

**EUROPEAN COUNCIL ON CHIROPRACTIC EDUCATION
QUALITY ASSURANCE AND ACCREDITATION COMMITTEE**

EVALUATION TEAM REPORT

**Welsh Institute of Chiropractic (WIOC)
Department of Health, Sport and Professional Practice
Faculty of Life Sciences and Education
University of South Wales**

Master of Chiropractic (MChiro)

16-17 November 2020

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1. EXECUTIVE SUMMARY

- 1.1 The Welsh Institute of Chiropractic (WIOC) was originally established in 1997 within WIOC of Glamorgan. In 2013 WIOC of Glamorgan merged with WIOC of Wales Newport to form WIOC of South Wales.
- 1.2 WIOC offers the Master of Chiropractic (MChiro) degree programme as a first qualification. The MChiro was re-validated in 2018 which included the Foundation Year as a 1 + 4 programme.
- 1.3 Students may enter the Foundation Year 0 programme if they do not have the requisite entry qualifications. At present they have around 440 students on all five years of the programme.
- 1.4 WIOC submitted their Self-Study Report for reaccreditation with ECCE on 13 November 2019. The QAAC reviewed the document on 28 January 2020, and originally decided that the evaluation visit should take place between 16 and 17 March 2020. However due to COVID19 pandemic this was postponed to 16-17 November 2020 and changed to an online review.
- 1.5 This Evaluation Report (henceforth referred to as the Report) is the result of the work of the evaluation team and is based on the evidence provided before and during the online review of WIOC between 16 and 17 November 2020. The Report addresses the compliance of WIOC with each of the ECCE Standards in the provision of chiropractic education and training.
- 1.6 The draft Report was sent to WIOC for factual verification on 26 November 2020, and the final version submitted to QAAC on 11 January 2021. The Chair invited WIOC to send representatives to the QAAC meeting on 10 February 2021 where a decision made on the reaccreditation of WIOC.
- 1.7 Members of the Evaluation Team extend their thanks to WIOC executive, teaching and professional support staff and students for the courtesy of making themselves available during the Online Evaluation Visit, and for conducting the meetings in an open and transparent manner.
- 1.8 The outcomes of this Report are as follows:

Commendations:

- The programme team should be commended for the manner in which they transitioned to accommodate the change of delivery during the COVID19 pandemic. [4.2.5]
- The requirement of new staff to complete the PGCert in Higher Education, and long-standing staff encouraged to apply for Fellowship of the HEA. [4.5.1]
- Evidence-based practice is integrated throughout the programme. [4.1.4]
- Innovative ways of using formative assessments in diagnostics to monitor student progress in real time. [4.3.2]
- The Foundation Programme is highly valued and prepares students effectively. [4.2.8]
- The strategic plans to upgrade facilities with a substantial investment in the development of new estate for both teaching and clinic. [4.4.10]
- The investment in educational resources which has resulted in the purchase of the Anatomage and Force Sensing Table Technology (FSTT). [4.6.3]

Recommendations:

- Consider developing a research strategy to enhance the international reputation of the programme. [4.2.6]
- Encourage and support staff to obtain higher academic qualifications. [4.5.2]
- Case studies currently utilized in the 4th year (as a result of COVID19), should be considered for integration into the 3rd year of study [4.6.2]
- Review the availability of WIFI connections to ensure availability throughout campus. [4.6.3]
- Promote a wider range of chiropractic associations and bodies to facilitate knowledge for professional practice once qualified. [4.9.4]
- Consider the introduction of training in paediatric chiropractic management and treatment. [4.2.7]
- A formal mechanism should be developed to monitor the time frame for the return of feedback to students. [4.3.2]

Concerns:

- None

2. INTRODUCTION

- 2.1 The Welsh Institute of Chiropractic (WIOC) has been an accredited institution of the ECCE since 2002. WIOC has been reaccredited in 2010 and most recently in 2015. It is also accredited by the General Chiropractic Council for Great Britain.
- 2.2 At the last re-accreditation visit in February 2015, the ECCE evaluation team identified six **Commendations**, eight **Recommendations**, and no **Concerns**.

Commendations:

- *The admissions process that markets the course widely and recruits a broad spectrum of learners from the UK and internationally.*
- *The Foundation Programme which provides a stimulating introduction to chiropractic for returning learners and those not meeting the required standard in basic sciences.*
- *The dedication of hourly paid lecturers (HPLs) supporting the student clinic.*
- *Student involvement in clinic operation and management together with the ingenuity of the year 4 students coping with the increasing pressure on clinic space.*
- *The participation of students in all aspects of programme management that results in constructive responses from the Institute and WIOC to student concerns.*
- *The work of the Public Engagement Group (PEG) supporting the programme as critical friends.*

Recommendations:

- *Take advantages of the opportunities for inter-professional learning provided by the new faculty structure.*
- *WIOC should enhance the pedagogic training of HPLs and ensure that all HPLs are fully inducted into WIOC and the Institute.*
- *The student experience of clinic should be investigated to establish whether the time allocated is sufficient to enable all students to reach and exceed the standard of safe and competent chiropractor, especially with reference to the increase in cohort size.*
- *The pressures on a clinic built for smaller cohort sizes are such that the institute should investigate alternative scenarios for expanding the facility both on site and elsewhere.*
- *More academic staff should be encouraged to engage in research so that the existing links between research and teaching could be expanded.*
- *Greater opportunities for self-directed learning should be woven into the curriculum.*
- *The Institute in line with Department needs should embrace strategic planning for a period longer than the immediate future.*
- *The tired physical facilities in Prospect House and Innovation House need updating to the standards found elsewhere in the University.*

Concerns:

- *There were no concerns*

- 2.3 QAAC received the initial request for reaccreditation on 25 June 2019 this was followed up with an email confirmation on 1 July 2019. WIOC submitted their Self-Study Report on 13 November 2019 and the QAAC reviewed the document on 28 January 2020. QAAC agreed that an Evaluation Team be sent to WIOC to verify the submitted SSR and report back. The

initial evaluation was postponed by QAAC due to COVID travel restrictions, and a formal letter of assurance that ECCE accreditation would remain in place until the reaccreditation decision could be made was sent on 2 March 2020.

- 2.4 Members of the Evaluation Team were nominated by the ECCE Executive and each member received the SSR and written comments from QAAC related to the document prior to the visit. The members of the Evaluation Team were as follows:

Chair – Christopher Yelverton (Head of Department of Chiropractic, University of Johannesburg)

Evaluation Secretary – Philip Davies (Senior Lecturer Bournemouth University)

Team Member – Jaap Swanenburg (Senior Research Fellow, University of Zürich)

Student Member – Lucy Anderson (Student, McTimoney College of Chiropractic)

- 2.5 All members of the team were disclosed to the Institute prior to the visit and no objection to any member was received. All members of the team signed confidentiality and conflict of interest statements before the on-site visit. No conflicts of interest by any of the members were declared. The members of the team received the SSR prior to the visit and were allocated specific sections of the report as their areas of responsibilities.
- 2.6 The on-site visit was scheduled for 16 and 17 March 2020. However because of the COVID19 Pandemic this was changed to 16 and 17 November 2020 and changed to an online review. A draft timetable was sent to WIOC on 30 September 2020, and the final schedule was agreed with WIOC on 5 October 2020. A copy of the schedule is appended to this Report (Appendix 1).
- 2.7 The purpose of the Evaluation Visit was to assess the compliance of the Institution with the ECCE Standards in Chiropractic Education and Training (hereafter referred to as the ECCE Standards, or Standards). An examination was made of the SSR and its supporting documents, interviews and oral evidence and other documentary evidence consulted during the on-site visit.
- 2.8 Members of the Team began their review on 15 November 2020 with a preliminary meeting prior to the online visit on 16 and 17 November 2020. The Report was compiled on an on-going basis during the visit and time was set aside on the final day to complete the draft report and provide oral feedback to the Institution.
- 2.9 The draft report was finalised by the Secretary of the Evaluation Team and sent to Team members for comments. Based on these, the final draft Report was sent to WIOC for factual verification on 26 November 2020. The response was received from WIOC on 10 December 2020. The Secretary finalised the Report and this was submitted to the Chair of QAAC on 11 January 2021. The Chair of the Evaluation Team presented the Report to QAAC members on 10 February 2021.
- 2.10 The Report includes an Executive Summary, a description of WIOC and the findings of the Team regarding compliance of WIOC with the ECCE Standards. The Report ends with the Conclusions of the Team and any Commendations, Recommendations and/or Concerns the Team wishes to draw to the attention of the QAAC. The Evaluation Report was based on the ENQA Guidelines for external reviews of quality assurance agencies in the European Higher Education Area (www.enqa.eu).
- 2.11 Members of the Team were afforded every courtesy by WIOC and had full access to documentation and to staff and students. Members of the Evaluation Team and the ECCE extend their thanks and appreciation to WIOC.

3. WIOC MChiro

WIOC delivers its chiropractic programme (MChiro) as a distinct subject area within the School of Health, Sport and Professional which is one of four Schools in the Faculty of Life Sciences and Education at WIOC, University of South Wales.

- 3.1 The following section details the findings of the Evaluation Team with regard to the compliance of WIOC with ECCE Standards in the provision of chiropractic education and training through the award of DC.
- 3.2 The colour coded system outlined below was used by the Evaluation Team to indicate the level of compliance with each standard:

 Dark Green = Fully compliant/no risk.
(This is on track).

 Light Green = Substantially compliant/low risk.
(Broadly on track with some areas which could be addressed).

 Yellow = Partially compliant/medium risk.

 (Some significant areas which could be detrimental if not addressed).

 Red = does not comply/high risk.
(Serious concerns threaten this area; high risk in the organisation's overall performance).

4. ECCE STANDARDS COMPLIANCE

4.1 AIMS AND OBJECTIVES

4.1.1 Statement of Aims and Objectives

The institution/programme must define the overall aims and objectives of the first qualification chiropractic programme and make them known to its stakeholders. The statements must describe the aims and objectives resulting in a chiropractor that is competent and safe to enter practice as a primary contact practitioner in the current healthcare environment, with the appropriate foundation for postgraduate education and training, and a commitment to, and capacity for, life-long learning.

4.1.1a Description

The programme is offered by the Welsh Institute of Chiropractic (WIOC), within the University of South Wales. The purpose of the programme is clearly defined as:

- Develop and apply the knowledge and skills that form the basis of chiropractic.
- Develop and apply knowledge and skills of research and critical evaluation.
- Assess the health and health needs of patients.
- Provide care to improve patients' health and to address patients' health needs.
- Communicate effectively with patients and other healthcare practitioners.
- Understand the nature of being autonomous primary healthcare practitioners in relation to managing a practice and developing themselves throughout their working life through a process of continuing professional development.
- Understand the nature of professional responsibility and accountability as well as their duty to protect and promote the interests of their patients.

The promotion of patient care and safety is an important outcome, and the qualification complies with GCC requirements, allowing graduates to register as chiropractors with this body

4.1.1b Analysis

There is a clear channel by which these are communicated (via the website, marketing material and communications with accrediting bodies), and there is evidence of feedback from agencies such as the GCC. The programme allows graduates to acquire the knowledge, skills, and understanding to be competent chiropractors.

The team finds that the overall aims and objectives of the programme are well defined and made known to its stakeholders and that these aims provide an appropriate foundation for life-long learning

4.1.1c Conclusion

WIOC, University of South Wales, fully complies with Standard 1.1.



4.1.2 Participation in formulation of aims and objectives

The overall aims and objectives of the chiropractic programme must be defined by its principal stakeholders.

4.1.2a Description

The institutional stakeholders are presented as:

- Chiropractic students
- Prospective chiropractic students
- The Dean of the Faculty of Life Sciences and Education
- Academic staff within the chiropractic subject area
- University/Faculty staff – particularly those in the quality office and related health subject areas
- British Chiropractic Association (BCA)
- European Chiropractors' Union (ECU)
- Royal College of Chiropractors (RCC)
- European Academy of Chiropractic (EAC)
- General Chiropractic Council (GCC)
- European Council on Chiropractic Education (ECCE)
- World Federation of Chiropractic (WFC)
- Potential graduate employers
- External examiners and consultants
- Patients in the outpatient clinic (Public Patient Engagement Group)
- Local Business
- Local Health Care Professionals/University Health Boards/Partnerships

The Patient Engagement Group (PEG), is a good initiative and fosters direct public engagement and feedback systems are in place with various stakeholders.

4.1.2b Analysis

There is a strong link with numerous and varied stakeholders that have input into the formulation of the aims and objectives. The institute is closely aligned to many of these stakeholders, with good communication channels for discussing the monitoring and reviewing of the aims and objectives as required. However, the direct association of these bodies is not clearly evident in terms of their contribution to the programme itself.

The team finds that the overall aims and objectives of the chiropractic programme are partially defined by its principal stakeholders.

4.1.2c Conclusion

WIOC, University of South Wales, substantially complies with Standard 1.2.



4.1.3 Academic autonomy

The institution/programme must have sufficient autonomy to design and develop the curriculum.

4.1.3a Description

The WIOC resides within the Faculty of Life Sciences and Education (FLSE), in USW and WIOC is (as with any programme residing in a higher education institution) obliged to comply with university requirements and processes. Within this framework, WIOC is fully responsible for the design and development of chiropractic curriculum. Resource development plans are formulated by the Faculty, and these dictate funding allocations.

The WIOC has an agreement to allow students from IMU to articulate into the 3rd year of study. This is factored into overall student numbers. Students that complete the course are awarded the USW qualification.

4.1.3b Analysis

Within the University structure, WIOC retains sufficient autonomy to allow for design, development and management of the programme. Modules outside of the department are monitored by the department. The only module it appears is not aligned to the outcomes of the programme (as a chiropractor), is the Foundation Chemistry that is offered by the relevant department as part of other qualifications that require chemistry. The modules level of presentation and relevance of doing practical chemistry (such as titrations etc that are not a required skill for a chiropractor), could be considered in terms of a focused module for chiropractic students.

The team finds that WIOC has sufficient autonomy to design and develop the curriculum.

4.1.3c Conclusion

WIOC, University of South Wales, fully complies with Standard 1.3. 

4.1.4 Educational outcome

The institution/programme must define the competencies (exit outcomes) that students will exhibit on graduation in relation to their subsequent training and future roles in the profession and the wider healthcare system.

4.1.4a Description

The broad programme outcomes are:

- Develop and apply the knowledge and skills that form the basis of chiropractic
- Develop and apply knowledge and skills of research and evaluation
- Assess the health and health needs of patients
- Provide care to improve patients' health and to address patients' health needs
- Communicate effectively with patients and other healthcare practitioner
- Understand the nature of being autonomous primary care practitioners and their consequent duties in relation to managing a practice and developing themselves throughout their working life

- Understand the nature of professional accountability and their duty to protect and promote the interests of their patients.

These are further subdivided into specific outcomes. There is both vertical and horizontal integration of modules within the programme. Specific knowledge, understanding, skills and attitudes are specified for graduate chiropractic competencies.

4.1.4b Analysis

The educational outcomes are extensively presented and applied and are aligned to ECCE requirements and stakeholder requirements such as the GCC. The outcomes allow for graduates to effectively transition into their roles within the healthcare system as evidence-based practitioners.

The team conclude that WIOC has defined the competencies (exit outcomes) that students need to demonstrate in their future role in the profession and the wider healthcare system. WIOC is to be commended that evidence-based practice is integrated throughout the programme.

4.1.4c Conclusion

WIOC, University of South Wales, fully complies with Standard 1.4.



4.2 EDUCATIONAL PROGRAMME

4.2.1 Curriculum model and educational methods

The institution/programme must define a curriculum model and educational (teaching and learning) methods consistent with the objectives of the curriculum.

The curriculum and educational methods must ensure the students have responsibility for their learning, and prepare them for lifelong, self-directed learning throughout professional life.

4.2.1a Description

The MChiro degree programme is constructed on a 4/5 year staged curriculum model leading to master's level. Clinical training begins in year 4 and extends over a 13-month period. The curriculum is modularized and integrated vertically and horizontally which means that the student revisits each subject in greater depth over the five years following a spiral model.

The programme incorporates a variety of teaching methods including traditional lectures, tutorials, seminars, small group presentations, clinical rounds, skill laboratories and physical examination groups. Students are encouraged to be self-directed learners and to match class time with equal self-study time. The year 4 student clinicians are assigned a full-time member of staff to support clinical rounds, portfolio development and patient management.

4.2.1b Analysis

The structure of the programme, curriculum and learning outcomes are published in the course specification and the level of work required of students is specified in the course handbook. A range of techniques are employed to develop life-long learning and self-directed study skills including problem-based tasks, portfolio building and developing an independent frame of mind which asks

questions like “Where is the evidence for this?” Although it is recognised that students are consumers of research rather than creators, they are nevertheless encouraged to develop their own learning and research skills by attending conferences and external events. Membership of professional organization such as the Royal College of Chiropractors is encouraged in order to further lifelong learning opportunities.

The team found that WIOC has a well-developed curriculum model and uses teaching and learning methods which are consistent with the objectives of the curriculum. The students have appropriate responsibility for their learning, and the programme prepares them well for self-directed learning throughout their professional life.

4.2.1c Conclusion

WIOC, University of South Wales, fully complies with Standard 2.1



4.2.2 The Scientific Method

The institution/programme must teach the scientific method, other forms of research inquiry and evidence-based practice, including analytical and critical thinking.

The curriculum must include elements for training students in scientific thinking and research methods.

4.2.2a Description

Students are exposed to the evidence base from day one. Students are required to take two specific research modules; Research Methodology (CH3S16) and a year 4 optional module CH4S17 Research Project or Translating Evidence into Practice module (CH4S18), covering research methodology, critical appraisal and statistical analysis. All modules introduce research inquiry, critical appraisal of the literature, research methodology, data collection, and where applicable dissertation preparation resulting in an individual 6000-word project.

4.2.2b Analysis

Students are exposed to the evidence base from day one in particular the modules CH3S16. About 60% of students choose the module Translating Evidence into Practice (CH4S18). Five years ago, there was only one person involved in research. Today there are several experienced members of the academic staff who are able to provide advice on methodological and moral aspects of research proposals to students. There are also new young staff members and students who seek involvement in research.

The team finds WIOC teaches the scientific method, evidence-based practice, and analytical and critical thinking and the curriculum includes elements for training students in scientific thinking and research methods.

4.2.2c Conclusion

WIOC, University of South Wales, fully complies with Standard 2.2



4.2.3 Biomedical Sciences

The institution/programme must identify and include in the curriculum those contributions of the basic biomedical sciences that enable a knowledge and understanding of the basic sciences applicable to the practice of chiropractic.

4.2.3a Description

Biomedical sciences are taught at WIOC as part of the USW award. Bespoke biomedical science modules have been developed by the Chiropractic programme for Year 0 (Foundation) and chemistry is delivered by the Faculty of Science. Additional basic science is taught including genetics and the pre-disposition towards disease in the pathology module (CH2S17) and diagnosis and differential diagnosis taught in modules CH3S10 and CH3S18.

4.2.3b Analysis

The MChiro programmes gives a good grounding in a range of sciences including biomedical science, chemistry, and touches upon elements of forensic science, physiology, biophysics, biochemistry, cellular physiology, embryology, immunology, pharmacology, as well as descriptive and functional anatomy including neurology and neural anatomy. Students are also introduced to pathological conditions, comparing normal tissue and pathological tissue which is considered important for a holistic diagnosis. Students were generally appreciative of the value of basic science as an essential grounding for their later clinical work though some clinical students did question the relevance for hard sciences such as chemistry. This is the only module not presented by the department, and is a generic, shared module offered by the Faculty of Science. The team might consider how this can be better presented to students.

The team concluded that WIOC has identified and included in the curriculum sufficient basic biomedical and other sciences to enable a knowledge and understanding which informs the practice of chiropractic.

4.2.3c Conclusion

WIOC, University of South Wales, fully complies with Standard 2.3



4.2.4 Behavioural and Social Sciences, Ethics and Jurisprudence

The institution/programme must identify and include in the curriculum those contributions of the behavioural sciences, social sciences, ethics, scope of practice and legal requirements that enable effective communication, clinical decision-making and ethical practice.

4.2.4a Description

The MChiro programme includes clinical components and elements of the behavioural sciences that teach a holistic model of the patient to facilitate effective communication and sound clinical decision making. Ethical aspects of patient care, professional behaviour and the legal requirements of patient management are built into the programme. Ethical behaviour not only covers relations with patients, but with fellow students, faculty, colleagues and others. Ethical and legal teaching is

embedded in a range of modules but especially in Foundations of Professional Development in Chiropractic (CH0S07) Ethical scenarios are also woven into clinical management and research methodology and picked up in behavioural science.

4.2.4b Analysis

The curriculum prepares graduates for practice and enables them to communicate effectively with patients. Elements are appropriately drawn from public health, social care, mental health, the role of chiropractor and the chiropractic code, aspects of clinical psychology and patient-clinician communication. All chiropractic students are engaged in the university 'Fitness to Practise' programme which ensures that they operate under university ethical standards. WIOC also applies the General Chiropractic Council (GCC) Code of Practice to student behaviour and conduct which is introduced at induction.

The team found that the curriculum includes sufficient contributions from the behavioural sciences, social sciences, ethics, scope of practice and legal requirements to enable effective communication, clinical decision-making and ethical practice.

4.2.4c Conclusion

WIOC, University of South Wales, fully complies with Standard 2.4 

4.2.5 Clinical Sciences and Skills

The institution/programme must identify and include in the curriculum those contributions of the clinical sciences that ensure students have acquired sufficient clinical knowledge and skills to apply to chiropractic practice in a primary contact setting.

4.2.5a Description

The final modules CH4T02 Chiropractic Clinic and CH4S20 Clinical Diagnosis & Management summarize the specific competencies required for graduation in accordance with the ECCE requirements. Pre COVID19 students in their final year of clinic studies work in five teams, each of which works twice a week in the clinic. The pool of part-time clinical tutors who provide support and advice to the student clinicians ensures that the clinical experience of the students is varied. The internship program at the Prince Charles Hospital exposes students to a variety of hospital procedures including orthopaedic surgery and radiology

4.2.5b Analysis

The management, HR and marketing department are committed to recruiting enough patients for each individual student. However due to the COVID19 pandemic it has been difficult for the year 4 students to see enough patients with different pathologies and the students themselves have been asked to recruit patients. The staff monitor each student individually (electronic database) to ensure that they meet their requirements.

The team find that the curriculum includes contributions from the clinical sciences. Students have acquired sufficient clinical knowledge and skills to apply them in chiropractic practice. The

programme team should be commended for the manner in which they transitioned to accommodate the change of delivery during the COVID19 pandemic.

4.2.5c Conclusion

WIOC, University of South Wales, fully complies with Standard Standard 2.5 

4.2.6 Chiropractic

The institution/programme must foster the ability to participate in the scientific development of chiropractic.

4.2.6a Description

The programme fully covers the history of chiropractic, as well as contemporary evidence-based models of health and disease and their integration with chiropractic. Relevant research is introduced throughout the course. The curriculum addresses this issue by establishing and building upon research skills throughout the programme, and through the processes required for the production of an in-depth research project in Years 3 & 4 of the programme. The final year students complete a comprehensive undergraduate thesis which is subject to ethical approval and involves data collection and analysis.

4.2.6b Analysis

Evidence-based practice (EBP) is integrated throughout the course in the first years. There have been more staff involved in scientific development since 2015. In years 3 and 4 there are more in-depth research skills. The students are fully aware of EBP also first year students. There is no own chiropractic research strategy. However, research in other disciplines such as behavioural science or sports science at the University of South Wales.

The team conclude that WIOC fosters the ability to participate in the scientific development of chiropractic. However the team recommends WIOC consider developing a research strategy to enhance the international reputation of the programme.

4.2.6c Conclusion

WIOC, University of South Wales, substantially complies with Standard 2.6 

4.2.7 Clinical training

The institution/programme must identify and include a period of supervised clinical training to ensure the clinical knowledge and skills, communication skills and ethical appreciation accrued by the student can be applied in practice, and so enable the student to assume appropriate clinical responsibility upon graduation.

Every student must have early patient contact leading to participation in patient care.

4.2.7a Description

The WIOC has implemented early exposure to patient contact in the pre-clinical years. The outpatient clinic allows for good exposure to clinical contact, with the aims and learning outcomes allowing for clinical competencies to be achieved for practice. Policies give clear guidelines for the training to be entered (after an induction programme) and completed. The process to be followed for patient care and management is clear and indicates supervision at all levels. Patient mix is monitored via the portfolio students are required to keep and submit.

4.2.7b Analysis

Students in the clinical training are well managed with good student to supervisor (either clinician or tutor) ratios that allow for good observation and feedback. Documentation allows students to understand their requirements and the processes within the clinic. There is good community experience with access to observation programmes in hospitals, sport events, DXA and mobile MRI. The clinic environment has an additional student work room and further rooms have been included to accommodate the increased student numbers. A large project is being developed in the next 2 years that will see a new clinic structure developed. This is a significant infrastructure investment by the university and demonstrates confidence in the WIOC. Although case mix in the clinic is not formally monitored, each individual student's case mix is monitored to ensure a variety of patient consultations. This has been more difficult within the COVID19 restrictions and following changes within clinical training (such as reduced time in the clinic and specifically the reduced patient volume) but is monitored to assist students to complete the required patients.

Chiropractic paediatric management and technique are not part of the curriculum (although diagnostics are). The clinic does not allow patients under the age of 3 to be treated in the clinic. This means that graduates have little to no practical exposure to chiropractic care for infants or neonates. It could be argued that this is a specialist area, although the treatment of paediatric patients is within the scope of a general chiropractor. WIOC should consider avenues to enhance exposure by available skilled staff.

The team concludes that WIOC includes supervised clinical training to ensure the clinical knowledge and skills, communication skills and ethical appreciation accrued by the student can be applied in in most practice areas.

4.2.7c Conclusion

WIOC, University of South Wales, fully complies with Standard 2.7



4.2.8 Curriculum Structure, Composition and Duration

The institution/programme must describe the content, duration and sequencing of courses that guide both staff and students on the learning outcomes expected at each stage of the programme, and the level of integration between the basic sciences and clinical sciences.

4.2.8a Description

The MChiro at the WIOC is a staged learning model delivered over five-years with a Year 0 Foundation Year for those students who don't meet the published entry criteria. All MChiro modules run through the entire academic year and are integrated horizontally to provide the basis for progression to the next level. Progression from one level to the next requires that students pass all learning outcomes at that particular level. If unsuccessful, a student must repeat the failed modules. All modules are designed around specified learning outcomes with their own associated assessment which is published to the students in the Course Handbook.

4.2.8b Analysis

Clinical sciences are well integrated with the basic sciences as WIOC considers evidenced based science to be essential to the successful teaching of the clinical sciences. Basic science is taught from the foundation year onwards with particular focus on physiology, anatomy, neurology and neural anatomy. These are linked with clinical cases and inform the clinical sciences. The Regulations for Taught Courses specify the classification of the award, credit structures, duration and integration of units for all programmes, MChiro included. The Foundation Programme is highly valued by students and prepares them effectively for the main programme.

The team conclude that the content, duration and sequencing of courses are fully described together with the outcomes expected at each stage of the programme, and the level of integration between the basic sciences and clinical sciences. WIOC should be commended for the effectiveness of its foundation course.

4.2.8c Conclusion

WIOC, University of South Wales, fully complies with Standard 2.8



4.2.9 Programme management

A curriculum committee (or equivalent(s)) must be given the resources, responsibility, authority and capacity to plan, implement and review the curriculum to achieve the aims and objectives of the chiropractic programme.

4.2.9a Description

The WIOC is managed as a distinct department within the School of Health, Sport and Professional Practice. The curriculum is overseen by the Academic Subject Manager (ASM) and Head of Clinical Services with a reporting line below of a course leader, with separate responsibilities and portfolios. The ASM is responsible for the management of the undergraduate programme and its modules, whereas the Head of Clinical services manages the clinical training. Administrative support is provided to support the management and running of the programme.

4.2.9b Analysis

The department runs within the boundaries of a higher education institution, and as such allows for rigorous processes at both administrative and academic levels. The current structure contains both an academic and clinical head and allows for a focused approach to these important aspects of

training clinicians. The current ASM and course leader are now both full-time appointments. While succession planning has been discussed, no specific details or mechanisms are evident and this could be a risk should key staff members cease to be available.

The team find that there WIOC has a curriculum committee which has the resources, responsibility, authority and capacity to plan, implement and review the curriculum to achieve the aims and objectives of the chiropractic programme.

4.2.9c Conclusion

WIOC, University of South Wales, fully complies with Standard 2.9



4.2.10 Linkage with subsequent stages of education and training, chiropractic practice and the health care system

Operational linkage must be assured between the first qualification programme and the subsequent stage of training or practice that the student will enter after graduation.

The curriculum must reflect the environment in which graduates will be expected to work and be responsive to feedback from graduates, the profession and the community.

4.2.10a Description

In addition to the usual CPD courses, new technology means more modern CPD can be offered; Anatomage and Force Sensing Chiropractic. Further CPD activities are offered in cooperation with the University of South Wales Commercial Services. A collaboration with the University of Pittsburgh USA is planned, but due to the COVID19 pandemic, the cooperation has been stopped and will be resumed when the situation allows.

The WIOC has links with the Royal College of Chiropractors, British Chiropractic Association, the European Chiropractors' Union, European Academy of Chiropractic and the World Federation of Chiropractic to ensure that graduates understand the global presence of the profession and their role to engage with these organizations in their future career

4.2.10b Analysis

There are sufficient possibilities for students to complete subsequent training or practical phases after their graduation. The curriculum reflects the real world after graduation and prepares them for questions from professional life and community.

The team find that the curriculum reflects the environment in which graduates will be expected to work and is responsive to feedback from graduates, the profession and the community.

4.2.10c Conclusion

WIOC, University of South Wales, fully complies with Standard 2.10



4.3 ASSESSMENT OF STUDENTS

4.3.1 Assessment methods

The chiropractic institution/programme must define and document the methods used for assessment, including the criteria for progression and appeals procedures. Assessment methods must be regularly evaluated, and new assessment methods developed as appropriate.

4.3.1a Description

Assessment methods are defined and documented on the university module management system (ICIS). Each module has defined aims & objectives, synopsis, learning outcomes and specific assessment related to each learning outcome. Progression criteria, assessment weightings and the timing of assessments is made known to the students during induction week and published within the student handbook. Further assessment information is provided on the course pages within the Blackboard VLE including module planners, assessments, weightings and dates of assessment. Learning outcomes are explained to students at module introduction. Regulations pertaining to progression and the appeals process are published in the course handbook available on the VLE.

4.3.1b Analysis

The chiropractic academic team reviews assessment strategies on an annual basis in consultation with the external examiner following feedback from the assessment boards. However COVID19 has had a significant impact on assessment methods this year. The removal of face to face contact has meant end of year exams have been replaced with coursework and a number of assessments have had to be rethought. Module lecturers have the freedom to change the module assessment within the validated framework and are responsive to update assessment methods in line with the learning outcomes. If larger changes are needed, such as those demanded by COVID19, these are put forward for approval by the faculty via the quality assurance continuous monitoring mechanism. Any changes are reflected in assessment diaries which set out the overall assessment profile.

The team find that assessment methods, progression criteria and appeals procedures are fully documented. Assessment methods are regularly evaluated, and new assessment methods developed as required.

4.3.1c Conclusion

WIOC, University of South Wales, fully complies with Standard 3.1



4.3.2 Relation between assessment and learning

The assessment principles, methods and practices must be appropriate to the learning outcomes and the educational aims and objectives and promote appropriate learning practices.

4.3.2a Description

The MChiro programme incorporates a wide range of assessment methods, both formative and summative, which includes:

- *Written examinations – including essay, short essay, short answer questions and MCQ's*
- *Practical Skill assessments – including palpation, landmark location, manual skills*
- *Viva Voce – Clinical Diagnosis 2, neuro-orthopaedics*
- *OSCE examinations – Clinical Preparation – multi-station*
- *OSLER examinations – long case investigation*
- *In class written assessments/tests*
- *Coursework (i.e. research project, essays, special topics)*
- *Portfolio - reflective*
- *Multi-station practical – basic science modules (e.g. anatomy)*
- *Group presentations – i.e. poster/oral presentations on specific topics related to module (ie., Behavioural Science, Clinical Management, Technique Systems).*

All assignments are internally verified by the teaching team and externally verified by the External examiner before being released to students. Results are also checked by the teaching team using a 10% sampling system. Students can appeal marks after the exam board and they are informed of this in course handbook and at induction. External examiners checking final marks of all assessment and all modules have an external examiner

4.3.2b Analysis

There is an innovative use of formative assessment to engage students in class and identify those who need additional support in real time. Some classes make an innovative use of quizzes at the start of lectures to review the previous weeks material using 'hot seats' to focus learning. Formative weekly tests are used to see how individual students are coping. In-class tests are given using applications like Vevox which enable lecturers to see live results and gain instance feedback using polls. This enables the lecturer to see whether students understand what is being taught real time which was identified as good practice.

There is a mix of both formative and summative assessments. Students receive written and verbal feedback on all formative assessments including clinic entrance and clinic exit mock assessments and sample questions and answers are available on the VLE. Feedback is required to be returned to students within 20 working days. However there is no formal mechanism to check that this is done within the timescale other than the issue being raised by students themselves. More immediate feedback is provided in clinic situations including post examination dialogue is highly appreciated by students.

The team found that assessment principles, methods and practices were suited to the learning outcomes, and mostly promote good learning practices which could be improved by monitoring feedback turnaround times.

4.3.2c Conclusion

WIOC, University of South Wales, substantially complies with Standard 3.2



4.4 STUDENTS

4.4.1 Admission policies and selection

The institution/programme must have a clearly defined admission policy that is consistently applied, and that includes a clear statement on the rationale and process of selection of students.

4.4.1a Description

WIOC operates a clear admissions policy following university regulations. The responsibility for admissions lies within the remit of one member of the teaching staff. Prior to application students are made aware of the course through presentations at open days, applicant days and information in prospectuses and on the WIOC website. All applicants are interviewed, and places are offered on anticipated grades. Overseas applicants may be interviewed via Skype.

4.4.1b Analysis

The ratio of the number of applicants to those accepted is approximately 3:1 which is appropriate. Accredited Prior Certificated Learning (APCL) enables the institute to recruit students with a wide spectrum of experience including those from another institution who may have been adversely affected by changes to fee regulations.

The team find that WIOC has policies and procedures to admit students which are clear, fair, explicit and consistently applied.

4.4.1c Conclusion

WIOC, University of South Wales fully complies with Standard 4.1. 

4.4.2 Student intake

The size of student intake must be defined and related to the capacity of the chiropractic institution/programme to provide adequate resources at all stages of the programme.

4.4.2a Description

The University usually recruits between 50-90 standard entry students per year in year 1 while in the foundation year there are around 30 - 60 students per year. Advanced entry is usually much lower with an entry in single figures.

4.4.2b Analysis

Currently the Institution has the capacity to deliver the programme with the expected number of entries into year 1 of the programme. The plans for future infrastructure development will accommodate increased student numbers and create more space for students to study.

The team find that the size of student intake is related to the capacity of the chiropractic programme to provide adequate resources at all stages.

4.4.2c Conclusion

WIOC, University of South Wales fully complies with Standard 4.2. 

4.4.3 Student support and counselling

The institution/programme must offer appropriate student support, including induction of new students, counselling in terms of student progress and other academic matters, and personal and social needs of students.

4.4.3a Description

The University provides wide support and counselling services to all students across the university. These include; wellbeing support, financial advice, learning support, language services, IT support, career direction and counselling. This is in addition to a faculty and subject personal tutor system specific to the chiropractic programme. Personal tutors are responsible for the monitoring of academic progress and support for students. Other forms of student support include student and clinic handbook, Students' Union, Student Voice and Chiropractic Student Council, and administrative staff throughout the institution.

New students follow an induction into the University, which outlines what is expected of students, training on IT and library services, and what to expect from the academic programme.

4.4.3b Analysis

Students are encouraged to take full advantage of the support services provided through the University, the network of student councils, and from personal tutors within the programme. Students are also advised of the open-door policy if they wish to discuss concerns with any staff.

The team finds that WIOC offers appropriate student support, including induction of new students, counselling, and the personal and social needs of students.

4.4.3c Conclusion

WIOC, University of South Wales fully complies with Standard 4.3. 

4.4.4 Student representation

The institution/programme must support student representation and appropriate participation in the design, management and evaluation of the curriculum, and in other matters relevant to students.

4.4.4a Description

The institute has Student Voice Representatives (SVR's) from each of the faculties. Students are represented by the Chiropractic Student Council which engages in staff-student feedback and have representation on the School of Health, Sport and Professional Practice Liaison Committee. Through the World Congress of Chiropractic Students (WCCS) students have a voice and, are responsible for planning speakers and inform students of the associations available to them.

4.4.4b Analysis

The role of the Student Union and the Chiropractic Student Council create a framework that ensures all students are represented in academic and non-academic matters within the University and chiropractic programme. Class representatives are encouraged to present any issues that students have across all years of the programme so that each cohort is individually represented.

The team finds that WIOC supports student representation and appropriate participation in the design, management and evaluation of the curriculum.

4.4.4c Conclusion

WIOC, University of South Wales fully complies with Standard 4.4. 

4.5 ACADEMIC AND CLINICAL FACULTY (STAFF)

4.5.1 Faculty (Staff) recruitment

The institution/programme must have a faculty recruitment policy which outlines the type, responsibilities and balance of faculty required to deliver the curriculum adequately, including the balance between chiropractic and non-chiropractic faculty, and between full-time and part-time faculty.

4.5.1a Description

The programme has a stable core of staff that have been part of the academic programme for many years, with new staff added recently. There is an hourly paid lecturer system which allows for additional recruitment for specific functions as required. Full-time staff have an induction programme that allows for their integration into the system. Clinical staff have an internal induction by the department.

4.5.1b Analysis

The induction of new staff, both HPL and Clinical staff is well co-ordinated and managed. Clinical staff are inducted specifically related to the HR approved roles and responsibilities by the Head of Clinical Services. All staff, including HPL, have access to the Centre for Excellence in Learning and Teaching (CELT), which facilitates pedagogical and educational development. New staff are required to complete the PG Cert in Higher Education (with the goal of HEA Fellowship), and long-standing staff are encouraged to apply for Fellowship.

The team finds that WIOC has a faculty recruitment policy which outlines the balance of faculty required to deliver the curriculum adequately. WIOC should be commended for the emphasis placed on PG Cert in Higher Education, and encouragement of staff to apply for Fellowship of the HEA.

4.5.1c Conclusion

WIOC, University of South Wales, fully complies with Standard 5.1 

4.5.2 Faculty Promotion and Development

The institution must have a faculty policy that addresses processes for development and appraisal of academic staff and ensures recognition of meritorious academic activities with appropriate emphasis on teaching and research.

4.5.2a Description

A robust biannual appraisal system is in place for all full time and part time staff of the institute. Appraisal is undertaken by the direct line manager who agrees a workload pattern in accordance with a well-defined workload model used across the University. This stipulates a maximum of 1,576 hours spread across 43 weeks of the year for each member of academic staff. Salary scales are in line with the National Framework Agreement used in most higher education institutions in England and Wales. The University has three separate routes for promotion – excellence in teaching, research or management/administration. Academic titles such as Assistant-Professor and Professor can be awarded to staff.

4.5.2b Analysis

All new full and part-time staff are expected to be trained to teach at university level. A wide range of staff development activities are available to assist staff members, including those involved in improving students who teach and learn. Staff Members can apply for funding for external courses, conferences costs, or for PhD where 50% of the cost can be remitted.

The team finds that the institution has a faculty policy that addresses processes for the development and assessment of academic staff and ensures the recognition of meritorious academic activities with appropriate emphasis on teaching and research. However the team recommend that WIOC encourage and support staff to obtain higher academic qualifications

4.5.2c Conclusion

WIOC, University of South Wales, substantially complies with Standard 5.2



4.6 EDUCATIONAL RESOURCES

4.6.1 Physical facilities

The institution/programme must have sufficient physical facilities for the faculty, staff and the student population to ensure that the curriculum can be delivered adequately, and library facilities available to faculty, staff and students that include access to computer-based reference systems, support staff and a reference collection adequate to meet teaching and research needs.

4.6.1a Description

The programme has 4 dedicated buildings within the University including an Outpatient Clinic with 90-seat lecture theatre, a research unit, biochemistry, anatomy and radiology laboratories, 2 technique rooms, and staff offices. Students have access to shared library and IT resources, support staff, and access to the Treforest Campus lecture theatres. Within the library catalogue, there are dedicated chiropractic reference materials including books and profession specific journals.

4.6.1b Analysis

Students and staff have access to modern library and IT resources, and support staff from the University. The current chiropractic facilities are adequate but may struggle to cope with the projected increase in student numbers, even though 6 additional treatment rooms have been added. The new student room in the clinic has also added to the overall student space available. Plans for large scale teaching and clinic infrastructure development has been confirmed, which will alleviate current concerns regarding Prospect House, and the clinical training environment. The investment in educational resources which has resulted in the purchase of the Anatomage and FSTT.

The team finds that WIOC has sufficient physical facilities for the faculty, staff and the student population to ensure that the curriculum can be delivered adequately to meet teaching and research needs.

4.6.1c Conclusion

WIOC, University of South Wales fully complies with Standard 6.1. 

4.6.2 Clinical training resources

The institution/programme must ensure adequate clinical experience and the necessary resources, including sufficient patients with an appropriate case-mix, and sufficient clinical training facilities including sufficient equipment and treatment rooms.

4.6.2a Description

Students are required to demonstrate sufficient clinical activity throughout the academic year to meet the skills and competencies required by the GCC. Student clinicians are also scheduled to present cases to their team and this provides an excellent platform to share knowledge and experience and discuss patients with unusual or complex presentations. New treatment rooms secure enough space for the increased class size.

4.6.2b Analysis

There is clear evidence that WIOC has sufficient equipment and treatment rooms to meet learning objectives. The comparison to the previous report by ECCE shows a clear improvement in this area, relating to infrastructure and clinical training rooms availability for completion of requirements. Currently due to COVID19, there has been a drop-in patient numbers but WIOC is responding to this flexibly and the management, HR, marketing department, and all clinical training facilities are recruiting patients to ensure that there are sufficient patients with an appropriate case mix. In order to compensate for the reduced number of patients in the clinic during the COVID19 pandemic, several additional case studies are discussed concerning patients with unusual or complex presentations. Students found that case studies currently utilized in the 4th year as a result of COVID19 were highly useful and it is recommended that they should be considered for integration into the 3rd year of study.

The team find that WIOC ensures an adequate clinical experience and sufficient number of patients with an appropriate case mix for each student is available.

4.6.2c Conclusion

WIOC, University of South Wales, fully complies with Standard 6.2



4.6.3 Information Technology

The institution/programme must have sufficient IT facilities for faculty, staff and students to ensure the curriculum can be delivered adequately, and that IT is effectively used in the curriculum.

Students must be able to use IT for self-learning, accessing information and managing patients.

4.6.3a Description

The Information Technology Services Department within the University of South Wales is responsible for the governance and formulation of IT and network policies. All lecture theatres and most practical laboratories are equipped with networked computer systems linked to audio visual equipment and the internet. A separate network is dedicated to the patient management system to ensure patient confidentiality as per GDPR requirements. This system is used by administrative staff to record student/patient activity and financial accounts. Final year students have sole access to 24 computers with internet access in the WIOC student workroom and seminar room. Additional laptops have been made available to students working remotely because of COVID19 and these can be borrowed on a monthly or three-monthly basis.

Specialist software packages enhance student learning in radiology, radiography, anatomy and research. An electronic patient outcome-measure programme is used to identify high risk patients. The Blackboard VLE is used for communication, course information, assessment submission, disseminating results and feedback and discussion forums. Panopto lecture-capture software is used to record lectures. An electronic catalogue provides online access to e-books, e-journals, e-newspapers and e-databases. Wi-Fi access is available most places on campus but students reported gaps in the coverage which was inconvenient and frustrating at times.

4.6.3b Analysis

Due to the COVID19 pandemic there has been an extensive demand for upskilling in technology with a substantial increase in staff workshops for Panopto and Blackboard. COVID19 has forced staff to engage with IT, to learn new skills and discover new tools which are now used more widely than they have ever been in the past. Consequently, IT has been relied on heavily during COVID19 times which has had the positive effect of improving the deployment of IT in learning and forcing the deployment of new features of Blackboard. There has also been an increase in the use of video recorded lectures which has provided students with a valuable revision resource. There are enough online resources and books for the studies.

The move to online technology has been a steep learning curve for both staff and students some of whom report it has been hard to find their way around. There has been little time to prepare for such a radical change of delivery which has led to frustration at times and some lecturers have had a problem catching up with IT skills. But overall students commended lecturers for the way they have

adapted their delivery using IT and their responsiveness online and particularly find the Panopto lectures a very useful resource for revision. Students reported that Wi-Fi was not consistently available in all areas though IT services usually were able to sort out most problems within 24 hours. It is recommended that WIOC review the availability of Wi-Fi connections to ensure availability throughout campus.

The team found that WIOC has sufficient IT facilities for faculty, staff and students to deliver the curriculum and that IT is being used effectively. Students are able to use IT for self-learning, accessing information and managing patients. WIOC is to be commended for its use of cutting-edge technology in the classroom, such as Anatomage, Poll Everywhere and Force Tables.

4.6.3c Conclusion

WIOC, University of South Wales, fully complies with Standard 6.3 

4.6.4 Educational expertise

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| <p>The institution must ensure the appropriate use of educational expertise in the design and development of the chiropractic curriculum and instructional (teaching and learning) and assessment methods.</p> |
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4.6.4a Description

WIOC has access to a wide range of educational expertise for programme support and curriculum development. The Faculty Head of Learning, Teaching and Student Experience oversees faculty developments, co-ordinates university policy and programmes, and links directly with the School Executive to disseminate good teaching practice across the faculty.

The Centre for Excellence in Learning and Teaching (CELTs) is an education resource at the University of South Wales and makes educational training available to all staff. Staff development planning takes place during the annual appraisal exercise. External consultants play an important role providing expertise in the development of programmes. Internal experts advise on quality and procedural matters and development events are usually conducted by a Chair who is an experienced member from the University Quality Assurance Committee.

4.6.4b Analysis

All staff have access to continuing education opportunities provided by CELTs at the University of South Wales. Staff are encouraged to engage with this educational training and personnel development planning is part of the annual appraisal. New staff are expected to undertake post-graduate training in education to assist with teaching at the higher education level.

The team finds that WIOC has made use of staff with appropriate pedagogical expertise to ensure the design and personal development of the chiropractic curriculum and assessment methods.

4.6.4b Conclusion

WIOC, University of South Wales, fully complies with Standard 6.4 

4.6.5 Administrative and technical staff and management

The administrative and technical staff of the institution/programme must be appropriate to support the implementation of the institution's undergraduate programme and other activities, and to ensure good management and deployment of its resources.

The management must include a programme of quality assurance, and the management itself should submit itself to regular review to ensure best employment of its resources.

4.6.5a Description

WIOC provides central technical support in areas such as IT with dedicated teams responsible for allocated school faculties. The university provides central administrative support to areas in finance, estates and facilities, marketing and student recruitment, HR, student services and health and safety. The outpatient clinic is managed by the clinic manager and a team consisting of the clinic administrative assistant, clinic secretary, two full time receptionists and one part time evening receptionist.

4.6.5b Analysis

Administrative and technical staff are adequate and well placed within the institution to provide necessary support to both faculty and students on a daily basis. A review is conducted on a regular basis in conjunction with the clinic manager and head of clinic service to ensure there is sufficient personnel to manage the clinic business and support student learning.

The team found that the administrative and technical staff are appropriate to support the programme and other activities.

4.6.5c Conclusion

WIOC, University of South Wales fully complies with Standard 6.5. 

4.7 RELATIONSHIP BETWEEN TEACHING AND RESEARCH.

The chiropractic institution/programme must facilitate the relationship between teaching and research and must describe the research facilities to support this relationship as well as the research priorities at the institution/programme.

4.7a Description

The WIOC uses its specific research facilities to collaborate with the Sport, Health and Exercise Research Unit. Staff are encouraged to participate in research activities and contact hours are "capped" to allow time to be allocated to this activity. The academic workload model specifies 12.5% of staff time should be dedicated to research. Research is incorporated into the curriculum and some modules are research specific. Students are required to complete either a traditional dissertation or a module on Translating evidence into clinical practice. Traditional research students may apply for the "Programme for Early Researchers in Chiropractic", which allows them to complete an internship and attend conferences as presenters. The Translating Evidence into Clinical Practice module has

formative and summative assessments. Ethical guidelines and requirements are managed by the institution and are comprehensive.

4.7b Analysis

Research integration is evident in the programme and allows graduates to gain a core knowledge of research processes and applications. However, it does not appear that many staff are engaging in publishable research nor fully utilising their research time allocation and student research is not fully translated into output. As part of a larger higher education institution there is pressure to create research output within the department, but the lack of focus on research outcomes could in the long term affect the programme and have an impact on staff development. Encouraging staff to undertake PhD studies could assist with this, and the programme could do more to encourage staff development in vertical qualifications.

The team finds that WIOC goes some way to facilitate the relationship between teaching and research. The programme has much to offer in this area and should consider the development of a research strategy to enhance international reputation.

4.7c Conclusion

WIOC, University of South Wales, substantially complies with Standard 7



4.8 PROGRAMME EVALUATION

4.8.1 Mechanisms for programme evaluation

The institution/programme must establish a mechanism for programme evaluation that monitors the curriculum, quality of teaching, student progress and student outcomes, and ensures that concerns are identified and addressed.

4.8.1a Description

WIOC undertakes continuous monitoring for the university which has moved away from a defined once-a-year monitoring system. The continuous monitoring operates seamlessly between academic years and allows for fast and flexible corrective measures. Monitoring integrates external examiner feedback, school review and Faculty/University review and draws together information from a wide range of sources including student performance data (overall student satisfaction, student numbers, average total tariff points, overall withdrawals, suspensions and discontinuations, modular success and student by domicile), student module evaluation forms, external examiner comments, employer comments, NSS scores, other statistical indicators, previous action plans, proposed course changes and other stakeholder input. This results in an action plan to deal with issues raised and disseminate good practice. The chiropractic programme also has external annual monitoring requirements with the General Chiropractic Council and the European Council on Chiropractic Education. In addition the programme undergoes a periodic re-validation process on a six-year cycle where the entire programme is examined and updated.

4.8.1b Analysis

Annual monitoring processes are strongly integrated within the quality processes at WIOC. These monitoring processes are overseen by the Faculty Quality Assurance Committee to whom the annual reports are submitted. Issues raised through annual monitoring reports go to the head of faculty for action and signoff. Continuous monitoring takes place on SharePoint and issues are picked up at team level. An External Examiner assists with course reviews and sits on at least one assessment board during the year. An annual diary system for managers has been introduced to prompt timely action throughout the year.

The team concluded that there were robust mechanisms in place for programme evaluation which monitored the curriculum, quality of teaching, student progress and student outcomes on an annual and continuous basis and ensured that concerns are identified and addressed.

4.8.1c Conclusion

WIOC, University of South Wales, fully complies with Standard 8.1 

4.8.2 Faculty and student feedback

Both faculty and student feedback must be systematically sought, analysed and responded to so as to develop and improve the curriculum.

4.8.2a Description

WIOC have a number of mechanisms to facilitate feedback throughout the programme. These include Annual module feedback, Student Council meetings, Student Voice Representatives, Faculty Thematic Audits, Year reps, Personal tutors, Clinic Team Leader system, Clinic meetings, Chiropractic Team meetings, Clinical Audits, University Briefings, Patient involvement, and Student Voice.

4.8.2b Analysis

There are extensive feedback mechanisms for both staff and students and this feedback is sought actively and effectively. Students can approach staff at any time due to an open-door policy that applies to both teaching and administrative staff and this contributes to the feedback mechanisms available throughout the programme and University system.

The team finds that staff and student feedback are systematically sought, analysed and acted upon.

4.8.2c Conclusion

WIOC, University of South Wales fully complies with Standard 8.2. 

4.8.3 Student cohort performance

Student cohort performance must be analysed in relation to the curriculum and the aims and objectives of the programme.

4.8.3a Description

The process for the management of marks indicates good monitoring and interventions of assessments. Students are monitored for both progress, and attendance with a specific division responsible for the management of students that fall off the grid. The Subject Board and external examiner verify the results are correct. Each academic cycle results in a Course Performance Data compilation for annual monitoring. Modules within the programme with variations to required success rates can be identified and monitored for interventions.

4.8.3b Analysis

Student performance management is formally constructed utilising available technology. This is closely monitored from a course leader perspective in each module, and centrally relating to students that are not academically active. This system appears to be robust, and allows for early detection of risk students or module concerns. The cohort success rates, as presented, show a good trend, with results from analysis on an annual basis informing the programme management relating to any concerns.

The team find that student cohort performance is analysed in relation to the curriculum and the aims and objectives of the programme.

4.8.3c Conclusion

WIOC, University of South Wales, fully complies with Standard 8.3 

4.8.4 Involvement of stakeholders

Programme evaluation must involve the governance and administration of the institution, the faculty, staff and the students, and the outcomes communicated to a range of stakeholders.

4.8.4a Description

The university faculty, GCC and ECCE all require a programme evaluation with the submission of written annual and continuous monitoring reports. Academic staff, external examiners and students have formal input into the program. External auditor reports are used to check the ongoing quality of the program. In addition, the active Patient Experience Group (PEG) provides input to the evaluation of the provision of services in the patient clinic.

4.8.4b Analysis

WIOC provides a good listing of external stakeholders who are involved in programme evaluation. Management and administration of the institution involve the faculty, staff and students in programme evaluation.

The team finds that programme evaluation involves all levels of the institution including governance, administration, the faculty, staff and students, and that the outcomes are communicated to a range of stakeholders.

4.8.4c Conclusion

WIOC, University of South Wales, fully complies with Standard 8.4



4.9 GOVERNANCE AND ADMINISTRATION

4.9.1 Governance

Governance and committee structures and functions of the chiropractic institution/programme must be defined, including their relationships within the university (as appropriate).

4.9.1a Description

The University of South Wales is responsible for assuring academic standards and the quality of learning experiences. The University is managed by an independent Board of Governors. The University Executive (Directorate) is the senior management structure of the University. A range of subcommittees report to the Academic Board which oversees the academic activities of the University, with the support of the Academic Office. Provision of learning and teaching at the University of South Wales is split into Faculties, each of which is managed by a Dean and Faculty Executive and serviced by its own support and administrative staff. Faculties are split into Schools of which each has a Head and Deputy Head of School. Groups of programmes in each School are split into subject areas.

4.9.1b Analysis

The team finds that there is a clear governance structure at WIOC which conform to those of universities in Wales and the UK. The functions of the chiropractic institution and its programme are well defined within the university and the relationships are clearly delineated within WIOC.

4.9.1c Conclusion

WIOC, University of South Wales, fully complies with Standard 9.1



4.9.2 Academic leadership

The responsibilities of the academic head of the first qualification chiropractic programme, and of the academic management structures, must be clearly stated.

4.9.2a Description

The leadership structure is an Academic Subject Manager, and a Head of Clinical Services (with separate but overlapping portfolios) and a Course Leader reporting to them. The line management for the School and programme are clear for the leadership and is monitored via the Head of School as part of the annual appraisal system.

4.9.2b Analysis

One member of the leadership of the programme has been a stable front for many years. The academic subject manager appears to have changed in the last few years, however the current incumbents have indicated the positions have now been made official appointments. Succession planning relating to the programme management needs to be considered carefully.

The team find that the responsibilities of the academic heads are clearly stated.

4.9.2c Conclusion

WIOC, University of South Wales, fully complies with Standard 9.2 

4.9.3 Educational budget and resource allocation

The institution/programme must have a clear line of responsibility and authority for the curriculum and its resourcing, including remuneration of teaching staff, in order to achieve the overall aims and objectives of the chiropractic programme.

4.9.3a Description

The faculty is responsible for all financial matters. Each faculty must prepare a business plan and in the case of chiropractic, this was approved at the time of the visit. The Dean, the Faculty Operations Manager and the Business Manager monitor the budgets. The Academic Subject Manager assumes some responsibility for expenses to cover teaching needs and the number of hourly paid lecturers.

4.9.3b Analysis

There is evidence of a robust financial system which is used to the benefit of the programme. A large financial commitment is evident and investments have been made in educational resources including an Anatomage Table and Force-Sensing Table Technology (FSTT) and further large investments in new estate are planned.

The team concludes that there is a clear line of responsibilities and authority for the curriculum and its resourcing.

4.9.3c Conclusion

WIOC, University of South Wales, fully complies with Standard 9.3 

4.9.4 Interaction with professional sector

The institution/programme must have a constructive interaction with the chiropractic and chiropractic-related (health-related) sectors of society and government.

4.9.4a Description

Through its interaction with the national association (BCA) and the national regulator (GCC), WIOC has an established inter-professional network. WIOC's relationship with other health related sectors of society has increased noticeably, facilitating hospital placements for students in the clinic year, and developing further involvement with other healthcare professions within the University, notably behavioural science.

4.9.4b Analysis

The university has brought in a new member of staff, who has been involved in a number of chiropractic institutions and brings a wealth of experience to the academic team. However the number of chiropractic associations or bodies who have contact with students during the programme is limited. Some students felt that while some associations such as BCA were promoted while others such as the UCA are not. WIOC should consider promoting greater interaction with students, to facilitate wider knowledge of professional practice once qualified and students should be informed of all associations available to them for when they graduate.

The team finds that WIOC has some a constructive interaction with the chiropractic and chiropractic-related (health-related) sectors of society and government and that student contact with a wider range of chiropractic associations could be improved.

4.9.4c Conclusion

WIOC, University of South Wales fully complies with Standard 9.4. 

4.10 CONTINUOUS RENEWAL AND IMPROVEMENT

The chiropractic institution/programme must have procedures for regular reviewing and updating of its structure and functions to rectify deficiencies and meet changing needs. (See 8.1 of standards) The outcomes of these procedures should be made public (i.e. institutional websites) and should lead to continuous improvement of the programme. Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to-date and readily accessible.

4.10a Description

WIOC has an evidenced history of continuous improvement which can be seen in the delivery of its programmes over the past five years. Improvements noted by the evaluation team include:

- *WIOC has shown a commitment to the continual enhancement of learning and teaching through its emphasis that teaching staff gain PGCE certification and membership of HEA*
- *WIOC has adapted and improved its educational resources in response to changes including the purchase of Anatomage Tables and Force Tables.*
- *WIOC makes new and innovate use of formative assessment to engage students in lectures and assess the understanding of taught concepts in real time during delivery*
- *WIOC has improved clinical management in response to student input, increasing time from 2 to 4 hour lectures, improved audio visual material using Panopto to enable students to*

review taught material easily, more time allocated to practice chiropractic skills and adaptively changing lectures which students found too hard to understand

- *WIOC as demonstrated agility in adapting to new teaching methods in response to the COVID19 pandemic. Students are impressed with the way lecturers are coping with the changes and applaud their commitment working 'all hours of the day'.*
- *WIOC has strategic plans to upgrade facilities and is planning a multimillion-pound investment to the development of their estates for both teaching and clinic.*

4.10b Analysis

The team found that WIOC take deliberate steps to continuously improve their programme and that they have procedures for reviewing and updating programmes to meet changing needs. These changes are made public through the WIOC website. WIOC have robust processes in place to publish up-to-date and accurate information about their programmes and activities

4.10c Conclusion

WIOC, University of South Wales, fully complies with Standard 10. 

5. CONCLUSIONS

5.1 SUMMARY

The evaluation team concluded that the WIOC MChiro programme is well established, soundly delivered, robustly assessed and serves the needs of its stakeholders producing well qualified, clinically sound graduates able to enter into professional practice. The staff show a strong commitment to the programme and have risen to the challenges of the COVID19 pandemic in a flexible and dedicated way which is admired by the student body. There are opportunities to enhance the programme further and future developments will be exciting and secure the growth and relevance of the programme. The following commendations and recommendations were highlighted:

5.2 COMMENDATIONS, RECOMMENDATIONS AND CONCERNS

For the purposes of this report the Evaluation Team adopted the following definitions from the Standards:

Commendations – Areas that meet or exceed the Standards and are worthy of specific recognition.

Recommendations – Areas requiring specific attention and action by an institution.

Concerns – Areas of substantial weakness/concern as to jeopardise the accreditation of an institution that require specific attention and action by the institution *as a matter of urgency*.

5.3 COMMENDATIONS

- The programme team should be commended for the manner in which they transitioned to accommodate the change of delivery during the COVID19 pandemic. [4.2.5]
- The requirement of new staff to complete the PGCert in Higher Education, and long-standing staff encouraged to apply for Fellowship of the HEA. [4.5.1]
- Evidence-based practice is integrated throughout the programme. [4.1.4]

- Innovative ways of using formative assessments in diagnostics to monitor student progress in real time. [4.3.2]
- The Foundation Programme is highly valued and prepares students effectively. [4.2.8]
- The strategic plans to upgrade facilities with a substantial investment in the development of new estate for both teaching and clinic. [4.4.10]
- The investment in educational resources which has resulted in the purchase of the Anatomage and FSTT. [4.6.3]

5.4 RECOMMENDATIONS

- Consider developing a research strategy to enhance the international reputation of the programme. [4.2.6]
- Encourage and support staff to obtain higher academic qualifications. [4.5.2]
- Case studies currently utilized in the 4th year (as a result of COVID19), should be considered for integration into the 3rd year of study [4.6.2]
- Review the availability of WIFI connections to ensure availability throughout campus. [4.6.3]
- Promote a wider range of chiropractic associations and bodies to facilitate knowledge for professional practice once qualified. [4.9.4]
- Consider the introduction of training in paediatric chiropractic management and treatment. [4.2.7]
- A formal mechanism should be developed to monitor the time frame for the return of feedback to students. [4.3.2]

5.5 CONCERNS

- None

5.6 ACKNOWLEDGEMENTS

The Team wishes to extend its thanks to the University of South Wales and WIOC for the hospitality and courtesy afforded to it during the online visit.

APPENDIX – ONLINE VISIT AGENDA

| Sun 15 November | Meeting with | Personnel Team members | Standards |
|---------------------|---|---|---|
| Evening | Preparatory meeting | All | |
| Mon 16 November | Meeting with | Personnel Team members | Standards |
| 9:00-9:15 | Welcome & Private meeting of team | | |
| 09.15-10.00 | M1 Course management team | Unit leaders All chiropractic module leaders | 2.1,2.8,2.9,3.1,,2,4.3,4.4,,5.2,6.4,6.5 8.1, 8.2, 8.3, 8.4, 10 |
| 10.05-10:50 | M2 Programme Management to include Quality Assurance | Senior managers Rachael Farmer – Quality; Karen Cockings- Finance; Rob Griffiths – Finance Karl New ASM, Paul McCambridge Course Leader. David Byfield Head of Clinical Services | 3.2,4.1, 4.2, 4.3, 4.4, 6.1, , 6.2 6.3, 8.2, 8.4 |
| 10:50-11:20 | Break | | |
| 11:20-12:25 | M3 Assessment and Learning | Assessment officer and staff responsible for collating assessments. Karl New, Paul McCambridge and other chiro module leaders | 3.1, 3.2,8.3 |
| 12:30-13:15 | M4 Meetings with students | Up to 4 students from years 1-3 Foundation Year to Year 3 Year Reps | 1.2,1.3,2.1,2.8,5.1,5.2,9.1,9.2,9.3, 10 |
| 13:15-14:00 | Lunch | | |
| 14:00-14.45 | M5 Students in Clinic | 6 student clinicians Students from current final year | 2.7,6.2,7,10 |
| 14:50-15:35 | M6 HR representatives | HR manager, admissions officer and relevant personal Luke Alderson, Karl New, Paul McCambridge, Michael Castle, Thomas Hill | 5.1, 5.2, 6.5 |
| 15:35-16:00 | Break | | |
| Tue 17 November | Meeting with | Personnel Team members | Standards |
| 09.00-9:45 | M7 Clinic Faculty (chiropractic) | (NOT to include anyone seen before) FT & PT Teaching faculty to cover all areas of clinical science teaching. 6 – 8 Clinic Supervisors | 1, 2 (with exception of 2.6), 3, 5.2, 6.2, 6.3, 6. |
| 9:50-10:35 | M8 Staff delivering basic sciences and social sciences not seen before | Lecturers from anatomy, physiology, chemistry, physics, biology, psychology Leon Yandle, Karl New, Lee McCarthy, Angela Sims, Katie Thompson, James Cryws, Roger Denton, Ben Stacey | 2.3,2.4 |
| 10:35-11:05 | Break | | |
| 11:05-11:50 | M9 Subsequent stages &Links to profession and patient involvement | Staff looking at post qualification experience. Leon Yandle (CPD), Karl New, David Byfield | 1.4,2.7,2.10,8.4,9.4, 2.10 |
| 11:50- 12.50 | Lunch | | |
| 12:55-13:40 | M10 Research and teaching | Staff responsible for managing undergraduate research. Karl New, Paul McCambridge, Annie Newsam, David Byfield | 2.2,2.6, 7 |

| | | | |
|-------------|---|---|-------------|
| 13:45-14.30 | M11 Student support and representation | Student societies members Someone from Student Support Services, student society and WCCS leadership | 4.3,4.4 |
| 14.35-15.10 | M12 Marketing/ Learning Resources / Library/IT | Head of Learning Services, IT manager, marketing Matt Hayes, Lou Wallace Gethin Palmer | 6.1,6.3,6.4 |
| 15.10-17:00 | Meeting of team | Accreditation team | |
| 17:00 | Verbal feedback to institution | All staff | |