Education Visitors’ Report

(Monitoring of a Programme)

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| **Educational Institution** | Teesside University |
| **Programme Name** | Msci (Hons) Chiropractic |
| **Start Date of Programme** | September 2020 |
| **Date of Visit** | 8 June 2021 (Year One Monitoring Visit) |

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| **Panel Chair** | Grahame Pope |
| **Panel Member** | Daniel Heritage |
| **Observers (If applicable)** | Penny Bance |
| **Panel Secretary** | Richard Campbell |

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| **Introduction** |
| In June 2020, the MSci (Hons) programme at Teesside University was granted approval with **three conditions**. The Approval Panel and Education Committee recognised that in being a new programme, delivered by an institution new to the GCC, a more rigorous monitoring process would be required to ensure all standards were being met. The Panel was satisfied that conducting annual monitoring visits would achieve this requirement.  A monitoring visit was scheduled for Spring 2021 with a focus on progress towards meeting the conditions set in 2020. The panel comprised one lay chair and one chiropractic panel member who sat on the original approval panel. The visit took place on 8 June 2021.  Teesside University has provided regular updates throughout 2020 and submitted a formal report to the GCC Education Committee in January 2021. |

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| **Staff members, groups, facilities and resources that the panel plans to see.** | | | |
|  | **Yes** | **No** | **N/A** |
| **Dean**/ pro-vice-chancellor/deputy vice chancellor |  |  |  |
| Representative(s) from validating institution |  |  |  |
| Senior management responsible for programme resources. |  |  |  |
| Programme Leader |  |  |  |
| Faculty staff |  |  |  |
| Students |  |  |  |
| Patients |  |  |  |
| Clinic facilities |  |  |  |
| Learning Resources  (e.g. IT, library facilities) |  |  |  |
| Other: External chiropractic educators placement providers |  |  |  |

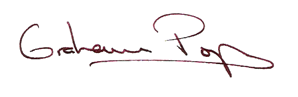
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| **Conditions imposed on Teesside University at the time of approval in 2020 and decision on whether they have been met.** (if applicable) | | |
| **Condition** | **Deadline** | **Condition met?** |
| The GCC will conduct annual monitoring visits until the first graduating cohort has been achieved to ensure it is satisfied that the programme is meeting all the requirements set out in the GCC’s Education Standards. | First semester 2021 | Y ☐ N☒ |
| The institution must recruit an appropriately qualified senior chiropractic member of staff who must take up post by the end of June 2020 or before**.** | CV to be supplied upon confirmation of appointment | Y  N |
| The institution must formalise the agreements with placement providers, confirming there is sufficient capacity for students by September 2020. | September 2020 | Y  N |

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| **Recommendations** | | |
| The University to consider the minimum number of students for which they would be prepared to run the course. |  | Y  N  Partially Met  Y  N |
| The University to provide appropriate support to chiropractic educators to deliver the practice-based learning element to ensure that they are properly prepared to participate in hosting students, prior to the start of the first placement. |  | Y  N  Partially met  Y  N |
| Teesside University/School to support chiropractic students recruited to the first cohort to develop a chiropractic society to assist with the development of professional identity | Student rep per year group. Potential for a separate chiropractic society to be reviewed annually. | Y  N  Partially Met  Y  N |

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| **How conditions, recommendations and areas of concern were addressed** |
| 1. **Panel meeting with Senior Management Team**   Overview of Year One  Teesside University found the last year exciting but challenging, especially with the Covid-19 pandemic . However, the University had been able to adapt quickly and ensure students received the necessary learning experiences. Furthermore, students were able to visit the campus from September 2020 under a hybrid model of delivery for a minimum of 4 hours per week, with practical ‘hands on’ teaching beginning in January 2021.  The University had successfully integrated the new course into the School and supported Daniel Moore in his role throughout. The recent recruitment of an additional chiropractor as well as providing associated, cross school roles such as a Clinical Anatomist will further support the course delivery going forward. Recruitment of external clinics/chiropractors in offering observation placements, or wishing to help within the School’s clinic, was of benefit to the course, staff and students.  Finally, the School was undergoing several phased redevelopments to the current clinic space, lab and shared spaces with phased completions in 2021 and 2022. This would further improve the learning, student and staffing experience.  Student Recruitment Process (Year one and beyond)  With regards to student recruitment and interviews, adjustments to the processes had been made to allow for online interviews. This had gone exceptionally well and Teesside University will continue with online interviews for the next recruitment cycle.  With regard to future recruitment to the MSci (Hons) Chiropractic course, the School had first examined the number of placements available to students. With that, the School calculated that six Foundation and 24 Year one students was a manageable cohort and within their resource capability. Regarding numbers, Teesside University received 169 applications, including 39 international to date.  Research  Teesside University stated that research within the School had been a lesser element to teaching, however, they were slowly changing this mindset. First, they were expanding their research centres from three to four with the creation of a centre for medical enhancement. Secondly, the school would be focussing on how best to support staff in the areas of research, especially as some new staff lacked research experience. It was, however, a requirement for all staff to undertake their doctorate (either taught or by research) within six years of joining the organisation, for which suppprt was provided.   1. **Panel meeting with Course Delivery Team**   Review of Year One and Covid-19 Restrictions  Daniel Moore started at Teesside University one week before the first Covid-19 lockdown in March 2020. As such, the six course modules had to be reviewed, amended and moved around to adjust to the new operating environment, most notably through the creation of a hybrid learning system. The School were able to move back the face-to-face activity to semester two and bring forward much of the theory activity to semester one.  By the second semester, the School had created plans on who could teach on campus and for how long (8 hours). Some issues around having bigger rooms for social distancing and IT requirements for virtual viewing had been resolved.  In-person placements had been difficult due to Covid-19. Therefore, the School introduced Peer Enhanced E-Placements (PEEPs) Learning, providing three days of online placement experience. The advantage with PEEPs was that subject matter and learning outcomes could be monitored and controlled. The events were well received by students. As such, the School plans to maintain these E-placements in the future with three days in semesters one and two.  Clinic Placements  The clinical placement experiences offered to students had been well received. Year one students were instructed only to observe treatments.  Regarding Teesside University’s Framework of Placements, this included an audit of the clinic placement (Health and Safety, consent forms, paperwork etc.) which needed to be logged on the School’s audit system. If any issues were highlighted within the audit, the School would work with the clinic to resolve.  Teesside University provided training to the clinics who agreed to student placements, including attending two Practice Educators Placement events. In addition, all practitioners had their credentials checked against the GGC register of chiropractors.  Hourly Paid Lecturers (HPLs)  Teesside University plans to involve external practitioners in the School’s clinic as well as using HPLs (Hourly Paid Lecturers). HPLs would support staff and provide clinical experience in a classroom setting. HPLs were distinct from placement clinicians and would contribute to teaching modules but not lead the learning experience. It was stressed that HPLs were not being recruited due to a lack of staffing at the School but to enhance the subject for students and support the lecturers.  Finally, HPLs would be offered development workshops and training if needed.   1. **Panel meeting with External Clinical Educators/Placement Providers**   Course Development and Clinic Audit  Two of the practitioners had been involved in the course steering group and in developing the placement model.  Regarding the audit, the clinical practitioners praised the School for their audit system and found it a useful tool, stating that it had helped them identify some issues within their own clinics which they then addressed, and as such had been developmental.  Review of Placements and Patient Interaction  The practitioners found the organisation and communications from Daniel Moore and the School to be excellent, being informed in advance which students would be attending etc. The students were also well organised, polite and on-time.  Patients found having the students present at their treatment an interesting learning experience. The clinics always spoke to patients in advance of the treatment.  Training  The practitioners had been provided with some training and would attend additional training each year.  It was noted that knowing what standard the practitioners should expect from the students would be useful. In addition, an appendix of the student learning outcomes for the course would also be useful (this is being developed).  It was also suggested that providing the Student Assessment forms prior to the students being on-site would be useful as students observing multiple chiropractors meant the clinic had to pull the information and comments from everyone together into one document.  Finally, the School is working on placing the clinical educator training online as well as sharing non profession specific training.  PEEPs  PEEPs had been developed due to the Covid-19 pandemic (three days each semester) and has been well received across the professions. It was recognised that some skills are more difficult to develop using PEEPs e.g. in-person soft skills; others, such as online communication, had surpassed their expectations.  The School stated that online learning activity would decline after the pandemic, however, they were likely to retain some elements in the future.  Finally, although the online activity was popular with students, there was still a desire to visit practices.   1. **Meeting with Students**   It was felt that under the current circumstances the learning experience had been well organised. Communication with the School had been efficient and timely with answers to questions often being returned out of hours or at the weekend. This was appreciated.  There was a sense of group cohesion, under the circumstances, however, not as much as would have been experienced during an on-campus experience.  There was some concern that students were not being provided with more information on associated costs around the course e.g. travel costs. This matter should be more clearly presented to students.   1. **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.  The Chair stated that in the Panel’s view there had been good development and progress of the programme over the past year and so would be recommending continued approval of the programme with **two** (2) **conditions**, **three** (3) **recommendations** and **three** (3) **commendations.**  Conditions   1. For GCC to conduct annual monitoring of the MSci (Hons) Chiropractic course until the first cohort of students had completed the full course. (Dates to be agreed) 2. For all clinical placement educators to have access and complete formal Clinical Educator Training. An update on this condition should be provided to GCC by **30 September 2021** with completion of the condition by **1 February 2022**.   Recommendations   1. The University to support the students in the creation of a Student Chiropractic Society. With the hopeful return to campus in 2021 and a second cohort of students, this should be achievable and sustainable. 2. The University to ensure that all students gain the depth and breadth of experience within a clinical environment, with a focus on soft skills development. 3. The University to formalise its information to students regarding additional personal costs associated with studying the MSci (Hons) Chiropractic course.   Commendations   1. The GCC would like to commend the University for the development and rollout of its Peer Enhanced E-Placements (PEEPs) programme. 2. The GCC would like to commend Teesside University for the development and application of their Clinical Practice Audit which had been praised by clinical practitioners, both as a helpful and straightforward auditing tool and for highlighting issues within their own practices. 3. The GCC would like to commend Teesside University for the opportunities they created for student face-to-face observations during the Covid-19 pandemic, including the provision of PPE equipment for students. |
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| **Recommendation to GCC Education Committee** | |
| Conditions met fully (recommend approval without conditions) |  |
| Conditions not yet met fully |  |
| New conditions imposed |  |
| No action to be taken (continue to monitor) |  |
| Withdraw approval (serious deficiencies that are a major cause for concern) |  |

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| Conclusion |
| In terms of conditions and recommendations the Panel noted and agreed that one condition from 2020 cannot be met until the first cohort of students have graduated.  While only recommendations, there is an expectation that these be considered, actioned and feedback provided to the GCC Education Committee. Three (3) recommendations were made by the visiting Panel at the 2020 visit of which two (2) have been actioned and one part-actioned and being kept under review by Teesside University.  The Panel recommended the continued approval of the programme, with two (2) conditions imposed at the 2021 monitoring visit and three (3) recommendations.  Conditions   1. For the GCC to conduct annual monitoring of the MSci (Hons) Chiropractic course until the first cohort of students had completed the full course. (Dates to be agreed) 2. For all clinical placement educators to have access and complete formal Clinical Educator Training. An update on this condition should be provided to GCC by **30 September 2021** with completion of the condition by **1 February 2022**.   Recommendations   1. To support the students in the creation of a Student Chiropractic Society. With the hopeful return to campus in 2021 and a second group of students, this should be achievable and sustainable. 2. To ensure that all students gain the depth and breadth of experience within a clinical environment, allowing them to develop the necessary soft skills requirements to practise as a chiropractor. 3. For Teesside University to formalise its information to students regarding additional personal costs associated with studying the MSci (Hons) Chiropractic course. |



Signed:

Panel Chair: Grahame Pope

Date: 14 June 2021