

EUROPEAN COUNCIL ON CHIROPRACTIC EDUCATION

COMMISSION ON ACCREDITATION

EVALUATION TEAM REPORT

**WELSH INSTITUTE OF CHIROPRACTIC (WIOC)
(MAES CEIROPRACTEC), University of South Wales
(Prifysgol De Cymru)**

09-11 February 2015

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1. EXECUTIVE SUMMARY

- 1.1 The Welsh Institute of Chiropractic (WIOC) has been an accredited institution of the ECCE since 2002. It is also accredited by the General Chiropractic Council for Great Britain.
- 1.2 The Institute was initially established within the University of Glamorgan. However, in 2013 the University of Glamorgan merged with University of Wales Newport to form the University of South Wales. The ECCE agreed that accreditation was not affected by this change and that the University of South Wales would become the accredited institution.
- 1.3 The chiropractic programme is a first qualification, four-year full-time programme leading to the award of MChiro. Students may also enter on a Year 0 programme if they do not have the requisite entry qualifications.
- 1.4 In November 2014, WIOC submitted its Self-Study Report (SSR) for reaccreditation with the ECCE. The CoA reviewed the documents at its meeting on 30 November 2014 and on this basis decided that an Evaluation Visit could and should proceed.
- 1.5 A three-day Evaluation Visit took place (09 to 11 February 2015). The site visit provided further documentary and oral evidence to the previously submitted documents. WIOC was given feedback at the end of the visit and informed verbally of any commendations, and recommendations regarding its provision of chiropractic education and training.
- 1.6 Members of the Evaluation Team extend their thanks to the University of South Wales, teaching and administrative staff, students and patients of the clinic at WIOC for the courtesy and hospitality shown to them during the Evaluation Visit, and for conducting the Visit in an open and transparent manner.
- 1.7 This document is the Evaluation Report (henceforth referred to as the Report, or Evaluation Report) compiled by the Evaluation Team based on the evidence provided beforehand and during the on-site visit to WIOC. The Report was sent in draft format to WIOC for factual verification on 06 March 2015, and the final Report was submitted to CoA on 13 April 2015.
- 1.8 The Chair CoA invited WIOC to send representatives to the CoA meeting in Athens (15 May 2015) where the Report will be discussed and a decision made on the reaccreditation of WIOC, University of South Wales.
- 1.9 This Report addresses the compliance of WIOC, University of South Wales with each of the ECCE Standards in the provision of chiropractic education and training. The outcomes of the Report are as follows:

1.9.1 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 the University to student concerns.
- The work of the Public Engagement Group (PEG) supporting the programme as critical friends.

1.9.2 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 the University 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.

1.9.3 Concerns

- There were no concerns.

2. INTRODUCTION

- 2.1 WIOC has been an accredited “department” of the University of Glamorgan since 2002. In 2013 the University of Glamorgan merged with University of Wales Newport to form the University of South Wales. Accreditation was not affected by this change.
- 2.2 In November 2014 the college submitted a Self-Study report and supporting documentation for reaccreditation. The Commission on Accreditation (CoA) reviewed the documentation and agreed unanimously that an evaluation team should visit the university.
- 2.3 Members of the Evaluation Team were nominated by the ECCE Executive and each member received the SSR, and written comments from COA related to the documents prior to the visit. The members of the Evaluation Team were:

Professor Graham Mills, Cert Ed, BA, BSc, MA, PhD, CChem, CEng, CSci, FRSC, MEI, FHEA	Chair. Professor of Environmental Analytical Chemistry, University of Portsmouth. Vice Chair of CoA.
Iben Axén, DC, PhD	Licensed Chiropractor in Sweden, Researcher at Karolinska Institutet, Stockholm, Sweden.
Richard Nicol	Student at AECC
David Burtenshaw MA, PgCE, FRGS, FEAC, MCIE	Evaluation Secretary ECCE, formerly Director Collaborative Programme Development, University of Portsmouth. Chair of Examiners, Welsh Joint Examinations Council, Cardiff.

Mr David Burtenshaw acted as Secretary to the Team, and also as a member of the team. The members of the team were allocated specific sections of the report as their areas of responsibilities before arriving at the University.

The ECCE Executive nominated members of the Evaluation Team and each member received the SSR two months prior to the visit.

- 2.4 The purpose of the Evaluation Visit was to verify the SSR and other evidence presented by the University, and to evaluate the institution in terms of its compliance with the ECCE Standards in Chiropractic Education and Training (hereafter referred to as the ECCE Standards, or Standards). On the basis of the SSR and its supporting documents, and on oral and other documentary evidence given and consulted during the on-site visit, an Evaluation Report compiled by the Team was submitted to the University for correction of any factual errors, and thereafter to the CoA for a decision on the full accreditation of WIOC.
- 2.5 All members of the Team were presented by name beforehand to the University, 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.
- 2.6 A draft timetable for the visit was sent to the university on 03-12-2014, and the final schedule agreed with the college on 15-01-2015. A copy of the schedule is appended to this Report (Appendix 1).
- 2.7 Members of the Team arrived in Pontypridd on 08 February 2015. The Team held a preliminary meeting prior to the on-site visits which were 09-11 February. Meetings were held with WIOC staff and students over the week and time was allocated for the Team to hold

private meetings as the visit proceeded. The Report was compiled on an on-going basis during the visit, and the final day (11 February) was set aside to complete the draft report and feedback orally to the institution.

- 2.8 Members of the Team were very well hosted by the University, afforded every courtesy and had full access to documentation and to staff, students and other stakeholders in the institution. Members of the Team and the ECCE extend their thanks and appreciation to the University of South Wales and WIOC.
- 2.9 The draft Report was finalised by the Chair of the Team, and sent to Team members for comments. Based on these, the final draft Report was sent to the University for factual verification on 09 March 2015. The response was received from WIOC on 01 April 2015. The Chair and Secretary finalised the Report and this was submitted to the Chair CoA on 13 April 2015. The Chair of the Evaluation Team presented the Report to CoA members on 15 May 2015 in Athens, Greece.
- 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 Concerns the Team wishes to draw to the attention of the CoA. 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).

3. The Welsh Institute of Chiropractic (WIOC)

3.1 WIOC commenced teaching chiropractic in 1997 and has been accredited by the ECCE since 2002. It was last accredited by ECCE in 2010 and the MChiro revalidated by the University in 2013. WIOC is currently located within the Department of Health, Sport and Professional Practice, Faculty of Life Sciences and Education. The University has been accredited by the General Chiropractic Council (GCC) as meeting the criteria for chiropractic education in the UK. The latest recognition visit took place in 2013.

3.2 WIOC's primary aim is: "to prepare graduates to the point where they are able to register as a Chiropractor with the General Chiropractic Council (GCC) in the UK and meet the ECCE educational standards to give graduates mobility to consider practicing in other jurisdictions around the world." The GCC Code of Practice and Standard of Proficiency lays down standards personal and professional conduct expected of independent practitioners in a primary care setting. The MChiro is a vocational, integrated, Masters programme.

3.3 The strengths and weaknesses identified during the 2010 reaccreditation visit were as follows:

Strengths:

- The full integration of the Division of Chiropractic into the new Faculty structure.
- The dedication and quality of all staff including management and support staff.
- The recruitment of increasingly high quality, highly motivated students to both the MChiro and the Foundation Programme.
- The support system throughout the Division best exemplified by the 'Buddy' System
- The organisation, functioning and supervision of the clinic and the substantial clinic portfolio that provides a structure and encourages self-reflection and good practice.
- The on-going efforts made to nurture relationships with a wide range of professional and chiropractic organisations.

Weaknesses:

- The lack of a medium- to long-term strategy for the Division.
- Pedagogic and instructional related research needs more focused attention.
- The lack of medical input into the medical science and diagnosis modules as well as the outpatient clinic.
- The Division's involvement in the wider healthcare system is insufficient.
- The apparent lack of a coherent research strategy for the Division.

3.4 In this report the Welsh Institute of Chiropractic is referred to either as WIOC or the Institute, the Department of Health, Sports and Professional Practice as the department and the Faculty of Life Sciences and Education as the Faculty. The University is the University of South Wales (Priysgol De Cymru).

3.5 The colour coded system outlined below was used by the evaluation team to indicate the level of compliance with each standard:



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



Light green = Substantially compliant/low risk. (Broadly on track with some areas which need to 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 MChiro programme is delivered by the University of South Wales of which the Institute is an integral part. The overall programme of study is defined in a Programme Specification. This programme enables graduates to register with the General Chiropractic Council.

The overall aims of the MChiro Degree Programme at WIOC are summarised and defined as:

1. Prepare graduates to act as safe and competent primary contact chiropractic clinicians;
2. Produce graduates who are capable of delivering the highest standards of care and responding to the health needs of their community and current health systems, cognisant of evidence-based practice and patient centred models;
3. Encourage students to think critically and develop and apply the skills of life-long learning and continuing professional development;
4. Provide students with the opportunity to develop the attitudes and transferable skills that will enable them to become effective professionals;
5. Provide students with the opportunity to acquire and integrate knowledge, understanding and experience of the science and practice of chiropractic;
6. Enable students to develop an understanding of chiropractic and medical diagnostic processes in order for them to make informed judgements and formulate decisions to either deliver the appropriate chiropractic treatment or refer;
7. Foster the development of an enquiring, open-minded and creative attitude;
8. Enhance the critical and analytical powers of the student in relation to problem solving in relation to clinical diagnosis and the delivery of evidence-based patient care;
9. Provide the students with advanced knowledge and skills to equip them for their role in independent primary contact practice;
10. Understand the importance of evidence based practice in a chiropractic context and appreciate the legal framework and business practice in the UK in preparation for postgraduate employment;
11. Produce graduates who have developed effective communication skills, reflection, self-organisation, accountability and working with others (interpersonal skills);
12. To develop learning skills, that will increase the effectiveness of the students as learners, and contributors to, the learning process. This will provide the students with skills which will enable them to develop their future learning and their careers in response to changing conditions.
13. To inculcate an environment in which the students can develop independence, and can reflect upon their present progress and future educational requirements.
14. To provide an educational environment that will maximise the development of each student's academic ability.

The associated Objectives of the Programme are:


- have acquired and integrated knowledge, understanding and experience of the science, principles and practice of chiropractic;
- have undertaken clinical experience and training in the WIOC Outpatient Clinic;
- have developed advanced skills in communication, reflection, self-organisation and working with others;
- have acquired an open-minded and critically questioning approach to chiropractic and other health care practices;
- appreciate the limits of their knowledge and skills and the need to update and maintain their clinic competencies;
- understand the implementation of clinical triage protocols and the process of appropriate referral;
- develop practical skills relevant to professional practice;
- understand the legal framework and business framework of the registered chiropractor;
- develop relevant transferable skills to prepare the student for independent postgraduate employment;
- acquire transferable personal skills enabling effective communication in appropriate formats with differing types of personnel.

Within WIOC there are clear channels to disseminate the aims and objectives to all relevant parties and stakeholders.

4.1.1b Analysis

Both the aims and objectives of the MChiro Programme cover the knowledge, skills, attitudes and beliefs necessary to produce safe and competent graduate chiropractors.

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

WIOC has a number of internal and external stakeholders associated with the Programme. These have been identified 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), Potential graduate employers, External examiners and consultants, Patients in the outpatient clinic (Patient Experience Group- PEG), Local Business, and Local Health Care Professionals.


Rigorous internal and external procedures are in place to ensure that the Programmes Aims and Objectives are maintained, reviewed and continually refreshed. A strong linkage exists with the GCC. Annual Monitoring Reports are presented to the Commission on Accreditation of the ECCE.

The Patient Experience Group (PEG) exists to provide feedback on both the outpatient clinic as well as the academic programme. Feedback is garnered four times a year.

4.1.2b Analysis

WIOC has a wide range of both internal and external stakeholders across the Programme who contribute to the maintenance and reformulation of the Aims and Objectives of the provision. As expected for an institute operating within a broader university structure, robust structures are in place to review the curriculum at the School, Faculty and University levels. The PEG is strong and vibrant at the Institute and there was good evidence that recommendations from this group were both valued and acted upon.

4.1.2c Conclusion

WIOC, University of South Wales fully 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

Academic autonomy is clear within the structures of the University's business plan and the Faculty's Resource Development Plan which can require WIOC to alter its own business plan. The SSR describes the measures taken to maintain academic autonomy especially over those modules taught elsewhere in the Faculty and beyond.

4.1.3b Analysis

WIOC state that only Chemistry is taught outside of the Faculty. Other courses are taught within the Faculty. WIOC maintains control over the content of those modules delivered by non-chiropractors because they are uniquely prepared for the chiropractic programme that enable the objectives of the chiropractic programme to be achieved. The University recognises the autonomy of the Institute and, at the same time, is encouraging the Institute to integrate more with academically related disciplines within the Department.

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 major educational outcomes of the programme are defined as:

- 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 practitioners


- 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.

The programme is designed to teach and assess these seven global exit outcomes across a range of modules (units). There is both vertical and horizontal integration of the different modules in the programme.

4.1.4b Analysis

These outcomes are matched against the expected competencies of the ECCE and summarised on a module by module in Table 4 in the Self Study Report. The competencies of the programme give a solid foundation for graduates to build upon as future chiropractors and to be able to work within the wide health care arena.

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 curriculum at WIOC incorporates a range of learning methods consistent with the aims and objectives of the course. The comprehensive module descriptors required by university procedures detail the aims, learning outcomes, content summary, assessment criteria and assessment matrix for every module together with the duration of its approval. Key skills and Reading Lists are also part of each descriptor. The teaching methods are diverse and the programme has a diverse range of assessments appropriate for the discipline. Life-long learning and Continued Professional Development (CPD) is encouraged partially because of national requirements.

4.2.1b Analysis

The module descriptors relate assessment to learning outcomes and also quantify the expected time for independent study and directed study in the module. This enables each module to correspond with the credit requirements of the programme. The notional time allocation for independent study is relatively low compared with directed study throughout much of the programme. This could imply that the programme still over-relies on a standard model of chiropractic education that emphasises taught knowledge (content and directed study) at the expense of self-directed learning. Even at the project stage independent study forms under 50% of the notional time allocation. Modern pedagogic practice suggests that students should be encouraged to manage more of their learning than is implied by the notional time allocated to independent learning.

Teaching methods, while diverse, may be somewhat restricted by the lack of modern educational technologies in some of the specialised rooms in Prospect House.

4.2.1c Conclusion

WIOC, University of South Wales substantially 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

The scientific method, research inquiry and critical thinking are taught in two core units (CH3S12 and CH4H07) of study in the curriculum. Students cover a wide range of underpinning topics to permit them to undertake their research project over years 3 and 4. This ultimately comprises of an individual 5000-word dissertation in year 4. Students are all required to submit an ethical approval document prior to the commencement of their project.

4.2.2b Analysis


Students are exposed to the scientific method and critical thinking/appraisal/reasoning at many points in the programme in particular the two project units CH3S12 and CH4H07. All aspects of the teaching of the scientific methods were well evidenced and articulated by the student representatives.

In addition, the students have a number of further support systems such as a dedicated librarian who provides advice on searching for scientific literature and assists in locating source material.

Only a limited number of academic staff are involved in chiropractic research. Increasing this number would lead to enhanced student experience and for students to work on more novel cutting edge projects. All ethical aspects in respect to the approval of student projects are well addressed through the use of a Faculty Ethics Champion. There is an experienced member of the academic staff who is able to provide advice methodological and moralist aspects of student research proposals.

All student research projects involve the hands on collection of patient data and this is considered praiseworthy. However it was apparent that often the supervision responsibilities of clinical research projects were not well balanced across all academic staff. Although the current situation was thought to be manageable the increase in students expected next year may make this current situation untenable.

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

WIOC delivers the entire basic biomedical science curriculum. The exception is chemistry in the Year 0 – Foundation year. Several units across the early year 1 and 2 are based on a standard textbook diet of topics. These are enhanced and consolidated in the subsequent years culminating in the clinic module (CH4T02).


The Institute has no dissection laboratory nor are there any prosection specimens. Recourse is made to electronic on-line media to cover basic anatomy and the students have access to cadavers at the Medical School at Cardiff University. The Institute does not hold a Human Tissue Licence.

4.2.3b Analysis

There was evidence of a thorough grounding in the basic biomedical sciences as required for the practice of chiropractic in the early years of the programme. There has been a clear attempt in the design of the curriculum to integrate these modules with the culmination in module CH4T02.

The lack of pathological specimens or dissections on campus does not appear to impact the effective teaching of Pathology and Anatomy Units.

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

WIOC includes the Behavioural Sciences (Year 1) that are relevant to modern health care. Communication Skills are delivered in the Foundation programme. Aspects of patient care models and patient encounters, oral and written communication skills for those on the 4-year programme are embedded in the chiropractic clinic modules. Business management and current practice models are also covered during the clinic period.

The institute gives detailed consideration to ethical issues and has procedures in place at the Institute, Department and Faculty level to manage and administer any ethical issue.

4.2.4b Analysis

WIOC deliver the behavioural and social sciences in a relatively constrained form (Behavioural Sciences 1) although it is evident that they are dealt with in an applied fashion within clinic modules. Foundation students have a solid grounding in communication skills. All students are made aware of the legal requirements for practising in the UK although it is obviously impossible to cover these requirements for other national jurisdictions. The attention paid to ethical considerations in relation to the project and clinical practice is very thorough.

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

Chiropractic education is underpinned by statutory regulation in the UK to prepare the student for the responsibilities entailed in being an autonomous primary health care practitioner. The GCC standards require the student to gain specific knowledge, skills and attitudes. In the pre-clinical years, clinical skills are divided into two classes with one tutor to approximately 50 students in each class.

The final year students in the clinic work in five teams, each having a twice-weekly shift in the clinic. The pool of part time clinical tutors available to assist and advise the student clinicians ensures that the students' clinic experience is diversified. The placement programme at the Prince Charles Hospital exposes the students to a variety of hospital procedures including orthopaedic surgery and radiology.

4.2.5b Analysis

The teaching of the clinical sciences is substantially covered in the curriculum. As chiropractic relies heavily on the teaching of manual skills, the tutor-student ratio in the pre-clinical years may need to be increased, especially if larger student cohorts are expected. The new video-monitoring system installed in the clinic could possibly be used in skills training and used for enhancing feedback. Further training facilities should be available to students even outside of the current clinic hours to facilitate skills development.

The hospital placement programme is much appreciated by the students, and could also work toward integration of chiropractic within the health care system. In line with the Welsh Public Health promoting initiatives, WIOC wants to place further emphasis on issues such as obesity, diabetes, alcohol and smoking in the patient clinic.

After completion of the clinical year, the students are well equipped to develop the required clinical skills, competencies and attitudes required to make independent clinical decisions.

4.2.5c Conclusion

WIOC, University of South Wales substantially complies with 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. New procedures are introduced when the evidence is there; an example is the implementation of the STarTBack questionnaire in the student clinic.

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

One member of staff who is the leader for the research module with overarching responsibility for its delivery undertakes the management of the final year research projects. Full-time staff members supervise research projects. To fully engage the students in the scientific development of chiropractic, the involvement of clinical tutors in research and student supervision is based on the tutors' expertise. A second tutor manages the year-3 research project. To further integrate chiropractic in health care research, part supervision by tutors from other disciplines (nursing, behavioural science, sports science) at the University of South Wales could be an opportunity to consider in the future.

4.2.6c Conclusion

WIOC, University of South Wales fully 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

In the pre-clinical years, clinical observation is offered to all students thereby exposing them to early clinical contact. Students are exposed to the behavioural sciences, including communication skills from an early stage.


The students in their clinical year are exposed to a broad range of cases where they are engaged in discussions concerning diagnosis, management and progress. Aside from direct treatment, students are also involved in reception work, radiography and rehabilitation. All together, the necessary clinical competencies for safe, ethical and competent practise can be acquired. On every clinical shift, three tutors are available for case presentations, discussion and supervision of patient cases.

4.2.7b Analysis

The clinic does not treat patients under the age of three owing to a lack of a suitably trained paediatric chiropractor on site although students are exposed to paediatric conditions in the general diagnostic modules. Currently WIOC has set an age threshold for patients attending the clinic and the non-treatment of children both ensures patient safety and enables the clinic to cope with the pressures on space.

The fourth year clinic cohort is divided into five teams that work two shifts a week at designated times. An overflow system is in place to cope with the high demand and is used very much to cope with the patients who are not able to attend during their clinician's scheduled time and, according to several students, peaks that place pressure on the treatment room space. The upcoming cohort going into clinic (during 2015) is substantially larger than previous years, which underlines the necessity for the clinic schedule to be reconsidered. The team suggested that WIOC consider the possible establishment of satellite clinics, an increase in the number of clinical staff and an increase in resources to maintain the level of clinical training now offered which will be under pressure with an additional team in 2015-2016.

4.2.7c Conclusion

WIOC, University of South Wales substantially 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 programme complies with the GCC requirements for chiropractic education (four years). At the same time the programme does permit diverse entry points. In particular the Foundation Programme provides the opportunity for returning learners and those who do not have or just missed the required entry standards to join the programme. The opportunity to join the programme at a later stage is available. Disciplines are integrated in such a way that they enhance the students' understanding of chiropractic practice.

4.2.8b Analysis

The curriculum provides the opportunity for students to direct their own learning although the module descriptors provide an opportunity for self-directed learning especially in the year 3 and 4 project. The opportunities to develop particular areas of interest in the project were perceived to be limited by the nature of the supervision arrangements which appear to place too much emphasis on supervision by a restricted number of tutors. However, staff provide a range of inputs based on their expertise in, for example, statistics. The learning outcomes are comprehensive and explicit with the exception of reference to attitudes. Attitudes are occasionally but not always, embedded in the learning outcomes. Ethics and critical appraisal of the project are encouraged by tutors. The opportunity for students to direct their own learning were understood by the staff although some students felt that outside of the project learning was directed and self-guided learning relatively restricted.

4.2.8c Conclusion

WIOC, University of South Wales substantially 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

WIOC is an integral part of the Faculty of Health, Sport and Science, structurally located within the Department of Professional Education and Service Delivery within the University of South Wales. Thus, WIOC does not have a curriculum committee as the university dictates a different structure. Instead, each subject area is responsible for the delivery, review and resources associated with their individual area. Currently, the two Academic Subject Managers are responsible for the delivery of the subject area. The Head of WIOC is responsible for the overall management and administration of the subject area. Students are represented on committees at university, faculty and programme levels.

4.2.9b Analysis

The small core subject area team manages the chiropractic programme and ensures the smooth operation of policies. Members of the team are present on several University committees and thus are able to convey relevant decisions to the rest of WIOC. The disadvantage of this small group is the continued reliance on a few conscientious and enthusiastic individuals. WIOC should consider a medium-term time plan to enhance the skills of other staff members to be able to take over management roles in the future. A rotating headship that would expose others to management roles as a part of staff development had been suggested during previous ECCE accreditation visits although it is not possible within the current University management structures. Medium- to-long-term strategies for the future of the programme within the University need to be prioritized.

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

The programme fully complies with the Code of Practice (COP) and the Standard of Proficiency (SOP) put in place by the regulators. Interaction with the health care system is sought on different levels.

4.2.10b Analysis

Students are encouraged to participate in external courses and conferences, such as those offered by the BCA and RCC. Opportunities for further interaction within the University of South Wales to pursue degrees in related areas such as health management, teaching and research should be explored.

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

The SSR tabulates a wide range of assessment techniques. Assessment methods and criteria are an integral part of the module descriptors and reflect the learning outcomes. An assessment schedule is published. All assessment regulations are available for all of the stakeholders and especially the external examiners.

4.3.1b Analysis

The institute has reviewed its assessment strategy to achieve reliability of outcomes. The Blackboard system enables students to access previous examinations. The University has guidelines for assessment tariffs and any modifications to the strategy need to be approved by the Faculty Quality Assurance Committee (FQAC).

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

Throughout the course, the assessment methods utilised are designed to reflect the level and nature of the learning outcomes. Progression requirements are described in the Student Handbook. Changes in assessment cannot be implemented without informing and gaining support of the faculty and requires that the Student Handbook is changed accordingly. Module assessment information is placed on 'Blackboard'.

4.3.2b Analysis

The range of assessments should encourage an integrated approach to learning. However, the majority of assessments are reflective of directed learning, with the exception of the fourth year thesis. Overall the students describe the chiropractic course as a "heavy" course, and the overall load of assessments should be evaluated regularly.

4.3.2c Conclusion

WIOC, University of South Wales fully 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 in conjunction with the University. 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 in schools and colleges, open days, applicant days and information in prospectuses and on the web. 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 applicants to acceptances is very healthy (approximately 3:1). Accredited Prior Certificated Learning (APCL) enables the institute to recruit from a wide spectrum of prior experience including students from another institution who were adversely affected by changes to fee regulations.

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 has recruited between 50 and 72 standard entry students into year 1 of the chiropractic programme since the 2012-2013 intake. In year 0 the entry is between 22 and 32 students. Advanced entry is usually low with a total of 4 entering the programme in the 2013-2014 intake.

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 carrying capacity and clinical resources will be challenged in 2015-2016 with an unexpected rise in advanced entry students into year 3 in the 2014-2015 intake.

4.4.2c Conclusion

WIOC, University of South Wales substantially 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 extensive support and counselling services to all students across the university. These include, but are not limited to; financial advice, learning support, language services, and counselling. This is in addition to a faculty and subject specific 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.

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


Students are represented at every level of the University via the Student Union (SU) this is through Student Voice Representatives (SVR's) from each of the faculties across the institution. The University further informs course management via the National Student Survey (NSS).

Within the chiropractic programme exists a Chiropractic Student Council who engage in staff-student feedback and have representation on the School of Health, Sport and Professional Practice Liaison Committee.

4.4.4b Analysis

The structure of the SU and Chiropractic Student Council provides a framework that ensures all students are represented in all academic and non-academic matters within the University and chiropractic programme. Class representatives are encouraged to present any questions or issues that the individual years may have so that each cohort is individually represented.

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

There is a well-established core of 16 full-time teaching staff many of whom have been with the institute since its inception. There are also 42 fractional appointments including service teachers from other departments. Some of these are referred to as hourly paid lecturers (HPLs) many of whom are qualified chiropractors assisting in the clinic as clinic tutors. Obtaining HPLs is not difficult because most are recent graduates from WIOC. The SSRs for teaching and the clinic comply with the University's regulations.


4.5.1b Analysis

WIOC are actively recruiting for two fractional appointments to replace a member of staff. The new appointments will slightly increase the full-time equivalent staffing. With such a small staff there is a disproportionate burden placed on the existing institute management and there is a potential need to widen responsibilities so that other staff are trained to take on management responsibilities. The small complement of staff has made it difficult for staff to be more research active.

While there is an effective induction process for the full-time staff, that for the hourly paid staff is poor. Several staff noted that they had not received any induction to the university other than a chat

with the module leader. Some were not aware that pedagogic help was available and how to access it. This aspect of induction needs attention.

4.5.1c Conclusion

WIOC, University of South Wales partially 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 annual (or on occasions 6-monthly) appraisal system is in place for all full time and part time staff of the institute. The staff member's direct line manager undertakes this activity.

A well-defined work loan model is used across the University and states that the maximum work for a member of academic staff is 1,576 hours spread across 43 weeks per year. A person's workload pattern is agreed with their line manager.

Salary scales used are all in line with the National Framework Agreement used in most higher education institutions in England and Wales. Promotion and salary merit awards are discussed at the appraisal.

The University recently has recognised three separate routes for promotion – excellence in teaching, research or management/administration. Academic titles such as Reader and Professor can be awarded to staff on any of these routes.

A wide range of staff development activities, including those associated with the enhancement of student teaching and learning, are available within the University. All new full and part time staff are expected to undertake training for teaching at the higher education level for which a Post-graduate Certificate can be awarded. Existing staff are encouraged to undertake this additional training. Recently an on-line version of this training package has become available. Furthermore all new staff are expected to become fellows of the Higher Education Academy. The staff within the Centre of Excellence in Learning and Teaching (CELT) provides support for this and higher levels (Senior and Principal Fellow) within the Academy.

A system of reflection and peer observation scheme exists where a peer observes a member of staff during a teaching and learning activity.

There is a further expectation that all staff will engage in additional scholarship and research via the concept of the 'University of South Wales Academic'.

Central monies are available in the Institute for staff to attend external events as part of their continual professional development.

4.5.2b Analysis


The staff appraisal system is well embedded in the Institute and this appears to operate well and is well managed.

The workload model was in some instances viewed as inflexible and restrictive for staff, for example in the effective supervision of the large number of undergraduate projects at certain times of the year.

The University has altered and clarified the routes for academic promotion. Line managers need to be cognisant of this to ensure that there continues to be recognition of meritorious academic activities.

The availability of the recent on-line teaching resource from CELT is well conceived for full and part time staff. As the programme relies heavily on HPLs, especially for the clinical components of this course, the online teaching should be mandated for staff under this classification. Additional hours should also be given to HPL's to fully engage in the pedagogical activities of the University. This needs to be factored into the financial budgets of the Institute annually. Induction of HPL's into the higher education system and, opportunities for further professional development linked to their appraisal need to be integrated within the Institute.

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, radiology laboratories, 2 technique rooms, and staff offices. Within the University 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 chiropractic facilities are adequate in the eyes of WIOC management but the clinic, in particular may struggle to cope with the projected increase in student numbers. There are measures in hand to manage the extra numbers but some students were concerned that their clinic experience might suffer. Other facilities such as radiographic equipment and radiographic teaching space are becoming dated and the spaces look 'tired', and have not kept up with advancements in the University and clinical facilities elsewhere in medical education. The increase in student numbers for one year is seen as an anomaly but it could serve to motivate WIOC to enhance rather than maintain what is a good facility.

4.6.1c Conclusion

WIOC, University of South Wales substantially 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

Clinical training is provided at the WIOC outpatient clinic, which is a purpose built structure completed in 2000. The present student population sees patients on two half days each (one morning and one afternoon shift), with an overflow system available to accommodate patients that are unable to attend during these times or are in need of extra care.

A mobile MRI unit is available on a weekly basis, and a DEXA scanner is being installed. Plans are underway to secure a diagnostic ultrasound unit. There is new video recording equipment available in the clinic for teaching and learning purposes.


4.6.2b Analysis

The current facilities are adequate to care for the training needs of the current year 4 student population. However, the students are currently working around the two-shift schedule by sharing their shifts in order that they can provide patient care on more occasions throughout the week. The patient files are stored in paper format, but many of the clinic procedures are digitized. The aim should be to fully digitalize patient records.

The clinic's rehabilitation facility is rather sparse, and may need to be expanded and modernised in the future so that students experience a quality environment that they should aspire to when in practice.

The upcoming fourth year is substantially larger than any previous year, which is expected to put a considerable strain on the physical facilities. Thus, the possibilities of expanding the clinical facilities should be explored, both in terms of extended hours, days (Saturdays) and satellite clinics. WIOC plan to discuss the budget requirements with the Faculty to ensure that enough resource is available for the 2015/16 to adequately supervise students and ensure their experience is of high quality. The video recording system holds a promising potential for student learning and feedback, but its full potential has not been utilised.

4.6.2c Conclusion

WIOC, University of South Wales substantially 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 University uses a variety of IT resources to support the learning experience of students and the delivery of course material by staff. The University uses Blackboard as its Virtual Learning Environment (VLE). The VLE is populated with a variety of information including course information, assessment submission, results, and PowerPoint presentations of lecture material. Students are able

to access the library and other university resources via the UniLife page, which enables students to access other e-learning resources and electronic databases.

Wi-Fi is available throughout the university campus and students are able to login remotely to access many of the databases, such as the VLE, UniLife page and library catalogues.


Within the chiropractic programme there are 12 computers that are available in the anatomy and radiology labs, and final year students have access to 18 computers in a student workroom to support their clinical training.

4.6.3b Analysis

The University provides excellent IT resources to support student learning, which can be accessed both on campus and remotely.

While the chiropractic programme does have some extra resources that are only available for the chiropractic students, more resources could be transitioned into a digital format to support the transition to modern clinical practice. WIOC are investigating the best platforms for the transition to digital record keeping.

4.6.3c Conclusion

WIOC, University of South Wales substantially complies with Standard 6.3. 

4.6.4 Educational expertise

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.

4.6.4a Description

The Centre for Excellence in Learning and Teaching (CELTS) is a resource at the University of South Wales. Thus, educational training is available to all staff.

4.6.4b Analysis

Pedagogic education and developments are to a high degree dependant on the individuals' drive for developing in the area. Although the resources are available, there are no procedures to ensure the pedagogic development of full- or part-time teachers. Induction procedures currently miss the opportunity to introduce staff to the opportunities for pedagogic development. WIOC should consider putting in place minimal and continuing pedagogic expertise to ensure the quality of the chiropractic programme.

4.6.4c Conclusion

WIOC, University of South Wales substantially 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.

4.6.5a Description


WIOC employs one Technical Demonstrator and 5.5 Administrative Secretarial/Clerical Staff in addition to 6 Technical Staff, and 15.8 Administrative Secretarial/Clerical Staff from the Faculty of Life Sciences and Education. The University also provides central administrative support in areas of finance, estates, marketing, recruitment, HR, student services and health and safety.

In the chiropractic Outpatient Clinic there is a dedicated administrative team consisting of Clinic Manager, Clinic Assistant Manager, Clinic Secretary and receptionists.

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.

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.

4.7.1a Description

WIOC have their own research facilities on site and interact and make use of other facilities and equipment (e.g. in the Faculty of Computing Engineering and Science) at the University of South Wales campus.

A dedicated workspace exists for research students and assistants at the Innovation House. There is an associated research library.

WIOC has several active researchers as PhD students (full- and part-time) and as a research assistant. There are no post-doctoral research fellows employed at present.

Research at WIOC is driven by one member of the academic staff who holds the title of professor. He has attracted some external funding for his work and supervises the work of a number of doctoral students and the research assistant. There appears to be no large grant income from external bodies such as UK Research Councils, most income is from professional bodies and charities. One member of staff was submitted into REF 2014 in the Applied Health subject area.

There are a number of research outputs in scientific journals and presentations at conferences and workshops. Central funding is available for staff to attend external conferences.

A robust ethics system is in place at all levels (WIOC, Faculty and University). A faculty ethics champion is in place to handle the large number of ethical approvals arising from the undergraduate projects.

Staff at the Institute sit as members of the various committees. Where appropriate ethical approval is also sought from external bodies such as the NHS (IRAS procedures).

All MChiro students undertake a research project bridging years 3 and 4. The projects all involve the collection first hand of some form of patients' data. Meta-analysis and systematic review of the existing literature is not used. Several units in the curriculum feed into the research project.

4.7.1b Analysis

The research facilities at WIOC are quite limited and could be updated and expanded. Beneficial interactions are starting to be developed between the Institute and other research institutes at the University.

The core mission of the Institute still appears to be undergraduate teaching. Less emphasis is apparent on developing a vibrant chiropractic research culture that engages a wide number of academic staff. A clearly defined aspirational research strategy for the next 5 years (e.g. leading up to the next national research exercise) is not apparent.

Few staff both chiropractic and non-chiropractic engage in active research, mainly due to time constraints.

Much of the externally recognised research lies in the hands of one member of staff. He has attracted a number of doctoral students associated with his work and publishes widely. In addition, this member of staff manages the undergraduate projects and handles most of the associated ethical consents for the cohort.

The present doctoral researchers are actively engaged in several parts of the undergraduate curriculum and this appears to help simulate the research interests of students.


Several new initiatives are coming on stream such as the MRes programme where students can undertake a personally defined programme of research typically over a year. This may help increase the overall interest in research and associated outputs.

Recently several external consultancy projects/contracts are also run by the Institute. This is very encouraging as these activities could lead to engagement in larger research initiatives.

All students undertake an ethically approved research project that involves hands on collection of data and subsequent analysis. A number of specific units (CH3S12 and CH4H07) prepare the student for undertaking their research project. It is encouraging that the team is able to undertake this form project in spite of the larger student numbers. The management of this for the next year needs addressing when approximately 100 will be in the final year cohort.

If a larger number of academic staff were actively engaged in research this would provide better opportunities for the students.

4.7.1c Conclusion

WIOC, University of South Wales substantially complies with Standard 4.7. 

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

The chiropractic programme was revalidated in 2013 for the period until 2019. The University has moved to a 6 year cycle. The GCC also monitors and accredits the programme. Within the University WIOC submits an annual monitoring report to the FQAC. External examiner reports which were appended to the SSR are considered by the Deputy Dean.

4.8.1b Analysis

The data array available to programme managers and provided by the University is extensive. Data from the National Student Survey, the Undergraduate Degree Course Digest and data from the Management Information System (MIS) are all fed to the course leader. The audit trails for all aspects of quality assurance are extremely clear and are followed to the letter. Roles and responsibilities are tabulated from the Vice Chancellor to the Module Leader.

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


Staff and students engage in a significant number of mechanisms to facilitate feedback throughout the programme. These include Annual module feedback, Student Council meetings, NSS, 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

An open-door policy with teaching and administrative staff within the programme contributes to the already extensive feedback mechanisms available throughout the programme and University system.

Lack of an appraisal process for HPL staff members may reduce the amount and detail of formal staff feedback and should be considered by the programme management team.

4.8.2c Conclusion

WIOC, University of South Wales substantially 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


Data on student performance is collected and managed by the University. Grades are verified at the Subject Board, with an external examiner.

Data on the distribution of marks and pass/fail numbers can be compared to previous years to inform profiles and trends within modules and throughout the course. This information is also used to identify areas of the course that may require development, and can be used as a key indicator of the delivery of the curriculum.

4.8.3b Analysis

Student cohort performance and individual progress is monitored closely to ensure a high standard of education and fed into informing and developing the delivery of the course on a continual basis.

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

Apart from the ECCE evaluations, mandatory evaluation by the General Chiropractic Council (GCC) is also required. In addition, WIOC conforms to the University governance policies. Both the academic staff, external examiners and students have formal input into the programme. External examiner reports are used to ensure the continuing quality of the programme. An active Patient Experience Group (PEG) provides input especially on the delivery of services in the patient clinic.

4.8.4b Analysis

PEG is a very vociferous and constructively critical group of essential stakeholders whose wellbeing depends on the work of the students and tutors. As such it is an example that could be followed in other institutions.

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 has a governance structure that overlays that of WIOC. The Faculty of Life Sciences and Education is one of four faculties in the university. The Department of Health, Sport and Professional Practice is the academic locus of Chiropractic (WIOC). The Faculty is the body responsible for the chiropractic curriculum through the Faculty Quality Assurance Committee (FQAC).

4.9.1b Analysis

Aspects of governance were not considered by the evaluation team beyond the Self Study Report. The governance systems conform to those of universities in Wales and the UK.

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 of WIOC has been very stable for over a decade. The head of the Institute is responsible for all aspects of its academic and clinical work. Six areas are responsible to the head; the Academic team, the Clinical Technology and Diagnostics Research Unit, Postgraduate studies, the administrative team and the part-time and hourly paid staff teams. The Academic Team, which is responsible for the day to day running of the programme, is led by a Course Leader/Academic Subject Manager. All are subject to annual appraisal.

4.9.2b Analysis

The management structure of WIOC is described differently in Figures 3 and 4 of the SSR. The established structure has served the institution well. Nevertheless, representatives of the department and the faculty stated that they were commencing the process of re-evaluating the structure and roles of the team in the future. The Department is also looking to enhancing collaboration with other departments. Medium-term strategic planning such as this will ensure that the Institute is looking to its future role within the Department.

4.9.2c Conclusion

WIOC, University of South Wales substantially 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 subject area has to produce a business plan and in the case of chiropractic this was being approved at the time of the visit. Academic Subject Managers (ASMs) are assuming some responsibilities for spending against teaching needs and hourly paid lecturers (HPLs).

4.9.3b Analysis

The financial system is robust. Some criticism did come from both staff and students about the high level of top slicing but that is beyond the remit of accreditation.

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 interaction with the national association (BCA) and the national regulator (GCC), WIOC has an established inter-professional network. Their interaction with other health related sectors of society has increased noticeably, especially concerning hospital placement for students in the clinic year, and involvement with other healthcare professions within the University, notably behavioural science.

4.9.4b Analysis

Over the past five years there has been a considerable improvement in WIOC's involvement with the wider healthcare system. The possibilities of expanding this further should be investigated, particularly the health care professions found within the University of South Wales. Nursing, Behavioural Science and Sports Physiology are subject areas where common platforms should be possible.

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)

4.10.1a Description

The Institute now falls within the School and Faculty structure of the newly formed University of South Wales. All governance and financial aspects are managed centrally and disseminated back to the Institute via the University structure. The chiropractic provision is subject to the appertaining processes within the University for continuous appraisal, improvement and renewal. In addition the Institute is subject to approval requirements and provisions of the GCC.

Robust reporting procedures are in place at the Institute, School, Faculty and University levels to ensure all academic structures and functions are reviewed on an annual basis and where appropriate follow up actions set in place. A range of inputs feed into these review processes, for example from students (course questionnaires, NSS), unit evaluations by academic staff, external examiner reports and external stakeholders such as the PEG.

There is within the School a strategy for innovation and development with respect to the teaching provision and new opportunities for inter-professional learning. There was no unified strategy for increasing externally funded research and enhancing the number of doctoral students before the next national research exercise, expected in 2020.

The clinical facilities are presently fit for purpose and provide a modern working environment for the students in their clinical year. The range of diagnostic equipment within the clinic has recently widened to include an ultra-sound room and bone densitometer suite. This will enhance the student experience. Teaching locations used by the Institute elsewhere are not so modern or well equipped.

4.10.1b Analysis

WIOC operates within a well-defined set of robust university procedures. There are a number of quality assurance systems in place at all levels of the programme. These now seem to be well embedded in light of the recent merger of universities in South Wales. These processes and systems allow the early identification of areas across the provision where there is need for improvement and or renewal.

There is evidence of on-going development of the clinical resources of the Institute and exposure of the students to a range of diagnostic modalities. There was evidence of space and time pressures in the clinic and this is likely to be exacerbated in future years with larger cohort sizes. In the short term there is a need for a more imaginative use of the clinic building and in the medium term to seek expansion or use of alternative facilities on campus or elsewhere.

The Institute should take advantage of the other health care disciplines within the new Faculty structure and investigate the potential of incorporating inter-professional learning into the later stage of the curriculum.

4.10.1c Conclusion

WIOC, University of South Wales substantially complies with Standard 10.1.



5. CONCLUSIONS

5.1 Summary

The evaluation team considered the WIOC MChiro programme to be well established, of high quality producing well qualified, clinically sound graduates able to enter into professional practice. There is a committed and dedicated academic staff who are respected and admired by the student body. There are now opportunities to further enhance and expand this provision within the new University of South Wales structure. 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 (formerly Strengths)** – Areas that meet or exceed the *Standards* and are worthy of specific recognition.
- **Recommendations (formerly Weaknesses)** – 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*.

5.2.1 Commendations

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

5.2.2 Recommendations

- 5.2.2.1 Take advantages of the opportunities for inter-professional learning provided by the new faculty structure.

- 5.2.2.2 WIOC should enhance the pedagogic training of HPLs and ensure that all HPLs are fully inducted into the University and the Institute.
- 5.2.2.3 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.
- 5.2.2.4 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.
- 5.2.2.5 More academic staff should be encouraged to engage in research so that the existing links between research and teaching could be expanded.
- 5.2.2.6 Greater opportunities for self-directed learning should be woven into the curriculum.
- 5.2.2.7 Strategic planning for a period longer than the immediate future, should be embraced by the Institute in line with Department needs.
- 5.2.2.8 The tired physical facilities in Prospect House and Innovation House need updating to the standards found elsewhere in the University.

5.2.3 Concerns

There were no concerns.

5.3 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 on-site visit.

APPENDIX 1 Timetable

SUNDAY 08 February				
18.00 approx. in hotel	Preliminary team meeting in hotel		All	
MONDAY 09 February				
Meeting with	Personnel	Team members	Standards	
09.00	Arrival		All	
09.15-9.30	Introductory meeting	Head of WIOC, Head of Health Sport and Professional Studies, Course Leader	All	
9.30-10.15	Tour of campus facilities to include teaching facilities, Prospect House, Innovation Building and William Price Unit 3.	Only in non-clinic areas of WIOC building	All	6.1
10.15-11.15	Course management team	MChiro Course Leader, Mike Barber	All	4.1, 4.2, 4.3, 4.4,
11.15-12.15	Meeting with students	Up to 4 students from each year (apart from clinic year students)	All	4.1, 4.2, 4.3, 4.4, 6.1, 6.3, 8.2, 8.4
12.15-12.30	Private meeting of team			
12.30-13.30	Lunch with Teaching Staff		All	
13.30-14.30	Meeting with clinic year students	Up to 6 students	All	4.2, 4.3, 4.4, 8.2, 6.1, 6.3, and 6.2
14.30-15.45	Meeting with Teaching Staff (non-chiropractic)	FT & PT teaching staff to cover all areas of basic science teaching, module leader(s). Service teaching including Chemistry and Therapeutic Massage tutors. Faculty Ethics Champion	All	1, 2 (with exception of 2.6), 3, 5.2, 6.1, 6.3, 6.5
15.45-16.45	Meeting with Academic team (chiropractic)	Not to include Head and Course Leader. 2 Subject managers	All	1.2 (with exception of 2.6), 3, 5.2, 6.1, 6.3, 6.5.
	Visit to clinic and meeting with Clinic Faculty (chiropractic)	(NOT to include anyone seen before). FT & PT faculty to covering clinical science teaching including module leader(s).	All	
16.45-17.30	Hourly paid staff	4 if possible	All	
17.30-18.00	Private meeting	None	All	
TUESDAY 10 FEBRUARY				
Meeting with	Personnel	Team members	Standards	
9.00-11.30	Tour of Clinic and formal meeting with Clinic teaching staff	Steph Davey, Head of Clinical Technology and up to 3 PT staff not met before.	IA/ student and GM for part	2.6, 6.2

		FT tutors not met before.		
9.15-10.00	Admissions and Intake	Mike Barber and other relevant personnel	DB	4.1, 4.2
10.15-11.30	Research	CTDRU members and student research supervisors. Research student	GM/DB	7
11.30-12.45	Programme Management	Head of WIOC, Course Leader, Head of Admin HR rep	All	4.3, 4.4, 5.1, 6.4, 6.5, 9.2, 9.4
12.45-13.00	Private meeting of team			
13.00-14.00	Lunch with students	2 from each year to include some not met before	All	
14.00-15.00	Quality Assurance	CELT representative & someone familiar with Reflective Observation of Practice Scheme, Norman Woodley	All	3.1, 3.2, 8.1, 8.2, 8.3, 8.4, 10
15.00-15.30	Learning Resources	IT and other on line learning, librarian	All	
15.30-16.15	Subsequent stages and the professional sector	CPD manager, GCC CoT leader, Public Patients Involvement Group		2.7, 9.4
16.15-18.00	Private meeting			

WEDNESDAY 11 February	Meeting with	Personnel	Team members	Standards
09.00-12.30	Private Meeting			
12.30-13.30	Lunch	Head WIOC and MChiro Leader available to answer any questions and direct team to relevant documentation	All	
13.30-18.00	Private Meeting writing report.		All	
18.00	Feedback to senior management. <i>(Moved to 14.30 to accommodate travel arrangements. The team remained on site until 18.00.)</i>	Head of WIOC, Head of Health Sport and Professional Studies, Course Leader	All	
18.00	DEPART			