate to an institution of higher learning;
- defined learning outcomes are achieved;
- its practices are aligned with defined standards and criteria; and
- it is unceasingly striving for continuous improvement.

Therefore, it is essential to understand that a program must demonstrate substantial compliance with the standards regardless of location or delivery modalities to earn accreditation.

The Survey Instrument

The survey instrument consists of the following:

1. the main area for review and evaluation;
2. the standards under each area;
3. a set of criteria against which the achievement of the standard is measured;
4. a brief explanation of the standard;
5. a series of guide questions to assist the institution in assessing its compliance with the standards and criteria; and
6. a suggested the list of evidence.

The set of criteria will be rated using the guidelines provided below in the Self-Survey Report section of this guideline.

RATING SCALE

NOTE: *The criteria under the different standards must be assessed using the rating scale below as a guide. If a criterion is considered "Not Applicable (NA)," said criterion should not be included in determining the average rating of the standard.*

RATING	MEANING	REMARKS
5	Excellent	The practice is exemplary and serves as a model to others. The implementation of the criterion has led to excellent results.
4	Very Good	The criterion has been effectively implemented, and this has led to very good results.
3	Good	The criterion has been implemented adequately and has led to good results.
2	Needs Minor Improvement	The criterion has been implemented but needs minor improvement. In addition, the implementation has led to inconsistent or limited results.
1	Needs Major Improvement	The criterion has been inadequately implemented and needs significant improvement. The implementation has led to insignificant or unsatisfactory results.
0	Not Implemented	The criterion has not been implemented. Furthermore, no evidence is presented to show that initiatives have been carried out to implement it.

SURVEY INSTRUMENT FOR THE ALLIED HEALTH PROFESSIONS GRADUATE PROGRAMS

AREA 1: LEADERSHIP AND GOVERNANCE

Sub-area 1.2. Leadership and Management

STANDARD 2.

The institution practices responsible management and models leadership that results in effective and efficient operations.

Criteria Specific to PROGRAM ADMINISTRATORS

Criteria	Rating
1. Program administrators (i.e., Dean, Head, or Chair) are academically qualified and possess relevant education, clinical experience, and practice to provide effective leadership for the program, its faculty, and students.	
2. Program administrators effectively supervise academic and clinical faculty and students to achieve program goals and learning outcomes.	
3. Program administrators exercise good governance and administer important activities such as faculty evaluation, program assessment and planning, communication, fiscal management, and allocation of resources, among others.	
Average Rating	

Supporting Evidence:

- Profile of program administrators to include academic qualifications, teaching and field experience, position, and other pertinent information
- Description of faculty and student supervision program
- Sample Minutes of Meetings (Academic Council, Deans, Curriculum Council/Committee, etc.)
- Description of faculty evaluation process including feedback mechanisms
- Faculty evaluation instruments (used by students, administrators, peers)
- Sample faculty performance evaluation results

AREA 3: RESOURCE MANAGEMENT

Sub-area 3.1. Human Resources

STANDARD 8.

The institution has adequate and qualified human resources, both teaching and non-teaching, that enable it to perform its teaching, research, and community service functions. It has programs in place for the recruitment, selection, hiring, deployment, training, and retirement of personnel.

Criteria Specific to FACULTY

Criteria	Rating
1. The number and composition of the teaching staff (i.e., full-time and part-time) are sufficient to deliver the specific allied health professions program.	
2. Faculty handling foundation and core courses include a compelling mix of those with the required academic degrees and clinical specialization to meet program goals and expected outcomes.	
3. A sufficient number of clinical instructors/preceptors have licensed professionals with the appropriate experience and contemporary expertise to teach and monitor students for the specialty areas in which they are educated and trained.	
4. All teaching staff provides breadth and depth of knowledge and experience necessary to meet program goals and objectives and prepare students for the independent practice of their profession.	
Average Rating	

Supporting Evidence:

- Program faculty profile (please accomplish the PAASCU Faculty Profile Template)
- The description of how clinical instructors/preceptors are selected
- Student-faculty ratio
- Summary/List of continuing education/faculty development activities of program faculty
- Description of contemporary expertise specific to assigned teaching content (i.e., education, license/certification as a clinical specialist, consultation and service related to the teaching area, publications, etc.)
- Policies/guidelines on how teaching assignments and other responsibilities of faculty (research and service) are determined
- Sample 201 files
- Sample reports of clinical instructors on student training

Sub-area 3.3. Learning, Physical and IT Facilities

STANDARD 10.

The institution has adequate, conducive, up-to-date, well-maintained, and safe facilities to support the functions of teaching-learning, research, and community service.

Criteria Specific to FACILITIES and LABORATORIES

Criteria	Rating
1. Available clinical sites provide quality and varied experiences that prepare students for their roles and responsibilities in their field of practice.	
2. Classrooms, teaching, clinical laboratories, and facilities wherever located (i.e., on-campus and in affiliated facilities) are adequate and include the necessary technologies to accomplish their intended use.	
3. Equipment, technology, and materials in the classrooms, laboratories and clinical sites are of sufficient quality and quantity, are available when needed, accessible, and in good working condition to meet program goals.	
4. Students are provided access to laboratories outside of official class time to practice their clinical skills.	
5. There are written policies for all laboratories and clinical sites regarding safe use, calibration, and equipment maintenance.	
Average Rating	

Supporting Evidence:

- Laboratory Development Plan
- List of clinical sites and areas of training provided to students
- List of laboratories, equipment, and facilities used by faculty and students in-campus and in affiliated sites to address their teaching, learning, and scholarly agenda
- Policies related to the upkeep and maintenance of laboratory equipment

Additional Evidence Specific to the Physical Therapy Program

- Dates of calibration of equipment
- Description of the storage/disposal of cadavers for laboratory activities

Additional Evidence Specific to the Clinical Audiology Program

- Clinical assessment equipment
- Computer-based interventions

AREA 4: TEACHING-LEARNING

Sub-area 4-1. Curricular Programs

STANDARD 11.

A system to design, develop, and review the program offerings is established, ensuring alignment with the institutional vision-mission and goals, with program objectives and learning outcomes, and relevant to meeting stakeholders' needs.

Criteria	Rating
1. The courses offered by the specific allied health profession program are well-planned, delivered in an organized, sequential, and integrated manner to enable learners to meet the program's stated goals and objectives.	
2. Clinical training/education obtained in externship facilities is covered by current written mutual agreements between the program and external facility and is regularly monitored by program faculty.	
3. The program of studies is systematically evaluated regularly and reflects current knowledge and practice guidelines of the profession.	
Average Rating	

Supporting Evidence:

- Copy of the program curriculum
- Curriculum Development Plan
- MOAs/MOUs with external clinical facilities
- Curricular review documents (i.e., minutes of meetings of Academic Council, curriculum committee, etc.)

Sub-area 4.2. Teaching and Learning Methods

STANDARD 12.

A system to select, develop, and evaluate the appropriate teaching and learning methods and activities is established to achieve the desired learning outcomes.

Criteria	Rating
1. Learners are provided a breadth of quality clinical experiences through well-selected training/practicum sites in various clinical settings and patient populations.	
2. Mechanisms are in place to ensure that the clinical experiences of learners cover the entire scope of practice and focus on evidence-based practices for them to gain the requisite knowledge, skills, and competencies.	
3. Learners undertaking internship training programs are fielded in CHED-accredited affiliation centers, where applicable.	
4. Multiple instructional methods are employed, aligned to the different instructional modalities, and address the nature of subject content, learners' needs, and expected learning outcomes.	
5. A student mentoring/advising system is in place to monitor students' performance and progress in both the classroom and clinical training sites.	
Average Rating	

Supporting Evidence:

- Faculty Development Plan
- Detailed Instructional plan and plan of activities
- Program outcomes accomplishment reports
- Training Matrix (to include rotation of interns with number and type of patients)
- Sample records of learners' clinical experience to include the type of setting and population/s served
- List of interns and their affiliation centers
- Community-based rehabilitation exposure records (at least two months)
- Sample evaluation reports or sample clinical evaluation protocols by preceptors/clinical instructors of learner's performance
- Practicum/Externship policies/guidelines
- Sample evaluation by students of preceptor's performance
- An evaluation tool to assess preceptor's commission, if any
- Sample copies of syllabi
- Student advising/mentoring system

Statistical Summary of Ratings

Statistical Summary of Ratings	Ratings (in two decimal places)
Area 1. Leadership and Governance	
Sub-area 1.2 Leadership and Management	
Area 1 Average Rating	
Area 3. Resource Management	
Sub-area 3.1 Human Resources	
Sub-area 3.3 Learning, Physical and IT Resources	
Area 3 Average Rating	
Area 4. Teaching-Learning	
Sub-area 4.1 Curricular Programs	
Sub-area 4.2 Teaching and Learning Methods	
Area 4 Average Rating	
Overall Average Rating	