

COMMISSION ON ACCREDITATION

EVALUATION TEAM REPORT

4 year full-time

Integrated Masters in Chiropractic and Pathway Programme

McTimoney College of Chiropractic,

School of Health, BPP University,

Abingdon, UK

17–20 November 2014

and 27-29 September 2016

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1. EXECUTIVE SUMMARY

- 1.1 McTimoney College of Chiropractic (BPP) is a long-established chiropractic education. The College was founded as the Oxfordshire School of Chiropractic, admitting students for the first time in 1972. The College was renamed in 1982 to the McTimoney Chiropractic School and subsequently in 1997 to the McTimoney Chiropractic College. Finally, in 1998, the name was modified to McTimoney College of Chiropractic. It has always been associated with the McTimoney technique that was developed by its founder and subsequent owners. The College was managed and developed by McTimoney Trust as an international centre for learning “McTimoney chiropractic”.
- 1.2 The chiropractic programmes of the College were validated by the University of Wales between 1997 and 2012. In 2012 the College was merged fully into the structures of BPP University which has guided the developments in chiropractic education within its School of Health. Therefore, the relationship to the McTimoney Trust has altered since BPP has become the managing University. The Trust has no direct control in the management of the College, with interactions taking place via quarterly advisory board meetings. Nevertheless, the McTimoney Trust continues to have an input mainly philanthropically into the work of the College. The College was accredited by the General Chiropractic Council most recently in 2013.
- 1.3 In November 2010, McTimoney College gained Candidate (for Accredited) Status with the European Council on Chiropractic Education (ECCE).
- 1.4 In April 2014, McTimoney College submitted its Self-Study Report (SSR) for full accredited status with the ECCE for its four-year integrated programme in chiropractic (MChiro) and the one-year Pathway Programme. The Commission on Accreditation (CoA) of the ECCE reviewed the documents at its meeting on 30 June 2014 and, on this basis, decided that an evaluation visit could and should proceed.
- 1.5 A four-day evaluation visit took place between 17 and 20 November 2014. The evaluation visit provided further evidence to that submitted in the SSR. McTimoney College was given feedback at the end of the visit and informed verbally of any commendations, recommendations and concerns regarding its provision of chiropractic education and training.
- 1.6 The CoA considered the evaluation team’s report at its meeting in London (07 February 2015) and decided in view of the report not to accredit the McTimoney College.
- 1.7 The McTimoney College appealed the decision of the CoA citing unfairness, inconsistencies and misunderstandings in the evaluation report.
- 1.8 Adhering to ECCE’s appeals procedures an Appeals Panel was appointed, the Appeals Panel ruled in favour of the College on grounds that the evaluation team and report failed to be fair and accurate, failure to be objective and bias or apparent bias. The Appeal Panel concluded that the evaluation report could not be relied on to make a judgement on accreditation.
- 1.9 Following on from the result of the appeal the College and ECCE engaged in discussions on an amicable way forward and it was agreed that the McTimoney College would provide a new report to CoA focussing on issues raised by the previous report.
- 1.10 A review report was received by the CoA on 08 August 2016. The report was reviewed by the CoA and it was agreed to send a team to review the McTimoney College for the purpose of accreditation. In view of the focus of the review it was decided that a team of three people visiting over 3-days would suffice.

1.11 A visit took place on the 27-29 September 2016 and this is the final review report of both events.

Commendations:

- The fact of being part of a university structure gives opportunities for interactions for both faculty and students with other health care professionals.
- The robust ethical processes and the competencies of its committee members.
- The structure and timetabling that is in place leading to the successful completion of the final year dissertation.
- The commitment by the College and the BPP University to support and enable pedagogic and research activities for the faculty members.
- The enthusiasm and engagement for the chiropractic profession displayed by pre-clinical and clinical students.
- The improvement in the design and execution of both clinic entrance and exit examinations, and in training in medical imaging.

Recommendations:

- Establish a research day where the final year students can present their dissertation in a poster format to faculty and students in the pre-clinical years.
- Increase the range of treatment tables available to both student training and patients in the student clinic.
- Patient record keeping should be digital to enable greater use of electronic data mining.
- Create stronger links with the adjacent fitness centre to establish a rehabilitation unit to afford opportunities for students to be exposed to a broader scope of practice.
- Improve strategic planning to allow for expansion and improvement of the clinical facility.
- Consider a full integration into the BPP university structure by gradually removing the concept of an isolated college.

Concern:

- There are no concerns.

2. INTRODUCTION





- 2.1 On 08 August 2016 the CoA reviewed the Self Study Report for the four-year integrated Masters in Chiropractic plus foundation year programme from McTimoney College of Chiropractic, School of Health, (BPP University).
- 2.2 The CoA agreed to send a review team to the McTimoney College on 27-29 September 2016.
- 2.3 Members of the Evaluation Team were nominated by the ECCE Executive and each member received the Review Report, and written comments from CoA related to the documents prior to the visit. The members of the Review Team were:

Ricardo Fujikawa	Head of Chiropractic Studies, Madrid College of Chiropractic - RCUEMC and Chair of Review Team
Graham Mills	Professor, School of Pharmacy and Biomedical Science, University of Portsmouth and Chair of the CoA
Kenneth Vall	Evaluation Secretary of ECCE

Dr. Kenneth Vall acted as Secretary to the Review Team, and also as a member of the team. The members of the team were allocated specific sections of the review as their areas of responsibilities before arriving at the College.

- 2.4 The purpose of the Review Visit was to verify the Review Report and other evidence presented by the College, 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 Review Report and its supporting documents, and on oral, visual and other documentary evidence given and consulted during the on-site visit, a Review Report compiled by the Team was submitted to the College for correction of any factual errors, and thereafter to the CoA for a decision on the full accreditation of the McTimoney College of Chiropractic (BPP University).
- 2.5 All members of the Review Team were presented by name beforehand to the College, and no objection to any member was received. All members of the Review 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 College on 10 September 2016, and the final schedule agreed with the College on 11 September 2016. A copy of the schedule is appended to this Report (Appendix 1).
- 2.8 Members of the Review Team arrived in Abingdon on 27 September 2016. The Review Team held a preliminary meeting with the Principal of the College on 27 September, prior to the on-site visit which was from 28 to 29 September 2016 (inclusive). Meetings were held with the College over the two days and time was allocated for the Review Team to hold private meetings as the visit proceeded. The Review Report was compiled on an on-going basis during the visit.
- 2.9 Members of the Review Team were very well hosted by the College, 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 McTimoney College and BPP University.
- 2.10 The draft Review 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 College for factual verification 6 October 2016. The response was received from the College on 16 October 2016. The Chair and Secretary finalised the Review Report and this was submitted to the Chair CoA on 20 October 2016. The Chair of the Evaluation Team presented the Review Report to CoA members on 26 November 2016 in London.
- 2.11 The Review Report includes an Executive Summary, a description of McTimoney College of Chiropractic (BPP University) and the findings of the Team regarding compliance of McTimoney College with the ECCE Standards. The Review Report ends with the conclusions of the Team and any strengths, weaknesses and/or concerns the Team wishes to draw to the attention of the CoA.

3. MCTIMONEY COLLEGE OF CHIROPRACTIC, SCHOOL OF HEALTH, BPP UNIVERSITY

- 3.1 McTimoney College of Chiropractic was founded in 1972 in Oxford as a private institution to train chiropractors in the treatments (McTimoney methods) that the founder had developed. In 1982 the college was taken over by three former students who emphasised the recruitment of mature students on to part-time programmes.
- 3.2 In 2001 the College applied for Candidate for Accreditation status with the ECCE. The application was unsuccessful because, at that time, the programme was a part-time programme which did not meet the ECCE criteria for accreditation.
- 3.3 The McTimoney Chiropractic programmes were formerly validated by the University of Wales which continues to validate postgraduate animal and paediatrics programmes. The University of Wales took a decision to withdraw from all external healthcare validations, hence after the end of the three year contract in 2011 this association ceased.
- 3.4 The College has been accredited by the General Chiropractic Council (GCC) since 1999. The Principal was a member of the GCC Council, standing down in June 2015.
- 3.5 Since 2012 the integrated Masters in Chiropractic has been validated by the BPP University. BPP is part of the larger Apollo Education Group based in Phoenix, USA. Besides BPP the group includes nine higher education institutions in the USA. Since 2010 BPP has received degree awarding powers from the British Government. BPP University, which describes itself as teaching university, currently comprises a Law School, founded in 1992, a School of Business, a School of Foundation and English Language Studies and the School of Health. The School of Health is administered from the McTimoney campus in Abingdon and has other sites in London and Manchester. Currently the School delivers undergraduate programmes in Chiropractic, Dentistry, Psychology, Nursing, and Health and Social Care. It is also responsible for postgraduate courses in Animal Manipulation, Chiropractic Paediatrics, Health Service Leadership and Clinical Dentistry. The School is also responsible for a CPD programme in Medico-Legal studies. The current McTimoney College Principal is the Dean of the School of Health.
- 3.6 The College is applying for accreditation only of its 4 year integrated Masters programme and its Foundation (Pathway) programme.
- 3.7 The colour coded system outlined below was used by the evaluation team to indicate the level of compliance with each standard:
-  = Fully compliant/no risk (This is on track and good.)
 -  = Substantially compliant/low risk. (Broadly on track with some areas which need to be addressed.)
 -  = Partially compliant/medium risk. (Some significant areas which could be detrimental if not addressed.)
 -  = 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 SSR states that the purpose of the Integrated Undergraduate Masters in Chiropractic (MChiro) is to produce chiropractic graduate professionals who are able to deliver chiropractic care competently and safely within the standards of the profession and the laws of the land.

The Programme aims are to:

- *educate and train students in the philosophy, science, and practice of safe and effective chiropractic management of patients*
- *enhance students' knowledge of health, health promotion and other health related issues*
- *prepare students for their role of primary contact practitioners*
- *develop skills that will enable students to think critically and to evaluate the current research evidence base*
- *produce competent chiropractors capable of safe and effective chiropractic care*

An extensive list of objectives and a range of skills to be achieved by the end of the programme are listed in the supporting documentation. The aims and objectives are available to staff, students and stakeholders in several forms such as on the University website and in the Programme Handbook.

4.1.1b Analysis

The list of aims and objectives listed in the SSR encompasses the knowledge, skills and attitudes necessary for safe and competent practise as a primary contact practitioner in line with the competencies outlined in the ECCE standards.

4.1.1c Conclusion

McTimoney College (BPP) 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 aims and objectives of the current programme have evolved and build on the previous chiropractic programmes delivered over the last 40 years where staff and the McTimoney Trust have been consulted. Stakeholders have been involved in the development through surveys to graduates, and reviewed as part of internal and external validation and accreditation processes. The College's

Board of Trustees was informed and approved the aims and objectives before the University approval took place. As part of a university there are several systems in place to assure on-going developments of the aims and objectives through annual monitoring, internal review as well as external annual monitoring through GCC and ECCE. Emphasis is placed on the involvement of patients through the Patient Engagement Group throughout the programme. This group is not a patient organisation but individual patients who are encouraged to become involved at different areas of the programme. Patient satisfaction survey responses are also consulted in the internal review processes.

4.1.2b Analysis

The faculty management and senior staff of the college comprise the main development team for the aims and objectives together with a broad representation from stakeholders that have been consulted in the renewal of the programme and in the development of the current aims and objectives. The addition of BBP University has broadened the stakeholder mix to give greater externality to the process of defining aims.

4.1.2c Conclusion

McTimoney College (BPP) 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

The college has been able to retain its independence within the structures of BPP's School of Health. The university validated the programme in 2012 and has enabled the college to continue to operate as an autonomous division of the university. At present, teaching is completely focused on the 4 year programme and its sister 5 year part time programme. In the past more control over the academic focus of the college was exerted by the McTimoney Trust. Several staff commented positively on the increased autonomy that BPP gave the college compared with the McTimoney Trust.

4.1.3b Analysis

The autonomy enjoyed by the college within the structures of BPP has many aspects from the academic to the financial.

4.1.3c Conclusion

McTimoney College (BPP) 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 exit level outcomes are adequately described under the topics of knowledge, skills and attitudes but the terminology used is for learning *objectives* rather than learning *outcomes*. Specific learning outcomes and objectives are also included in each individual course outline.

4.1.4b Analysis

The exit outcomes are appropriate and adequately covered. However, a mixture of learning objectives and learning outcomes terminology is used. Appropriate and consistent terminology is needed because it is sometimes used interchangeably. It might be that some expertise in health care education would solve this issue.

4.1.4c Conclusion

McTimoney College (BPP) substantially 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 College provides a four year integrated masters' programme, which is fairly traditional in design with the first 2 years primarily focused on the basic sciences, year 3 on clinical topics and year 4 devoted to the clinical training. Integration between various subjects has been facilitated by linking the anatomy and physiology topics and pathology with pharmacology in Human Function I and II. Additionally, there is integration of content in the Chiropractic Studies course particularly with Anatomy. Early patient contact is facilitated with rotations and structured observations in the Clinic and discussions with clinical students and supervisors. Research methodology is introduced in year 1 and continues throughout the entire 4 years, culminating in the masters' research project. The Chiropractic Studies courses continue throughout the first 3 years of the programme. A couple of short rotations occur in a stroke unit as well as in a care home. Additionally, actual patients are brought into lectures a few times per year in the early years of the programme.


The teaching methods are primarily lectures during the first 3 years with additional small group sessions, seminars and practical classes. Year 4 is the clinical year as well as used for completing the masters' project. The basic science courses are taught primarily by a PhD scientist or chiropractors with additional science qualifications and there are no shared courses with other health care professions at this time. A medical practitioner, a chiropractor/PhD in neurology and McTimoney trained graduates teach the diagnosis and technique courses. All practical and clinical training is delivered by practising McTimoney trained chiropractors. Each course has a detailed course outline with additional learning materials available on the virtual learning environment and provided to the students by email.

Students are encouraged to become increasingly independent learners throughout the curriculum and to learn to identify and remedy their own learning needs.

4.2.1b Analysis

The curriculum model is appropriate and improvements have recently been made. McTimoney trained chiropractors dominate the technique and clinical training part of the programme. Thus, the students have very little exposure to musculoskeletal health care providers other than McTimoney graduates and chiropractors, in part due to the political situation in chiropractic in the UK.

4.2.1c Conclusion

McTimoney College (BPP) 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

Research methodology is introduced in Year 1 and the methods and skills for chiropractic research education builds throughout the entire programme, culminating in the Masters' research project. This is designed to facilitate the evidence-informed practice approach and develop critical thinking throughout the programme. Relevant essay assignments requiring application of evidence-based practice and the scientific method are incorporated throughout the programme. A detailed Research Handbook is provided to students at the beginning of their studies. All research projects are submitted to the Ethics Committee for review. The Research Director provides 'Research Alerts' to faculty approximately once per month including articles relevant to chiropractic practice. Presently, an adequate number of faculty are qualified to supervise the masters' research project. The Ethics Committee includes a member of staff with specific training in moral/ethical issues.

4.2.2b Analysis

Evidence-based practice is embedded across the first three years of the curriculum and it continues into the clinic in the form of research projects (dissertation) in the final year. Most students select their own topic for their dissertation, the faculty can provide ideas for those students as needed. Excellent information resources for this purpose are available to the students 'in house' and through the BPP University.

Students are encouraged to publish and to present their research work at national and international events (e.g. ACC-RAC, WFC Congresses).

There is an increased link with the College and the other health care programmes (Dentistry, Nursing, Health Psychology) within BPP University. This provides the students with further opportunities for projects across a range of health care disciplines. Opportunities also exist for links with the business faculty.

The number of faculty qualified to supervise projects is increasing including a newly qualified PhD and one member of the staff is now a PhD candidate. No member of staff appears to be overloaded, as they work as a team sharing supervision according to the area of expertise. Students seem to have ready access to academic staff during their project period.

Students are made aware of new research publications and guidelines via the use of 'Research Alerts', which has expanded over the last couple of years. Students consider these alerts to be helpful in their clinical practice, and it appears to be a wide take-up by the students.

In preparation for the project, ethics is taught in the first three years. Students submit a protocol for approval towards the end of the year 3. The College has a robust ethics committee in place chaired by the Research Director who has extensive experience of ethics in a health care/clinical setting.

Most projects are approved by the 'in-house ethics' committee, however, should the project involve NHS patients outside approval can be sought. Furthermore, the College has a recourse to the ethics committee and expertise of the BPP University.

4.2.2c Conclusion

McTimoney College (BPP) 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 delivery covers the necessary topics relevant for safe and competent chiropractic practice. These have been reorganised recently based on student feedback so that the integration and linkages between Anatomy and Physiology as well as Pathology with Pharmacology have been improved. At present the college does not have a dissection laboratory nor are there prosection specimens at the college. However, students have access to the anatomy laboratory in Oxford University. On-line anatomy programmes are available and used for the Anatomy course. Assessments in the Biomedical Sciences appear to be appropriate with a variety of assessment methods including MCQ, short answer, and application questions. The faculty are qualified in their subject areas. The basic sciences are integrated into the clinical sciences as needed.

4.2.3b Analysis

There has been an effort to improve the delivery of Biomedical Sciences in recent years but some further improvements could be made by incorporating some of the modern pedagogic methods. More use of clinical cases in the Basic Science courses both in the teaching and the examinations would facilitate and enhance problem solving abilities and further underpin the relevance of the basic science courses to clinical practice.

4.2.3c Conclusion

McTimoney College (BPP) substantially 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 behavioural and social sciences are introduced throughout the curriculum from the Pathway programme right through to the clinic year. Law, relevant legal issues, and the Code of Practice and Standard of Proficiency in the UK are covered in the latter stages of the programme. Likewise, Ethics is delivered in Research III with reference to evidence-based health care.


The context of the social sciences is focused upon those aspects that help explain the interface between the mind and body. The social needs of patients are taught across the curriculum but form a major focus during the clinic year. Students receive contributions from outside speakers from the Royal College of Chiropractors, the GCC and an insurance company that prepare them for the world of working as a chiropractor. Aspects of clinical management including finance, auditing and risk

management are introduced so that the student is prepared for work. There is an ethics committee that deals with both staff and student research proposals. However, this committee has student research supervisors among its members which may lead to conflicts of interest.

4.2.4b Analysis

Contributions of the behavioural sciences, social sciences, ethics, scope of practice and legal requirements to the curriculum is well identified. There are procedures for dealing with potential conflicts in regards to research supervisors on the ethics committee.

4.2.4c Conclusion

McTimoney College (BPP) substantially 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 Clinical Sciences cover Musculoskeletal Medicine, Clinical Medicine, and Neurology. Clinical examination and diagnostic imaging are included and integrated throughout these topics. The Clinical Neurology course is evidence-based and taught by a chiropractor with expertise in neurology.

Students do not take X-rays, but they are trained to conform to the IRMER Regulations. Chiropractic Radiologists (DACBR) are employed in the curriculum to facilitate the training of students in medical imaging and these experts are available regularly for discussion and consultation. In addition, students are provided with a pen-drive containing several thousand diagnostic images as part of their training.

The clinic entrance examination at the end of year 3 comprises three short cases and one long case. The short cases always include one spine case, one visceral case and one extremity case. Real or simulated patients are used in the examinations. The same cases are given to all students and all students are examined on the same day in the same examination session.

4.2.5b Analysis

The Clinical Sciences curriculum was satisfactory to ensure students are well prepared for progression into the clinic environment. In discussion with the pre-clinical cohort, it was clear that the evidence-based principles are being integrated and these implications are well understood by the students.

Human and didactic resources in diagnostic imaging have been expanded to include a wide range of cases and presentations likely to be seen in the clinical setting. The addition of another DACBR will further improve the delivery of the subject.

The Faculty committee formulates and agrees the cases and questions to be used in the clinic entrance examinations. The examinations take place over one day and all students are exposed to the same questions and the same cases. The whole examination process is videotaped such that it can be reviewed by both staff and external examiners. The process is perceived to be fair and challenging by the students interviewed.

4.2.5c Conclusion

McTimoney College (BPP) fully 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 history, theory and principles of chiropractic in a contemporary context are taught within the philosophy modules (Philosophy I-III) together with chiropractic care in Chiropractic Studies I-III.

Models of chiropractic care aims to teach critical comparison and evaluation of epistemology of a number techniques in the context of the evidence base and current thinking. These critically compare and evaluate the appropriateness of different techniques in the management of patients.

4.2.6b Analysis

The history and philosophy of the chiropractic profession is taught adequately across the programme. This teaching encompasses the evaluation of historical concepts including subluxation and the need to develop new concepts that are in line with contemporary knowledge within the chiropractic profession.

The College has a strong and robust research culture that ensures teaching in chiropractic is evidence-informed and practice-based. This aspect is further enhanced by a number of staff and students participating in national and international workshops and conferences.

4.2.6c Conclusion

McTimoney (BPP) 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

Students have early contact with patients through Clinic Observations that begin in Year one of the programme. This is part of the Clinic Studies modules. These modules are present in all pre-clinical years. The technique used in those observations is based on shadowing the clinic students responsible for the case, emulating the actions of these students by taking case histories, participating in physical examination when allowed, and also establishing communication with the patients.

Clinic observation is performed mainly in the College training clinic, however, students are required to observe field doctors and health care professionals outside the College. In the Year 4, students at the College clinic are required to interact with other health care professionals in managing their own cases. This can happen in the form of referral for imaging or further investigation. Clinic students also rotate in a community care home.

In the final year, students spend an average of 12 months in Clinic, and are required to complete a minimum of 40 new patient encounters and additional patient care encounters averaging 300

patient contacts per student. Weekly, students must complete a minimum of 8 hours of patient encounters as a requirement of the General Chiropractic Council (GCC) Standard. During these encounters with patients, students are supervised through a monitoring system installed in all treatment rooms that feed video and audio to the supervising faculty in real time. Students also come in person to have face-to-face interaction with the supervisor. Feedback is given orally and also through notes posted on the files. For supervision, there is one faculty per shift plus a back-up supervisor on-call should the need occurs.

Clinic students maintain a clinic portfolio recording patient numbers and the mix of patients by age and present complaint. This allows the College to monitor the range of case scenarios experienced by the clinic students.

4.2.7b Analysis

Students are exposed to patient treatment and management in all pre-clinical years by shadowing and observing their clinical peers. Before students undertake their clinical training, they undergo a robust pre-clinical examination towards the end of year three. There is an appropriate number of patients and case mix to ensure students accrue sufficient clinical training.


Examination and assessment of patients prior to treatment is performed according to accepted professional standards. Diagnosis and differential diagnosis are established and appropriately recorded, after presentation and discussion with a clinic tutor. Treatment of patients include mobilisation, manipulation using a variety of techniques, including the McTimoney approach. The range and sophistication of treatment tables used in the clinic could be improved so students are exposed to equipment likely to be experienced in professional practice. Rehabilitation facilities are not available to students and patients at the present, which restrict treatment and therapeutic options. Patient record keeping although adequate, needs to be moved to a digital platform. There is evidence of student exposure and interaction with other health care professionals, including local GP's.

The students observed had good communication skills and the use of monitors in the treatment rooms enables feedback from supervisors at all stages of the student-patient encounter.

The use of PROMs by the students is evident and it is apparent that they understand their importance in clinical practice.

Over the last two years, the clinic exit examination has been revised and improved (see Standard 3.1).

4.2.7c Conclusion

McTimoney (BPP) 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 four year Integrated Undergraduate Masters in Chiropractic by BPP University already satisfies the GCC requirements for graduates to practice in the UK. The learning outcomes are matched to the criteria of the GCC. The college also submitted its Pathway to Higher Education (HE) Certificate in Health which is essentially an Access to HE programme that widens the points of entry to the programme.

The length of the programme is 480 UK credits.


All of the modules have learning outcomes. In the recent curriculum revision in preparation for BPP validation the major focus was on the vertical and horizontal integration of the basic and clinical sciences

4.2.8b Analysis

Integration is being achieved at each level although sometimes the content being integrated could be treated in greater depth and with more rigour.

The curriculum is developmental and focused upon the training of a safe and proficient practitioner. There is a distinct aim from senior managers to increase the depth and breadth of chiropractic skills taught in order to remove the perception of too much focus on the McTimoney technique.

4.2.8c Conclusion

McTimoney College (BPP) 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

The MChiro programme is managed on a daily basis by the administrative staff and the Principal of the college who is also the Dean of the BPP University School of Health. The College's Programme Development Committee is responsible for the design, development and academic management of the programme. All chiropractors on this committee are McTimoney trained graduates. Changes are handled under the General Academic Regulations and Procedures of the BPP University.

4.2.9b Analysis

Procedures for programme management are well defined and followed. The Programme Development committee includes input from all key stakeholders and is commended for including patient representation. However, a lack of external expertise in relevant subject areas from the wider chiropractic profession and health care community needs addressing. The senior management of the school has shown impressive leadership capability throughout the process of establishing the full time programme within a university system.

4.2.9c Conclusion

McTimoney College (BPP) substantial 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


Well-organized procedures have been put into place in order to facilitate the transition from the chiropractic programme and the start of a professional career. The post-graduation training programme offered to the graduates by the Royal College of Chiropractors may be undertaken at a distance, with the tutor and the newly graduated chiropractor working in different clinics and therefore not being able to meet up easily to discuss cases. Students at the college are enrolled as student members of the Royal Society of Medicine.

4.2.10b Analysis

The relative isolation of McTimoney chiropractic within UK chiropractic has limited the possibilities to cross over into other chiropractic “cultural” groups, which in turns limits further intellectual cross-fertilization between chiropractors of different educational backgrounds.

The Post-Registration Training period run by the Royal College of Chiropractors encourages all graduates to meet and share experiences. However, there is a need for some refinements in terms of closer supervision and better intergroup collaboration in order that the good experience of post registration training could be enhanced.

4.2.10c Conclusion

McTimoney College (BPP) substantially 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 College has developed and uses a range of assessment methods e.g. coursework assignments, different styles of written examination, presentations, clinical examinations (entrance- and exit-) and a final year dissertation. All students are provided with detailed feedback on each assessment undertaken. Full details of each assessments are provided in the module descriptors that are provided to students in advance via the Programme Handbook. All assessments are approved by the BPP University and GCC. Assessment policy is set by the College’s Programme Development Committee and endorsed by the BPP University. Quality assurance is checked by the Examination Board assisted by the reports from the External Examiners which are then overseen by the School of Health Board, the Education and Training Committee and BPP Academic Council. A robust and well documented student appeal system is in place.

4.3.1b Analysis

In this review visit, the panel focused on the clinic entrance and exit examinations, and the medical radiological assessment. The procedures for the clinic entrance examination and clinic exit examination underwent thorough review leading to an increase in the number and variety of case

scenarios, avoiding overlaps between both examinations. All students undertake the same diet of examination on the same day. There is a clear differentiation in the complexity of cases between the entrance and exit examinations, thus ensuring appropriate progression. Assessment in medical radiology has been revised and modified to allow for greater depth and breadth of assessment.

4.3.1c Conclusion

McTimoney College (BPP) 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

Assessment methods and criteria are clear and transparent for the students through the use of the Programme Handbook. They are assessed at multiple points in time throughout their study period and assessment practices are made compatible with educational outcomes and learning methods through matching the purposes of the assessment with the learning outcomes intended.

There is a high degree of integration in the assessment of curricula elements.


Formal assessment of the clinic students is not performed on the basis of each patient encounter.

4.3.2b Analysis

The small class sizes across all four years facilitates a learning environment with early detection of students with academic difficulties. This nurturing environment yields a high success rate whereby all students pass on either the first or second attempt and then progress to the subsequent year.

Despite the increase in staff numbers supervising the students in the clinic, the use of video monitoring of treatments by one member of the staff is not adequate to promote best learning practices.

4.3.2c Conclusion

McTimoney College partially 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

The college's admission policies have been developed in conjunction with BPP. There is a college prospectus which informs the applicant of the minimum criteria for selection 3 grade C, A Levels or equivalent including especially biological science. Candidates are expected to have experienced a chiropractic treatment. Students with other degree qualifications and those returning to education are encouraged to apply. The Pathway programme has been designed for those who lack the appropriate entry qualifications to enable them to obtain the standard for entry onto the main programme. The numbers applying for the programme are relatively small, 20-25 despite it being a

part of the UCAS application system for higher education. At present there are few applicants from international students.

4.4.1b Analysis

Currently 15-20 students are accepted onto the programme each year of whom 40-45% have A level qualifications. The rest come through the pathway programme and many of these (40% approximately) are aged over 25. The average points score of entrants with A levels is 270 and the minimum entry level is 240 points. It is to the credit of the college that it is recruiting students from a variety of academic backgrounds which results in a high value added cohort of students upon graduation. Up to 80% of applicants have been referred by practising chiropractors and most were referred by former students of the college.

4.4.1c Conclusion

McTimoney College (BPP) 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

Currently the intake is 15-20 annually although there are plans to increase the intake to 40 students. The current building can easily accommodate such an increase. The number of students coming from a "McTimoney background" is diminishing and is currently 20% of the intake.

4.4.2b Analysis

The current entry numbers enable the college to function efficiently within its current premises. Increased entry numbers may place stress on the clinic facilities although other areas of the college will be able to cope with greater numbers.

4.4.2c Conclusion

McTimoney College (BPP) 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 Self-Study Report states that there is a wide range of support mechanisms available to students, described as academic guidance and pastoral care. Every student is allocated a tutor to whom they can go for academic guidance, support and advice. The same tutor monitors attendance and performance and reviews them quarterly on the Formative Committee to identify struggling students. Students identified as struggling will be contacted directly by their tutor. Struggling students can also be appointed mentors that guide the students through the programme. Students described a very close relationship with their personal tutors and their teachers.

Several examples were given of the College specially developing and fitting out individualised studying spaces for students requiring special needs.

4.4.3b Analysis

During the visit the team found the focus upon and resources put into student support and counselling to be quite extraordinary and extremely commendable. The very high retention rate throughout the course from beginning to end, may be due, in many respects, to this close support. There is very close personal support for students, as well as a comprehensive and informative induction programme for new students.

There is also an outstanding willingness to help and support students with learning- or other disabilities. The evaluation team were impressed by the way that the facilities management team were able to adjust the learning environment to cater for a range of disabilities.

4.4.3c Conclusion

McTimoney College (BPP) 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 College has a very good working relationship with its students, who are represented at multiple levels within the College and University committee structures. Representatives are present at the Staff Student Liaison Committee, the Programme Development Committee as well as the School of Health Board.

Student representatives from all cohorts are present in the Staff Student Liaison Committee. The Committee receives feedback from students through the Students Association as well as through feedback questionnaires.

4.4.4b Analysis

The students seem to be well represented throughout the College and University. Students are able to provide feedback on individual classes, modules, semesters and the year as a whole. At the heart of this process is the desire to take early action in order to address any real or perceived concerns, and the College encourages interaction between staff, students and the management of the College so that matters can be raised as early as possible and appropriate action taken. This might be as simple as extending library opening hours, or dealing with less than satisfactory teaching.

4.4.4c Conclusion

McTimoney College (BPP) 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

Staff recruitment has been constrained by the small size of the college. Since joining the University, the recruitment policy has begun to be opened up so that less reliance is placed on staffing the college with those who have been trained in the McTimoney methods. Much reliance is placed on the small, dedicated team of full-time staff. This is inevitable given the small size of the college. Part-time staff provide much of the academic support for chiropractic and clinic teaching and these have been justifiably drawn from the community of McTimoney graduates. Many of the staff are engaged on other programmes taught with the college such as the 5 year part-time degree in chiropractic. All new staff are subject to a probation period including an induction course.

4.5.1b Analysis

The staff profile of full and part timers, chiropractors and non-chiropractors fits the current structure of the programme and size of the student body. Clinical staff have a supervised training year. New staff are offered training in assessment techniques “appropriate for the level of learning”. The team were concerned that new staff training might need to be reviewed in order that the variety, type, rigor, breadth and depth of summative assessments is enhanced.

4.5.1c Conclusion

McTimoney College (BPP) substantially 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

The College employs a limited number of full-time staff and a larger number of part-time staff. The inclusion of the College into BPP University has brought with it the BPP University system for staff promotion and the opportunity to be promoted into senior positions. As a consequence, two of the full-time staff members went through the process and were awarded professorships.

A strategy of faculty development is in place including in-house ongoing education and support for attendance at external meetings and seminars. Members of staff are encouraged to enroll on Masters and PhD programmes. Some funding is available for supporting the staff with fees etc. both from the University and from the College and the McTimoney Trust.

In recognition of various positive activities/achievements of the part-time staff the College awards them by sponsoring their participation at conferences and external academic activities.

4.5.2b Analysis

The fact that the College is firmly embedded within the BPP University assures that the appraisal and development of staff activities are transparent and achievable. There is a will and positive signs of upgrading of the educational background of staff.

Some staff have masters and doctoral degrees that were awarded by the College (e.g. in animal chiropractic). Some but not all, of the awarded qualifications do not necessarily bring relevant advanced pedagogic and academic chiropractic knowledge to this course.

4.5.2c Conclusion

McTimoney College (BPP) fully 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

McTimoney College is located in a newly renovated former office building. Their most notable facilities include:

- 110-seater purpose-built, tiered lecture theatre with modern educational equipment including PA system, PowerPoint projector and x-ray light box. There is also the opportunity to stream a live television feed from the wet lab next door, or the student clinic, to a television in the lecture theatre.
- A practical/technique room with benches of various types, PA system, power point projector, digital smart whiteboard and flip charts.
- Three seminar rooms which can be used as a flexible resource/conference room, small technique room and seminar style tutorial room with all appropriate facilities.
- A dedicated mixed-use seminar and practical space fitted with tables, chairs and benches and containing smart boards and projection equipment.
- Two student common rooms with refreshment facilities, together with an outer paved recreation area with benches.
- A library/information centre.
- A student clinic facility with eight clinic rooms and a study space for students. Each clinic room is equipped with a video camera and microphone. They are linked to the clinic supervisor's office and can also be linked to the lecture theatre.
- A small Wet Laboratory with two microscopes.
- A small research laboratory with equipment that can be used for student projects.
- A reception area for College visitors and clinic patients with a clinic filing room adjoining.
- A dedicated boardroom fitted with smart board.
- Administrative offices including senior staff offices and meeting rooms.
- The college also run satellite clinics in Manchester and London but not for this programme.

It was noted that the clinic and first floor facilities are wheelchair accessible. There are also good parking facilities around the College/Clinic.

4.6.1b Analysis

The McTimoney College of Chiropractic could easily sustain a larger student body with its current physical facilities. The lack of rehabilitation facilities for training purposes and the small size of the Wet laboratory were noted as areas that could be improved.

The 8-screen monitoring system in the student clinic, with one supervisor monitoring up to 8 students at a time during 4 hour shifts, limits the amount of attention that the supervisor can put into individual feedback and skills assessment. Particularly history taking and communication skills are a challenge.

4.6.1c Conclusion

McTimoney College (BPP) 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

The College has equipped a student clinic on the ground floor with 8 treatment rooms, a technique room fully fitted for educational purposes and 50 treatment benches and together with another smaller technique room.

Students confirmed that training hours in the technique rooms were easy access and students in the clinic described that there were enough patients for the current cohort size. During the clinic year students are required to see a minimum of 40 new patients and have sufficient additional patient contacts to ensure competency, normally set to around 300 existing patient follow-ups. Last year students averaged 42 new patients and 342 existing patient follow-ups. Fellow students, friends and family count as new patients.

While in the clinic, students are supervised remotely by the supervisor via a webcam and microphone in the treatment room. All 8 treatment rooms are supervised by the same supervisor viewing eight monitors.

Students in the clinic year go on a rotation at a local stroke unit and a community care home for clinical experience of other healthcare professions.

The College is opening clinics in London and Manchester, but these are not yet taking student interns from the integrated programme.

4.6.2b Analysis

The patient flow seems to be sufficient to provide the current body of students with clinical experience. The number of treatment rooms might become an issue if the volume were to be increased, but the Manchester and London clinics could be used, with adequate supervision arrangements, to provide more patients and relieve pressures on the Abingdon student clinic to find more patients.

The supervision in the clinic, with one supervisor monitoring up to 8 students at a time during 4-hour shifts, limits the amount of attention that the supervisor can put into individual feedback and skills assessment. Particularly history taking and communication skills are a challenge.

4.6.2c *Conclusion*

McTimoney College (BPP) 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 College has been equipped with the latest IT support. Wi-Fi is accessible everywhere. Power point projectors and a new Virtual Learning Environment have been rolled out recently. All students are required to have a laptop computer.

Students are provided with learning support materials through the University/College VLE (Blackboard) which can be linked to other resources on the internet. There are special computers designed for dyslexic students available in the library.

Students are given instruction at the start of the course by the College Librarian and Research Associate on how to access journals through the databases that the College subscribes to (Science Direct, RSM, Lippincott).

4.6.3b *Analysis*

McTimoney College is well equipped as a modern educational institution in the digital age. There is scope for the systems to be expanded.

The lack of a reference manager available to the students was noted. The need to update their paper based patient card system to a digital journal system in the near future would enhance student preparation for modern clinic practice.

4.6.3c *Conclusion*

McTimoney College (BPP) fully 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 University of Wales validated the College degree in 1997 and the College have benefitted from the involvement of the University in course development through university lead staff development. In 2011 the College came under operational management of BPP University and this University then validated the College courses in 2012 and 2013 again providing the College with support in developing its internal quality assurance. College staff comes from a wide variety of backgrounds including those with experience and expertise in higher education. One of the strands of the

research policy is to undertake educational research and students are also encouraged to undertake research in this area.

4.6.4b Analysis

The inclusion of the McTimoney College within the BPP University structure has enabled the College to promote best pedagogic practice. A number of faculty members are engaged in postgraduate educational programmes, leading to fellowship of the Higher Education Academy and membership of the Royal College of Chiropractors. Furthermore, staff are encouraged to undertake doctoral research at other higher education institutions in the UK. Faculty regularly attends and presents at workshops and conferences on pedagogic and research themes nationally and internationally.

4.6.4c Conclusion

McTimoney College 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

There is an impressive group of support and technical staff who are all well qualified in their field of responsibility from the facilities management, secretarial, financial, IT and library service to the BPP University QA and Human Resources staff. The college benefits from its position within a well-resourced university able to support a range of facilities on site and across its campuses. All staff undergo annual appraisal in accordance with the BPP University procedures.

4.6.5b Analysis

The administrative, support and technical staff members are well qualified and provide superb support to student and to the implementation of the programme.

4.6.5c Conclusion

McTimoney College (BPP) 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

The College has a research strategy and growing links and collaboration with other institutions and health care professions. As an academic subject research is taught over the full four years of the MChiro programme in an incremental manner. Research is based on the scientific model the first year covers the basic philosophy and conduct of research, subsequent years are devoted to the practicalities of research in preparation for their dissertation in the final year. Staff are encouraged to undertake research and further academic degrees and the College is supporting such endeavours

financially. The research department is responsible for the ethical review of students planned projects and any research planned by faculty. There is also an active clinical audit within the College.

4.7.1b Analysis

Even though the College as a small higher education institution, there is clear evidence of a research ethos amongst the faculty and this pervades to the students. Facilities to undertake basic research is currently limited. The introduction and expansion of the “research alerts” that is communicated to all staff and through to students is evidence of good practice. The increase number of staff undertaking masters and doctoral qualifications is encouraging and should be further promoted. Recently two members of faculty have been promoted to professors. The relationship with the BPP University also enables cross fertilization between health care disciplines, leading to new opportunities and initiatives in research. Budgets are available for staff to attend and/or present at national and international conferences.

4.7.1c Conclusion

McTimoney College substantially complies with Standard 7.1



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

Programme evaluation which was once college based, is now fully integrated in the university system managed by BPP’s Director of Quality and Academic Policy. As a teaching university emphasis is placed on a broad range of programme evaluation mechanisms, student feedback on modules, staff feedback, peer observation, external examiner reports and summarised in the Annual Programme Monitoring review (APMR).

4.8.1b Analysis

The institutional procedures involve the detailed and rigorous collection and collation of information that ensures that concerns are identified and addressed. Both staff and students were aware of concerns that had been addressed and the outcomes reported back. A potential weakness in the monitoring of the programme is the absence of external examiners from the broader chiropractic profession and chiropractic education. At present potential over-reliance is placed on one practising chiropractor and well qualified, both administratively and academically, university lecturers from other complementary and alternative medical disciplines. Rotation of external examiners can and does provide for a wider evaluative input over the years.

4.8.1c Conclusion

McTimoney College (BPP) substantially 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

According to the Self-Study Report feedback is always forthcoming both formally and informally. Student feedback is collected after every semester and evaluated in the Staff Student Liaison committee. Meetings with students confirmed that feedback is multi-dimensional.

The opinions of faculty are collected through Staff Meetings and Programme Development meetings.

4.8.2b Analysis

There is a constant dialogue between the students, their tutors and other members of the faculty. Feedback is acted upon on almost every occasion with due alacrity.

4.8.2c Conclusion

McTimoney College (BPP) 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

Data is collected on student performance by module and year group and the student progression rates and individual examination performance records were provided for review. Students receive an extraordinary amount of support from the College in a variety of areas and learning needs are identified and remedied as soon as possible.

4.8.3b Analysis

Although a few students fail the initial exams and require a resit examination, it is extremely unusual for a student to fail a resit examination and only one example of a student failing in the clinical year could be provided. Students receive an extra-ordinary amount of support from the College in a variety of areas and learning needs are identified and remedied as soon as possible with special accommodation made for all possible learning needs. There are numerous processes in place to monitor student performance and intervene with help at the first sign of difficulties. This is likely one of the reasons for the very low number of student failures.

4.8.3c Conclusion

McTimoney College (BPP) 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

Stakeholders, including students, faculty, management, BPP University, the General Chiropractic Council, the Royal College of Chiropractors, members of the McTimoney Chiropractic Association as well as patients have input into programme evaluation. Regular rigorous quality assurance processes are performed annually by BPP University.

4.8.4b Analysis

Stakeholder input into the programme is strong and there is excellent support and mutual collaboration between the McTimoney College and BPP University and between the McTimoney Trust and the College.

4.8.4c Conclusion

McTimoney College (BPP) 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 college has been integrated into the School of Health of BPP University and the current Principal has been appointed Dean of the School of Health. The University's support for the school has extended to approving its committee structure, integrating procedures with those of the University and the appointment, using the university's criteria, of two Professorships in the School.

4.9.1b Analysis

Integration has resulted in an increasingly outward looking college that is beginning to consider links with other health care professions. The quality assurance systems of the school are managed by the central quality assurance service of the University. The College's finances are managed by the University and the College is able to gain investments in facilities such as the library and IT from the University. The University is highly supportive of the college.

4.9.1c Conclusion

McTimoney College (BPP) 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 job descriptions of the Academic Head, Vice-Principal and other senior management persons were provided and contained detailed information on their duties and responsibilities. All of the senior management team exceed the expectations of senior staff in higher education. The committee structures and linkages are clearly outlined by BPP University in various documents.

4.9.2b Analysis

BPP University gives McTimoney College the autonomy to make their own decisions regarding the curriculum and processes within the college. BPP University has excellent evaluation processes, standard within higher education in the UK, to monitor the performance of the Academic head and senior staff. The Vice-Chancellor and Deputy Vice-Chancellor both expressed their confidence on the management structure within the School of Health and McTimoney College.

4.9.2c Conclusion

McTimoney College (BPP) 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 autonomy of the College within the BPP University was confirmed by both the College and the University. The University provides both a safety net and an excellent source of funding for new developments. The College retains the right to use its own funds as needed. In terms of insight and control, the thorough procedures of the BPP University are followed.

4.9.3b Analysis

The financial security of the college is very high and there is little or no financial risk. These avenues of resourcing are clear and the college is in a comfortable economic situation, which is clearly observed when visiting their premises and watching their equipment, the cleanliness and the orderly organization. The McTimoney Trust provides further financial support and security for the college

4.9.3c Conclusion

McTimoney College 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

Members of the McTimoney College faculty and management play a very active role within the General Chiropractic Council and the Royal College of Chiropractors. As members of the School of Health at BPP University they interact with the other professions within the school. The head of the programme regularly attends the World Federation of Chiropractic (WFC) meetings and the Association of Chiropractic Colleges (ACC) meetings. McTimoney College students attend the WFC student events. Additionally, McTimoney College is involved with the McTimoney Chiropractic Association and several other philanthropic and educational institutions.

4.9.4b Analysis

McTimoney College has a large and varied interaction with a variety of professional sectors. Currently, McTimoney graduates are not allowed to become members of the British Chiropractic Association which has impeded interaction within the profession and fostered an environment of isolation. More integration into traditional healthcare settings is to be encouraged.

4.9.4c Conclusion

McTimoney College (BPP) 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

Reviews of the chiropractic programme and updates have occurred regularly, the last within the past two years. The process of renewal is in line with the protocols of BPP University.

4.10.1b Analysis

Reviews of the curriculum ensure that all processes associated with renewals and improvements are followed. However, they do not automatically ensure relevant improvements in all areas of the curriculum and its contents.

The college utilises external experts in the review process in addition to stakeholders. However, unless the review process takes into account the analysis and advice from a range of competent pedagogic experts, the College will not be able to improve the quality of its curriculum especially in relation to the observed gap between diagnosis and treatment plans. Other opportunities to enhance the teaching in the basic sciences, diagnostic sciences and clinical supervision may be missed if the advice comes only from former students and McTimoney chiropractors. The college should consider recruiting experts with broader experience of health care education, alternative approaches to chiropractic education and experts in the pedagogic development in higher education.

The processes of renewal are in place yet the pedagogy needs more debate.

4.10.1c Conclusion

McTimoney College (BPP) substantially complies with Standard 10.1. 

5 Summary and Conclusions

5.1 In conclusion, the Review Team acknowledges the commitment and work of the staff and students of McTimoney College in continuing the work of the College's founding fathers within a modern university setting. It welcomes the continuing development of the College and its potential role in the future education of chiropractors under the leadership of BPP University.

5.2 COMMENDATIONS, RECOMMENDATIONS AND CONCERNS

For the purposes of this report the Review 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*.

5.3 Commendations

- The fact of being part of a university structure gives opportunities for interactions for both faculty and students with other health care professionals.
- The robust ethical processes and the competencies of its committee members.
- The structure and time tabling that is in place leading to the successful completion of the final year dissertation.
- The commitment by the College and the BPP University to support and enable pedagogic and research activities for the faculty members.
- The enthusiasm and engagement for the chiropractic profession displayed by pre-clinical and clinical students.
- The improvement in the design and execution of both clinic entrance and exit examinations, and in training in medical imaging.

5.4 Recommendations

- Establish a research day where the final year students can present their dissertation in a poster format to faculty and students in the pre-clinical years.
- Increase the range of treatment tables available to both student training and patients in the student clinic.
- Patient record keeping should be digital to enable greater use of electronic data mining.
- Create stronger links with the adjacent fitness centre to establish a rehabilitation unit to afford opportunities for students to be exposed to a broader scope of practice.
- Improve strategic planning to allow for expansion and improvement of the clinical facility.
- Consider a full integration into the BPP university structure by gradually removing the concept of an isolated College.

5.5 Concern

- There are no concerns.

5.6 Acknowledgements

The Review Team wishes to extend its thanks to McTimoney College and BPP University for the hospitality and courtesy afforded to it during the on-site visit.

APPENDIX 1 Timetable of Review Visit 27–29 September 2016

TUESDAY 27 SEPTEMBER	Meeting	Personnel	Team members	Standards
19.00	Dinner	Principal	GM, KV, RF	

WEDNESDAY 28 SEPTEMBER	Meeting	Personnel	Team members	Standards
09.00 - 09.15	Private meeting of the Team	None	GM, KV, RF	
09.15 – 10.30	Senior Management Team	Senior management team except Principal	GM, KV, RF	**
10.30 – 11.30	Students	Up to 4 from each cohort except clinic students	GM, KV, RF	**
11.30 – 11.45	Coffee Break (Team only)	None	GM, KV, RF	
11.45 – 14.00	Research	All teaching staff involved with research	GM, KM, RF	**
13.00 – 14.00	Lunch	All staff available teaching clinical sciences including chiropractic	GM, KV, RF	**
14.00 – 15.00	Students	Up to 6 students from the clinical year	GM, KV, RF	**
15.00 – 16.30	Private meeting of the Team	None	GM, KV, RF	

THURSDAY 29 SEPTEMBER	Meeting with	Personnel	Team members	Standards
09.00 – 11.00	Private meeting of Team	None	GM, KV, RF	
11.00 – 11.15	Preliminary report	Principal and Senior Management	GM, KV, RF	

** Please note that all meetings with McTimoney personnel will cover Standards items 2.2, 2.5, 2.6, 3.1, 3.2, 6.4 and 7.

APPENDIX 2 Timetable and Team of Evaluation Visit 17–20 November 2014

MONDAY 17 NOVEMBER	Meeting with	Personnel	Team members	Standards
09.00	Arrival		All	
09.00-09.10	Private meeting of the Team	None	All	
9.10-10.30	Preliminary meeting with Senior Management Team	Principal/Dean of School of Health and senior management	All	
10.30-11.30	Tour of campus facilities to include teaching facilities and library		All	
11.30-11.45	Coffee break			
11.45-13.00	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
13.00-14.00	Lunch with Part time Teaching Staff		All	
14.00-15.30	Meeting with Teaching Faculty (non-chiropractic)	FT & PT teaching faculty to cover all areas of basic science teaching a member of staff who is research active, module leader(s).	All	1, 2 (with exception of 2.6), 3, 5.2, 6.1, 6.3, 6.5
15.30-16.30	Meeting with Teaching Faculty (chiropractic)	(NOT to include anyone seen before) FT & PT Teaching faculty to cover all areas of clinical science teaching including a module leader(s), Full-time, Part-time and a new member of staff (within past 12 months).	All	1, 2 (with exception of 2.6), 3, 5.2, 6.1, 6.3, 6.5
16.30-18.00	Meeting with clinic year students	Up to 6 students	All	4.2, 4.3, 4.4, 8.2, 6.1, 6.2, 6.3,
17.30-18.00	Private meeting	None	All	

TUESDAY 18 NOVEMBER	Meeting with	Personnel	Team members	Standards
09.00-09.10	Private meeting of the Team	None		
09.10-11.15	Tour of clinic facilities and formal meeting with Clinic teaching faculty		LL/CP/JM	2.6, 6.2
9.15-10.00	Admissions	Admissions Officer and personnel	DB/CLY	4.1, 4.2
10.00-11.15	Research	Member of staff who is research active and teaches research, research supervisor(s),	CLY/DB	7
11.15-11.30	Private meeting of the Team	None		
11.30-12.30	Programme Management	Senior managers McT	All	4.3, 4.4, 5.1, 5.2, 6.4, 6.5, 9.2, 9.4
12.30-13.30	Lunch with students across all years	2 from each year	All	
13.30-14.15	Quality Assurance	BPP officer and college staff responsible	All	3.1, 3.2, 8.1, 8.2, 8.3, 8.4, 10
14.15-15.15	Governance and Finance	Finance officer BPP, Senior managers, VC and Deputy VC BPP	All	9.1, 9.3, 9.5
15.15-16.00	Subsequent stages and professional sector	McTimoney Association. Any CPD manager.	All	2.7, 9.4
16.00-18.00	Private meeting of Team	None		

WEDNESDAY 19 NOVEMBER	Meeting with	Personnel	Team members	Standards
09.00	Arrive			
0910-10.00				
10:00-10.45	Learning Resources including IT support	Library, IT from BPP and special support	DB/CLY	6.1, 6.3
10.45-11.00	Break			
11.00-13.00	Private meeting of Team	As meeting progresses we may need to ask further questions of key personnel.	All	
13.00-14.00	Lunch		All	
14.00-17.30	Private meeting of the Team	None	All	

THURSDAY 20 NOVEMBER	Meeting with	Personnel	Team members	Standards
09.00	Private meeting of Team	None		
12.30	Private Lunch			
14.00	Feedback to senior management	Dean/Principal et al		
14.30	DEPART			

Members of the Evaluation Team were nominated by the ECCE Executive and each member received the Self-Study Report (SSR), and written comments from CoA related to the documents prior to the visit. The members of the Evaluation Team were:

Lise Lothe, DC MSc, FEAC	Private practitioner, Norway. Researcher Oslo University Hospital, Norway. Registrar European Academy of Chiropractic, Chair
Cynthia Peterson, RN, DC, DACBR, M.Med.Ed	Professor, Departments of Chiropractic Medicine and Radiology, Orthopaedic University Hospital Balgrist, University of Zurich. Director, Post-graduate programme, Swiss Academy of Chiropractic, Bern, Switzerland
Charlotte Leboeuf-Yde, PhD,	Professor at the University of Southern Denmark, Denmark and Research Director at IFEC, France
Johannes Mackeprang	Final year student at the University of Southern Denmark, Denmark
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. ECCE secretary Mandy Stagg was an observer on one day of the evaluation visit.