

ACHENA Accreditation Glossary

Accreditation: A process of evaluating and assessing an educational program, to determine how well it is fulfilling the criteria and standards required of it by an independent monitoring board made up of professionals and educators from the relevant profession. The process of accreditation involves ongoing self-evaluation by the institution or academy providing the education and training program, as well as regular assessment by the accreditation board, to ensure the maintenance and development of course standards, with the aim of producing competent professional practitioners. Confirmation or ratification by an outside institution or examining board, that a particular education program or graduate meets the required academic standards, is not the same as confirming those persons' readiness to join a profession.

Accountability: Ability to fulfill a set of agreed responsibilities, roles, standards and criteria is fulfilled.

Assessment: An ongoing cycle of review meant to gauge progress toward student learning, staff/faculty performance or programmatic goals in the spirit of continuous improvement. It is a key function of strategic planning and is used in each of its phases: planning and goal-setting; implementation, data-collecting; and evaluation and revision.

Competence: A satisfactory level of ability and practical application of specific skills.

Consultation: Sessions involving both practitioner and patient/client where information is exchanged and explored. Consultations may have a focus on assessment, treatment planning, review or the provision of general support and advice.

Criteria: A specific selection of required abilities or qualifications on which a certain standard of achievement is judged.

Curriculum: Broad description of a course or training program, including teaching and assessment methods.

Effectiveness: The effectiveness of an activity or intervention is the extent to which they achieve their intended objectives. i.e., how well something is working in relation to its intended goals.

Eligibility for accreditation: Eligibility to begin the accreditation process requires that the applying educational institution meets and complies with a certain number of essential requirements established by the board before being accepted as a candidate for accreditation.

Equal opportunities: Opportunities are available to all institutional/program stakeholders without discrimination with regard to race, religion, sex, sexual

orientation, gender expression and disability to ensure that everyone has equal access and equal treatment.

Essential requirements: Minimal qualifications required of someone wishing to enter a professional training or course.

Evaluation: The process of determining the value or quality of something based on a careful study of its features against predefined criteria.

Facilities: Equipment, buildings and services that are provided for a particular activity or service.

Occupation: Broad description of a profession or job.

Syllabus: The program or outline of a course of study, or a statement of the requirements for a particular examination which includes student learning goals and learning assessment plans (see also curriculum).

Extended glossary

These terms are generally used within the areas of education and accreditation. These terms might be of interest in order for the reader to be able to read and understand other documents on the topics of education and accreditation.

Assessment (3 types): A comprehensive, objective evaluation of the performance of an individual or institution in fulfilling their role. Appraisal also identifies areas for improvement and development.

Formative assessment: Assessments which are part of learning and inform the student of their progress and give meaningful direction to the educator so that lessons may be adapted to the accurate level of progress of learner(s).

Self-assessment: The self-reflective process by which an individual student, faculty, staff-member or other stakeholder evaluates their progress relative to a set of expectations or goals as part of a learning process.

Summative assessment: Assessments which determine whether the student has achieved the required goals up to a certain point - usually used at the end of a learning block.

Audit: A systematic, critical examination of a process or system, to measure the practical outcomes of it in relation to its original and evolving goals.

Core criteria: Criteria relating to a specific course or curriculum.

Culture: Historically-based shared beliefs of a community or group that shape how they think and behave.

Entry requirements: Defined criteria for students entering institutions of higher education

Evaluation (2 types):

Formative evaluation: Takes place while something is happening and helps shape subsequent actions.

Summative evaluation: Takes place at the end of a process; a comprehensive review of a process.

Facilitate: To intervene or assist so as to make something easier; i.e., guide a discussion at a meeting, so that it remains within the desired framework.

Feedback: Subjective response by someone about their experience and understanding of some process they have been involved in.

Moderation: Process of leading, guiding or mediating between different parties, usually done by a neutral person

National Occupational Standards: Nationally agreed standards of performance and competence for a profession or occupation.

Peer review: A process by which something is analyzed and evaluated by colleagues of equal academic and professional standing.

Reflective practice: A deliberate strategy for practitioners to make use of the mind's conversation with itself. The processes whereby we become consciously aware of what we are thinking are able to adapt and change our understandings to include new learning. It involves a natural pausing or internal rhythm to counterbalance the external action.

Reflective practitioner: The practitioner is engaged in an experiential learning cycle in which they are consciously aware of what they are thinking and doing and seek to include new learning when appropriate. They take time out to reflect on the cycle so as to change their understanding and improve their practice.

Supervisee: The person who is seeking, or in, supervision.

Supervision: A formally contracted arrangement to meet at regular intervals with a person of more advanced experience, to review and reflect critically on work processes, as part of the learning experience.

Supervisor: The person who is providing supervision.

Transparency: All agreements and arrangements of an organization are open and clear to its members.

Reference: [European Council for Classical Homeopathy \(ECCH\):
Professional Portfolio, 2017](#)