

# Education Visitors' Report

## Monitoring of a Programme

<b>Name of institution</b>	London South Bank University
<b>Programme name</b>	Masters in Chiropractic (MChiro)
<b>Date GCC approval granted</b>	September 2018
<b>Date of monitoring visit</b>	3 December 2021

<b>Panel Chair</b>	Grahame Pope
<b>Panel Members</b>	Daniel Heritage
<b>Observers (if applicable)</b>	Penny Bance (GCC)
<b>Panel Secretary</b>	Richard Campbell (GCC)

### Introduction

In September 2018, the MChiro degree programme at London South Bank University (LSBU) was granted recognition subject to four approval conditions, which included that the institution/programme would be subject to annual monitoring visits to ensure that standards continued to be met and would continue until the first cohort of students had graduated.

Physical education visits to LSBU took place in **2018** and **2019** where approval report conditions and recommendations were reviewed. As a result of the Covid-19 pandemic the **2020** annual monitoring took place remotely. As was agreed previously by the Education Committee, for consistency the monitoring Panel comprised two members from the original approval Panel, one lay and one chiropractic member.

Details of the conditions and recommendations from all the visits are detailed in this report:

- The first monitoring visit took place on **7 November 2018** and all conditions relating to this visit have been met by the institution;
- The second monitoring visit took place on **25 October 2019**, where three conditions were imposed and four recommendations. Two conditions have been met with one partially met, this has been picked up in the 2020 conditions.
- The third monitoring visit took place on **7 October 2020** and four conditions were imposed and three recommendations.

In terms of recommendations while not mandatory, there is an expectation that institutions also report progress back on these areas.

At the **2021** meeting the Panel revisited areas including student and staff recruitment; plans for the onsite student clinic/s and placements and the relocation of the course to LSBU Croydon. The substantive change forms submitted to the GCC in **February 2021** and **November 2021** were also discussed.

### Staff members, groups, facilities and resources seen

	Yes	No	N/A
Dean/ Deputy Dean/pro-vice-chancellor/deputy vice chancellor	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Representative(s) from validating institution	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Senior management responsible for programme resources.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme Leader	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patients	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clinic facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Resources ( e.g. IT, library facilities)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (Please specify): Chiropractic Placement Providers			

### Conditions imposed on the institution at the time of approval and decision on whether they have been met. (if applicable) 2017

Condition	Deadline	Condition met?
The GCC will conduct annual monitoring visits until the first graduating cohort has been achieved to ensure it is satisfied that the programme is meeting all of the requirements set out in the GCC's Education Standards.	Autumn 2022	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
The institution must recruit appropriately qualified chiropractic staff who must take up post by the end of June 2018.	June 2018	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
The institution must review the appropriateness of assessments for particular units in years 2, 3 and 4 and provide evidence	Autumn 2018	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
Introduce an element of shadowing or observation of chiropractic practice within the first two years of the programme to promote professional identity.	Autumn 2019	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>

### Conditions imposed on the institution at the time of approval and decision on whether they have been met. (if applicable) 2018

Condition	Deadline	Condition met?
The institution must supply the GCC with a detailed timeline for the recruitment of staff up until the graduation of the first cohort, along with a map of the governance structure	April 2019	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
The institution must provide detailed information on resources available in regards to onsite clinic space as well as a timeline for when the clinic will become fully functional	October 2019	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
The institution must provide the GCC with a list of providers offering student clinic placements	April 2019	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>

The institution must provide assurance to the GCC that the institution or clinic holds correct level of insurance that will cover students treating patients while on their clinical placements. In addition the institution must provide copies of the clinic placement contracts by April 2019	April 2019	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
The institution must review how much access students have to space for practising manual techniques and consider increasing the accessibility to this space by October 2019.	October 2019	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>

**Conditions imposed on the institution at the time of approval and decision on whether they have been met. (if applicable) 2019**

Condition	Deadline	Condition met?
The institution must formalise its quality assurance processes with regard to selection of clinics and make better use of in-house University resources which can assist and support with this process to look to other parts of the university for their resources which can feed into this process	January 2020	Y <input type="checkbox"/> N <input type="checkbox"/> <b>Partially met</b> Y <input checked="" type="checkbox"/> N <input type="checkbox"/> <b>carried over</b>
The institution must provide a formal plan for the provision of an onsite student clinic and a timeline for operation	Summer 2020	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
The institution must provide assurance around student access to practical skills rooms outside normal teaching hours, reported as an ongoing issue	January 2020	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>

**Recommendations**

The institution to improve and formalise feedback to students following clinic observations/placements.		Y <input type="checkbox"/> N <input type="checkbox"/> <b>Partially met</b> Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
The course team to review how observational placements are organised and to consider a mixed model of formal management from the university which also allows students to still select and proactively manage placements.		Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
The institution to review current documentation e.g. feedback templates, Clinic placement guidance		Y <input type="checkbox"/> N <input type="checkbox"/> <b>Partially met</b> Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
The institution to improve general student communications around key developments relating to the chiropractic programme.		Y <input checked="" type="checkbox"/> N <input type="checkbox"/>

**Conditions imposed on the institution at the time of approval and decision on whether they have been met. (if applicable) 2020**

<b>Condition</b>	<b>Deadline</b>	<b>Condition met?</b>
<p>The institution must provide</p> <ul style="list-style-type: none"> <li>a written plan for the operational aspect of students passing into the fourth year and being placed in student clinic/s to enable completion of the fourth year;</li> <li>a full staffing plan for (i) the student clinic and (ii) to support student in placements outside of the university</li> </ul>	Easter 2021	Y <input checked="" type="checkbox"/> N <input type="checkbox"/> Partially Met Y <input type="checkbox"/> N <input type="checkbox"/>
<p>The course team must provide comprehensive and detailed plan which allows students to catch up on missed observational placements and practice skills teaching – across all year groups</p>	Interim update December 2020, full update January 2021 if any further changes	Y <input checked="" type="checkbox"/> N <input type="checkbox"/> Partially Met Y <input type="checkbox"/> N <input type="checkbox"/>
<p>The course team must provide a complete programme specification of year one and two of the programme, which maps all changes, whether substantial or minor and highlights where areas have been moved to and from</p>	December 2020	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
<p>The institution must revisit the quality assurance documents in relation to placements.</p> <ul style="list-style-type: none"> <li>The audit tool requires further development to include clinical guidelines and markers;</li> <li>The revised placement guidance appears to be directed at providers and students and straddles generic healthcare/chiropractic. A decision needs to be made as to whether to keep the document as generic but also include chiropractic or a separate document that is chiropractic specific. Clarity needed about which areas relate to the placement provider and which to the student.</li> </ul>	March 2021	Y <input type="checkbox"/> N <input type="checkbox"/> Partially Met Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
<b>Recommendations</b>		
<p>The institution to continue to ensure that appropriate PPE is provided to students for all in house practical and observational practice skills sessions in line with Public Health England guidance</p>		Y <input checked="" type="checkbox"/> N <input type="checkbox"/> Partially met Y <input type="checkbox"/> N <input type="checkbox"/>
<p>Develop a synopsis /inventory of placement clinics information to allow students the opportunity to know in advance what to expect of particular specialities, normal hours of attendance, dress code etc</p>		Y <input type="checkbox"/> N <input type="checkbox"/> Partially met Y <input type="checkbox"/> N <input type="checkbox"/>
<p>Given students are being taught and supported at a distance it is recommended that the programme/schools give some thought to developing non academic/pastoral/social interactions/activities to improve social bonding at a difficult time.</p>		Y <input type="checkbox"/> N <input type="checkbox"/> Partially met Y <input type="checkbox"/> N <input type="checkbox"/>

## How conditions, recommendations and areas of concern were addressed

### ***Panel meeting with senior management team***

The panel met with senior members of the staff team and discussed how they had found the last 12 months, in terms of course developing and coping with the pandemic. The Dean stated that this course had been one of the easier ones to manage and support, with much of the decision-making regarding Covid-19 being determined by Government rules.

The team felt it had been a stable year, especially when they came out of lockdown. The hybrid teaching was working well and would continue in the future. There was also student support for a mixed online/on-campus hybrid system of learning ie. 70% face-to-face and 30% online. The mid-semester student survey seemed to indicate a fairly satisfied student cohort.

The GCC was reminded that LSBU had suffered a major cyber attack in December 2020 which had caused major disruption as all online information had to be 'cleaned'. However, MS Teams had not been affected.

The School of Health and Social Care had now become an Institute of Health and Social Care (IHSC) formed of 2 schools - Nursing and Midwifery as well as the School of Allied and Community Health. Rachel Picton, has been appointed Dean of the School of Allied and Community Health. The Chiropractic programme sat in the School of Allied and Community Health within the Division of Physiotherapy, Sport Rehabilitation and Chiropractic, headed by Clare Deary.

With regard to the new Croydon Campus work had continued on developing the new campus, although there had been a delay due to flooding. This issue confirmed that LSBU's decision to create an interim clinic at Southwark had been correct as it had created a back-up to counter any delays. The Croydon campus was open to students and this had been positively received. The year one students were attending weekly, with temporary teaching space being created for this cohort. A mix of business and healthcare courses were also using the campus. Chiropractic would be based at the Croydon campus once fully completed. Indeed, students seem to prefer it to Southwark. As a breakdown:

- 4<sup>th</sup> years would remain at Southwark
- 2/3 years would be Southwark and thereafter Croydon
- 1<sup>st</sup> years would be based at Croydon

The commute between both campuses was only about 15 minutes.

LSBU provided an update on staffing resources: Robert Crowley had moved from Fixed Term Contract to Full Time, Sumaya Ahmed was also Full Time and based at Croydon with Emily Blue on a Fixed Term Contract. In addition, there are three HPLs. The staffing base will increase (as finances allow based on student numbers) and will be recruited to Croydon.

Multi-disciplinary modules were mostly online due to the number of students (300+)

In terms of the transition of the clinic to Croydon there was unlikely to be an overlap as few patients from the local community would be likely to travel to Croydon. LSBU were asked about any potential competition from existing clinics in the Croydon area and were assured that whilst there were a few private clinics that the population density was high in Croydon and that footfall

should not be a major issue. Sumaya was from the area and was proactively promoting the future clinic and building local relationships. A community ambassador programme was also being launched to create local links.

With regard to student recruitment LSBU had achieved annual cohorts of approximately 40 students per year and they would like to continue at those levels. They would be recruiting for 45 this year with scope for growth with the new campus but this had to be balanced against resource delivery of the course.

Research was slowly developing but the profession overall had a shortage of academics. They were encouraging teaching/learning aspects to encourage some into academia. Mark Thomas was undertaking his Doctorate and all staff had the opportunity to undertake a PHD or professional doctorate, but not all at once.

External examiner reports were raised and the process that LSBU had in place to respond to these. It was explained that there was an operational manual to outline the process for dealing with external examiner reports. However, they do go to the exam boards as well as the academic standards committee if any issues of concern were highlighted.

### ***Tour of the Clinic Facility - Southwark***

The panel was provided with a tour of the LSBU temporary clinic, including waiting room and administration room. Around 185 patients were attending the clinic and up to 5 patients could be accommodated in the clinic space, with the use of screens. 1 or 2 staff members were in attendance during a clinic, depending upon the number of patients and students. A three-team system was operated with one team on the clinical side and one team on the management side for each day. The clinic was open three days a week and students received about eight hours clinic and 6-8 hours management experience each week.

The clinic is a single clinical space separated into 5 individual cubicles and some concern was raised about privacy and enabling patients to be seen privately. It was suggested that the administration room could potentially be used, or the clinic, if no other patients were in the room.

### ***Panel meeting with staff responsible for clinic activity***

Two clinic tutors informed the panel about their roles and that they had been impressed with the students' levels of knowledge and skill. With the current small student group there were many opportunities for 1:1 sessions. Both tutors were new to the role of clinic tutor and had benefited from a good induction and support from the chiropractic team.

The clinic is currently not open to under 18s but that this might be reviewed in future.

Patient records are currently paper based but there were plans to digitise these in the future, using Jane app. This app would be used in Croydon for chiropractic and sport rehab students.

The consent forms were very detailed and long and patients were given time to read and sign before they commenced treatment. The panel suggested that LSBU may wish to review these in line with the GCC's Code and guidance.

Students could observe other students, have a 1:1 or undertake some management activity when not in clinic with their own patients. The tutors talked the panel through how they supervised a student when with a patient and added that they felt the students seemed confident, knowledgeable, competent and confident.

### ***Panel meeting with staff involved in placement provision and external placement providers***

LSBU gave an overview of the year and stated that placements had been on hold for the last 18 months. Some Year 3 (now 4) students had been sent on placements in 2020.

Placements have been reviewed and it is planned:

1. 1<sup>st</sup> years observe only
2. 2<sup>nd</sup> years observe only but are exposed to business activity
3. 3<sup>rd</sup> years would assist with history and note taking
4. 4<sup>th</sup> years will undertake physical assessments under supervision.

Students were not having exposure to other healthcare professions at this time and that due to the pandemic the university was having to rebuild its placement list and reach out to private clinics. Students were spread around clinics so that no particular clinic would be overwhelmed and that a preference ranking system was operated in order to try and offer the students what they were looking for. The goal was to offer the widest experience possible and clinics were located around London and the Home Counties.

Training was not currently available to practice placement providers but it was hoped to reinstate this soon and this was welcomed by the placement provider in attendance so that he could better understand what students needed to learn and experience.

One placement provider described his experience of having students at his clinic and the audit system the university had undertaken with his clinic. On average he was expecting one student per month. He added that patients quite liked having students in attendance too as it provided further reassurance.

The panel queried why reflective reports had been changed from grading to a pass/fail system and LSBU felt that as it was a subjective process, that grading was problematic and that this system allowed students to be more honest in their reflection.

### ***Meeting with student groups***

The panel met with a total of six students from all four chiropractic year groups. On the whole they reported good levels of support and communication from the programme team.

The year four students had begun clinical practice and were enjoying this part of the course, indicating it was better than just academic studying. They all encountered a broad range of patients/ailments and were content with the supervision, stating that if they had any questions, the supervisor would assist them in finding solutions.

The year three students felt the year had been a 'rollercoaster' but LSBU had been able to quickly adapt to the pandemic and move the course online. They did think there was a big jump in practical ability between the 2<sup>nd</sup> and 3<sup>rd</sup> year, but it was manageable. They did note that much of the first semester had been front loaded with academic work.

The year two students were clear that the first semester had been a 'disaster' in such that it was very limited in what they could learn and take in. The second semester had been better. They expressed dissatisfaction with the anatomy classes. As the bubbles had to be created, there was limited interaction with other groups within the same year, albeit that they understood the reasons why.

The year one students were based at the Croydon campus, as expected. They had many of their classes online, some pre-recorded and some with Q&A sessions. They felt the quality of the lectures was good.

The students did feel their voices were listened to and they had good access to staff. Actions from previous meetings were listed and reviewed at the following meeting.

There was general agreement that the IPLs were not very good with little concern for the chiropractors. However, the chiropractic lectures were considered good.

The 3<sup>rd</sup> year students stated that they had no placements to date. It was noted by the students that priority would be given the 3<sup>rd</sup> year students going forward. Students did say that 4<sup>th</sup> years have offered treatments and they are often helpful in providing advice to the lower years. The 4<sup>th</sup> year students were also happy to be observed, when possible.

Asked about the clinic the students indicated no issues relating to privacy or confidentiality had arisen and although case history was taken in the clinic, with the noise from other students it was not possible to hear what others were saying. There were generally 1-2 supervisors available during clinics.

The students had yet to establish a Chiropractic Society but noted other professions did, albeit they had larger student cohorts.

In general the students felt that they lacked integration due to bubbles/groups but did understand and appreciate why this was the case. They seemed slightly irritated that the Croydon campus had been 'sprung' on them, especially since many had chosen accommodation in Southwark.

Students didn't really know much about the GCC or associations but did know they received annual visits (but could not remember from whom)

There were few practice rooms available to practise on each other and they did not undertake any real consent or screening before performing techniques on each other.

### ***Meeting with course delivery team and those responsible for the clinical aspects of the course***

Year one students are being taught onsite at the Croydon campus with a weekly practical session each Friday.

Some learning has been online via MS Teams and other parts face-to-face. Students who attended the face-to-face learning seem to do have a better understanding compared to those who only attended online. The course delivery team were examining future hybrid learning and the university would supply all IT requirements. Some technique training had been conducted online with multi-angle recording used for future reference materials.

Asked about the impact of the pandemic on student cohorts the team thought that the year three students had experienced the biggest disadvantage. There may be some skill gaps to be filled for both Year three and four and that the year four students seemed to be finding the dissertation element harder.

The team clarified the changes that had been made to modules. In particular, the changes with the reflective essay activities being moved from a graded element to a simple pass/fail. The panel were assured that each type of essay was graded by content and assessed on set criteria to ensure fairness. The panel, however, felt that a model of reflection could be graded.

Asked about the student target for 2022, this was 40 and they had 36 currently. They had staged two successful open days.

With regards to the move to Croydon most students had now visited the new campus and liked what they saw. They would also receive invitations to open days and social events to help them integrate into the new campus.

### ***Final meeting with senior management team***

During the final meeting with the senior management team, the Chair of the Panel gave a summary of the Panel's conclusions which are outlined below. In addition, the Panel Chair advised the institution that the conditions and recommendations would need to be agreed by the Education Committee.

LSBU were thanked for their support during the day.

GP reviewed the 2020 conditions of which **condition four, bullet 2** had not been met. A further, **5 new conditions** had been created, alongside **5 recommendations** and **1 commendation**. See next section for detail.

## Recommendation to Education Committee

1. Conditions met fully (recommend approval without conditions)	<input type="checkbox"/>
2. Conditions not yet met fully	<input checked="" type="checkbox"/>
3. New conditions imposed	<input checked="" type="checkbox"/>
4. No action to be taken (continue to monitor)	<input type="checkbox"/>
5. Withdraw approval (serious deficiencies that are a major cause for concern)	<input type="checkbox"/>

## Conclusion

In terms of conditions and recommendations the Panel noted and agreed:

- that one condition remained outstanding from the **2017** approval visit, which cannot be met until the first cohort of students have graduated in 2022.
- all conditions imposed at the **2018** monitoring visit had been met.
- two of the three conditions imposed at the **2019** monitoring visit had been met. The remaining condition *'The institution must formalise its quality assurance processes regarding selection of clinics and make better use of in-house University resources which can assist and support with this process to look to other parts of the university for their resources which can feed into this process'* was partially met. The Panel reported that this condition required some additional attention and would now be included in 2020 conditions.
- While recommendations are just that, there is an expectation that these be

considered, actioned and feedback provided to the Education Committee. Four recommendations were made by the visiting Panel at the **2019** visit of which one has been actioned, the three remaining have been partially met or are on hold (because of the pandemic):

- Of the four conditions imposed at the **2020** monitoring visit and three recommendations, **condition 4 (bullet 2) had not been met.**

The panel recommended the continued approval of the programme, with 5 conditions imposed at the **2021** monitoring visit with 5 recommendations and one commendation.

### Conditions

1. Provide a project plan outlining the transition and transfer of the chiropractic course from Southwark to Croydon (by the end of **March 2022**).
2. Provide a plan for developing and operationalizing the new Croydon clinic including how they intend to build a new client list for the Croydon clinic (by the end of **March 2022**)
3. Provide a governance and organizational structure with role descriptors (by the end of **January 2022**).
4. Provide a plan for a private consultation/treatment room at the Southwark clinic alongside clear advertising of this provision made to patients (By end of **January 2022**)
5. To implement a training programme for clinic educators as soon as possible. (by the end of **March 2022**)

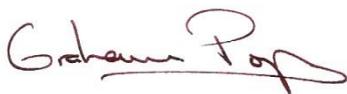
### Recommendations

1. Revisit the QA loop regarding external examiner reports and responses to ensure completion.
2. Review the inclusion of under-18 patients at their clinics
3. Review the processes and paperwork for obtaining and recording consent, particularly a phased consent process.
4. Formalise a screening procedure for students before they practise techniques on each other.
5. Monitor and review the impact of reflective assignments using a pass/fail methodology and report back at next year's monitoring meeting.

### Commendations

1. The GCC would like to commend LSBU for developing and offering a choice in how assessments could be created and submitted ie. written and video options.

Signed:



Panel Chair: Grahame Pope

Date: 5 January 2022