

Education Visitors' Report

(Monitoring of a Programme)

Educational Institution	Teesside University
Programme Name	Msci (Hons) Chiropractic
Start Date of Programme	September 2020
Date of Visit	21 October 2024 (Year Four Monitoring Visit)

Panel Chair	Grahame Pope
Panel Member	Daniel Heritage
Observers (If applicable)	
Panel Secretary	Elizabeth Austin

Introduction
<p>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.</p> <p>Monitoring visits took place in June 2021, May 2022 and May 2023 with a focus on progress towards meeting the conditions set. The panel comprised one lay chair and one chiropractic panel member who sat on the original approval panel.</p> <p>The fourth monitoring visit took place on 21 October 2024 and comprised the same panel members to ensure the process remained efficient and consistent.</p>

Staff members, groups, facilities and resources that the panel plans to see.			
	Yes	No	N/A
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 / graduates	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Patients	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Other: External chiropractic educators placement providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.	Summer 2024	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
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 <input checked="" type="checkbox"/> N <input type="checkbox"/>
The institution must formalise the agreements with placement providers, confirming there is sufficient capacity for students by September 2020.	September 2020	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>

Recommendations		
The University to consider the minimum number of students for which they would be prepared to run the course.		Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
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 <input checked="" type="checkbox"/> N <input type="checkbox"/>
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 <input checked="" type="checkbox"/> N <input type="checkbox"/>

Conditions imposed on Teesside University following the monitoring visit in 2021 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.	Summer 2024	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
For all clinical placement educators to have access and complete formal Clinical Educator Training.	Update provided to GCC by 30 September 2021 with completion of the condition by 1 February 2022	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>

Recommendations 2021		
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		Y <input checked="" type="checkbox"/> N <input type="checkbox"/> Partially Met Y <input type="checkbox"/> N <input type="checkbox"/>
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.		Y <input checked="" type="checkbox"/> N <input type="checkbox"/>

The University to formalise its information to students regarding additional personal costs associated with studying the MSci (Hons) Chiropractic course		Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
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Conditions imposed on Teesside University following the monitoring visit in 2022 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.	Summer 2024	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
That information aimed at students and prospective students regarding additional costs of studying on the MSci programme, including travel costs is explicit and visible on the MSci "landing page" of the University website, and that information is included in open day meetings/presentations.	September 30 th 2022	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
That the University provide an update on the progress, including a timeline for the development and implementation of the Chiropractic Clinic within the university.	September 30 th 2022	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
That the University provide a plan for IPL opportunities, and its implementation timeline, for all students across the four years of the course.	September 30 th 2022	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>

Recommendations 2022

That the university investigate opportunities for clinical educators associated with the MSci programme to engage in inter-professional activity such as clinical educator training.		Y <input checked="" type="checkbox"/> N <input type="checkbox"/> Partially Met Y <input type="checkbox"/> N <input type="checkbox"/>
That the university review the final years fees structure for the programme, and if there are any changes from the advertised rates (in the prospectus) ensure all students (current and potential applicants) are made aware.		Y <input checked="" type="checkbox"/> N <input type="checkbox"/> Partially Met Y <input type="checkbox"/> N <input type="checkbox"/>

Conditions imposed on Teesside University following the monitoring visit in 2023 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.	Summer 2024	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
That the university provides copies of all documentation relevant to the running of the clinic, including clinical governance policies and the CVs of the clinical supervisors by the end of June 2023.	June 2023	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
That the university provides a plan for access to a dedicated rehab space by September 2023	September 2023	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
That the university provides an update on the implementation of their interprofessional learning (IPL) strategy based around the fourth year of the programme by the end of the autumn semester.	Autumn Semester 2023	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
That the university provides confirmation that the clinic spaces relate to best practice by the end of June 2023.	June 2023	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>

Recommendations 2023

Review and implement access to staff development opportunities for hourly paid lecturers and fractional staff.		Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
Provide a clear policy on the timeliness of responding to emails from students		Y <input checked="" type="checkbox"/> N <input type="checkbox"/>

Provide a clear statement regarding the timeliness of feedback to students from both formative and summative assessments		Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
Review/signpost information regarding additional costs associated with travel to placements and signpost students to additional financial support		Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
Review the NHS placement where students are classed as volunteers		Y <input checked="" type="checkbox"/> N <input type="checkbox"/>

How conditions, recommendations and areas of concern were addressed

Meeting with Senior Management Team (SMT)

The Panel met with senior members of staff and asked them to reflect on the development of the programme and plans for the future.

The SMT shared the university's ambition to grow its educational provision, both locally and on a global scale. The institution plans to intensify its international strategy, recognising the value in broadening its appeal beyond the local community to national and international audiences. Although recent recruitment efforts faced an unexpected decline, the SMT believe that as the school's reputation solidifies, its offerings will become a firm part of the institution's identity.

The Panel was informed that a focus is also placed on expanding research initiatives now the programme is established. Current research activities are robust, with students engaged in projects in South America, and staff contributing to pedagogical research. This research is seen as enhancing both staff and student experiences, while the annual international student conference continues to be an important component of the university's brand and student engagement strategy. Additionally, the university aims to expand collaborative research opportunities with other higher education institutions.

The Panel asked the SMT about its plans to develop potential postgraduate taught (PGT) programmes and postgraduate research (PGR) programmes in chiropractic. The SMT explained that a scoping study is planned this academic year to formalise these opportunities, aiming to bring in four postgraduate research students annually. Currently, two members of the chiropractic school are pursuing PhDs.

Regarding recruitment, the SMT informed the Panel that entry tariffs had been reviewed and the UCAS threshold was lowered to 104 UCAS points. Although the school received 90 applications, conversion rates were lower than anticipated. Efforts to attract students now include collaborations with football teams to expand the sports component of the programme, with an increase in marketing initiatives and open days

to support this goal. The recruitment target is set at 50 new students over the next few years, with plans to reassess based on growth and capacity.

The Panel was informed that there are ongoing considerations around gaining European Council on Chiropractic Education (ECCE) accreditation to further support international outreach.

The SMT shared that the university's clinic, which provides chiropractic and sports therapy services, is growing in scope and offers valuable health services to the local community. The SMT is exploring the inclusion of physiotherapy patients, ensuring a multidisciplinary team (MDT) approach that supports holistic health and wellbeing.

The Panel was informed of marketing efforts highlighting the university's unique selling points (USPs), such as its interprofessional education model embedded within the Allied Health Professions (AHP) department. Additionally, international projects, such as the student research initiative in Chile, connect students globally and emphasise the university's commitment to global educational experiences.

Feedback to the SMT from the Approval Panel highlighted the genuine value of the university's interprofessional education (IPE) model, which goes beyond traditional co-learning and demonstrates the ethos of integrated, collaborative learning. Additionally, the programme was commended for meeting all previous conditions and aligning with the new Education Standards, reflecting the high quality of work in these areas.

Tour of Clinic Facilities

The Panel toured the multidisciplinary chiropractic and sports therapy clinic and observed that the chiropractic area includes three bays and two private treatment rooms. The clinic operates four days a week and currently supports 16 students, with each student working two half-days per week. A 1:4 staff-to-student ratio, maintained by four floor tutors, was reported to be effective. The Panel also noted that students have access to a dedicated chiropractic rehab space within the clinic for working with their patients.

The Panel was informed that a mock CQC audit had been conducted, leading to positive changes based on patient feedback. Additionally, the Panel visited the new BIOS building, observing simulation suites and advanced technology, such as Anatomage tables. These resources are integrated into the programme, with plans to incorporate VR and Augmented Reality to enhance learning and teaching. This initiative aims to prepare students for a digitally advanced professional environment.

Meeting with students working in the clinic

The Panel met with five students in the fourth year of the programme.

Students shared with the Panel that they felt well-prepared for clinical practice from their first year, thanks to early exposure to key competencies and procedures. Placements with fourth year students were particularly beneficial, as these students provided guidance and shared their experiences, which helped build confidence and understanding of clinical decision-making. Elements, such as first aid training, health and safety protocols, RCC emergency referral procedures, and the use of CPiRLS and data management systems, were covered thoroughly in their modules. Students confirmed they completed all necessary readings and signed acknowledgment forms before beginning their clinic work. They also cited the Complex Case Management

module as particularly useful in building their critical thinking and problem-solving skills for handling diverse patient cases.

The students described their clinical supervision as supportive and thorough. Access to tutors is readily available, with patient slots allocated in 30-minute intervals, and initial appointments for new patients lasting two hours. Students encounter a diverse patient base, including university staff, students, and local community members, which broadens their clinical exposure. They participate in two four-hour clinic sessions per week with different supervisors, providing continuity while also offering variety when supervisors rotate for reasons like holidays.

One student mentioned challenges when there was a lack of rapport with a particular supervisor. For instance, students on the autism spectrum reported that while adjustments had been made, such as extending session times with patients, they would benefit from additional time with supervisors for guidance. They have discussed this with their tutors, who are receptive to making adjustments to better support diverse learning needs.

Students commented that placements have been beneficial in developing their communication skills and clinical confidence. Exposure to a range of placements, rather than repeated experience in the same setting, has been particularly beneficial, allowing students to encounter varied cases and approaches. This variety is seen as essential for a well-rounded clinical education, as it enhances adaptability and broadens their understanding of different clinical environments.

Students confirmed that clinics operate collaboratively, with frequent referrals between different types of clinics as well as to external providers when necessary. Although there is limited co-management of cases within the clinic itself, students actively refer patients to other services, including imaging, blood tests, general practitioners (GPs), and mental health support. They noted instances of emergency care, with two patients referred directly to Accident & Emergency (A&E) for urgent intervention.

Students expressed appreciation for the opportunities provided by the university, feeling that their training has prepared them well compared to their peers. They noted that the programme is responsive to student feedback, making improvements based on student input, which has contributed positively to their overall learning experience and confidence as emerging clinicians.

Meeting with Patients

The Panel met with ten patients to gain insights into their experiences within the teaching clinic. Patients shared overwhelmingly positive feedback, particularly highlighting the professionalism, thoroughness of assessments, and supportive environment.

One patient expressed great satisfaction with the proactive care they received, noting that their experience felt much more comprehensive compared to previous NHS treatments. After several sessions with a student clinician, the patient appreciated the clear explanations provided, which fostered a sense of safety and understanding.

Another patient, who was referred by word of mouth for a chronic knee issue, reported significant improvement after treatment. The knee felt better than ever and the patient was so impressed that they now planned to seek help for an additional issue.

A patient with chronic pain praised the clinic for its flexible appointment system and the support they received. They appreciated the opportunity to follow a single student

clinician throughout the year, which allowed them to witness the student's progression and growing expertise—a process that was both rewarding and reassuring.

Consistency of care was another point of praise. One patient highlighted the seamless transitions between clinicians, with the clinic team demonstrating a clear understanding of the patient's medical background. The initial assessment was thorough, and floor tutors provided valuable tuition for students, helping them develop clinical practices while focusing on both the patients' and students' well-being.

Lastly, a patient expressed appreciation for the holistic and personalised care they received. The student clinician was confident and perceptive, identifying changes in their health week-to-week. The patient noted that the care felt professional and comprehensive, with students adopting the role of clinicians rather than simply being students.

Patients collectively reported no negative feedback about their care. However, they did mention a recent procedural change: students are no longer permitted to contact patients outside of clinic hours to provide follow-up information, such as exercises, which was previously allowed.

Meeting with graduates

The Panel met with four recent graduates who provided insights into their experiences transitioning from students to practicing clinicians.

All graduates agreed that the hands-on clinic experience and support from floor tutors were crucial in building their confidence and competence for professional practice. Observation placements exposed them to different clinical environments, helping them determine their preferred work settings. One graduate shared initial anxiety about transitioning into independent practice without constant guidance but found their confidence grew within the first few weeks. They now apply the patient-centred approach learned in the student clinic. Another graduate, now managing their own clinic, echoed this experience, saying the foundation provided by placements and tutors eased the transition, and they appreciated that tutors remained available for mentoring after graduation.

Graduates appreciated the variety and diversity of their placements, which allowed them to gain experience in various clinical settings and with different patient demographics. This helped them adapt to different work environments and prepared them for managing a wide range of patient cases. The exposure to different clinic models and patient interactions made them feel well-equipped for post-graduation practice.

While the programme was generally seen as comprehensive, some graduates felt that the functional management component could have been better tailored to real-world applications in practice. However, they praised the programme for thoroughly preparing them for patient interactions and helping them develop essential soft skills crucial for effective chiropractic care.

The graduates expressed appreciation for the supportive university environment. Being part of a small cohort fostered a close-knit community, and tutors were easily accessible for both academic and professional support. However, some graduates found the financial department difficult to navigate, especially as self-funded students. Despite these challenges, they generally found the campus environment to be excellent, with one graduate benefiting from a sports scholarship during their studies.

The integration of the clinic with the sports therapy programme was highlighted by graduates as an opportunity for interdisciplinary and multidisciplinary learning, allowing for collaborative care and referrals. They also had exposure to other life science departments and visiting lecturers, which broadened their perspective on interdisciplinary care. This clinic experience helped build their confidence in making referrals, a practice they continue to use in their professional roles.

Graduates also mentioned their continued access to the university's online research resources, which they use to support evidence-based practice in their clinics.

Meeting with External Clinical Educators/Placement Providers

The Panel met with nine clinical educators/placement providers to discuss the placement model and its progression.

Providers agreed that the model has been highly effective in preparing students for professional practice, noting significant student growth and progression over the years. Exposure to different clinical environments and interactions with professionals outside the university has enhanced students' skills. Providers also noted that the model benefits both parties, as students gain valuable experience, while providers adapt their mentoring approaches to maximise learning outcomes.

Providers appreciated the ongoing support from the university, particularly the open communication and regular updates, which made managing placements easier. Floor tutors maintain close contact with practice managers, ensuring that student progress is monitored and concerns are addressed promptly. Based on provider feedback, the university has adapted the placement process, resulting in continuous improvements.

Providers stated that exposure to real patients during placements has played a significant role in developing students' professionalism and patient interaction skills. Providers observed that students showed increased confidence and competence by their third year, which carried over into their fourth-year clinic experiences. Formalised meetings between placement providers allowed for the sharing of experiences and best practices.

The feedback process for students was also praised. Providers confirmed they give immediate feedback during placements, complemented by formal assessments. This allows students to reflect on their performance, accept constructive criticism, and improve.

The Panel was informed that the placement process has been smooth and efficient. Providers receive all necessary information via email, and placements are coordinated through the university's website, where providers can review which students will join their clinics. The university also informs providers in advance if students have specific needs, enabling them to make necessary accommodations.

Providers shared that while the placement process has generally improved, some challenges remain, particularly with the geographic spread of clinics across the North, which can affect accessibility for some students.

Meeting with the Course Team

The Panel met with the course team and asked them to reflect on their four-year journey of developing and refining the programme.

Discussions covered topics such as assessment changes, digital resource integration, year-by-year curriculum progression, interdisciplinary learning opportunities, and fostering reflective practice among students.

The Panel was informed that adjustments to assessments have been ongoing, guided by student feedback and evolving Educational Standards. For example, anatomy assessments shifted from purely knowledge-based to a clinically applied approach that aligns with chiropractic standards. The team is also exploring the use of artificial intelligence and simulation in anatomy teaching to boost student engagement.

The team highlighted the university's investment in digital and bioscience facilities which has allowed the incorporation of advanced technologies into the curriculum. Student survey responses have also informed changes, with the team aiming to maximise the use of the university's digital capabilities.

The team also emphasised the focus on Interprofessional collaboration through shared clinical spaces with other health science programmes, providing valuable cross-disciplinary learning opportunities.

The team described the curriculum philosophy and structure, designed to build clinical competencies year by year, preparing students for clinical practice. Year one focuses on foundational knowledge, particularly challenging as students adapt post-COVID. Year two deepens understanding of pathophysiology and disease processes. Year three integrates clinical application and case reporting, preparing students for real-world scenarios, while Year four emphasises clinical placements where students apply their knowledge in practice.

The team confirmed that only minimal changes were required to meet the new Education Standards, as the programme already aligned with contemporary requirements. The team highlighted increasing interdisciplinary collaboration, including anatomy and physiology support from other departments and a functional movement module with sports therapy. Plans to expand interdisciplinary learning include innovative solutions like online simulation projects and filmed scenarios to address logistical challenges. Multidisciplinary elements are already incorporated into some placements, such as NHS opportunities for first-year students.

The Panel was informed that a key goal of the programme is to instil reflective practice skills in students. Reflective practice is embedded in content and assessments, with Year four students completing portfolio logs for each patient episode, fostering high-level reflection. The team explained that the focus on reflective skills is a defining strength of the programme, intended to produce graduates who continually evaluate and improve their practice

Meeting with staff responsible for clinical activity

The Panel met with seven members of the clinical team and discussed student engagement, training, patient diversity, and future improvements to clinic operations and interdisciplinary collaboration.

The team shared that the clinic is currently supporting 16 students, up from 11 the previous year. There are currently four floor tutors, focusing on guiding students through subjective history-taking, case presentations, and management plans, while fostering independent critical thinking. The tutors noted that as the number of students increases, managing time has become more challenging, leading to considerations of shift rotations. Initially, students demonstrate strong theoretical knowledge but require guidance to translate this into practical application. Over time, they develop greater efficiency in clinical tasks, particularly in patient history-taking and management planning.

The team highlighted the effectiveness of initial induction training for tutors, which included a pre-training day led by senior staff. The tutors shared they were provided with invaluable support during the transition to clinical teaching, fostering team collaboration and addressing challenges through regular meetings. Tutors continue to benefit from team meetings and annual formal gatherings in May to align standards.

The Panel was informed that a recent audit identified issues in clinical note accuracy and consent documentation, prompting additional training for fourth-year students and curricular adjustments for year three students. The team is exploring ways to formalise handovers between student year groups, ensuring continuity in patient care and smoother transitions for students.

Regarding patient footfall, the Panel was informed that the clinic serves a diverse patient population, including students, staff, and the public, who present with a wide range of conditions from musculoskeletal issues to complex neurological cases. This variety provides students with a broad learning experience. Referrals within the two clinics are common, and the team aims to strengthen interdisciplinary co-management practices, particularly with sports therapy, and better utilise the rehab suite to enhance patient care. Recent CPD events have fostered collaboration across disciplines such as nursing, physiotherapy, and chiropractic, reflecting growing opportunities for interdisciplinary learning.

The team explained that patient education is prioritised, with a designated space for guiding patients through home exercise programmes and providing printed instructions. Although external partnerships remain in early stages, patients are regularly referred to community resources such as mental health services, smoking cessation programmes, and primary care providers. Expanding these partnerships is an ongoing goal to establish a more comprehensive care network.

The Panel learned that students are trained in clinic management software during their junior induction, with the training continuously refined based on feedback to ensure preparedness for the administrative demands of clinical practice. The team remains committed to adapting this training to facilitate students' smooth progression through their placements.

Meeting with students

The Panel met with seven students from Years one to three of the programme.

When asked why they had chosen to study at Teesside, the students provided various reasons, including its proximity to home, positive recommendations, and the appeal of modern facilities and a newly developed curriculum. Open days made strong impressions, showcasing the university's commitment to student success. Many were particularly drawn to the emphasis on early placements in both NHS and private practices, which provide valuable hands-on experience.

Students reported feeling well-supported academically and personally, with easily accessible resources for academic writing, disability support, and mental health counselling. The placement team works to match students with convenient placements, and student feedback is actively considered; for instance, an NHS placement that wasn't working was recently removed. Students commended staff members for their proactive approach, ensuring students understand course material and receive the help they need.

The Panel was informed that interdisciplinary learning is a feature of the programme, allowing students to collaborate with professionals in fields such as optometry, paramedics, and radiology during placements. The fixed timetable was appreciated for enabling efficient planning. Year three students stated they benefitted from beginning clinical placements in the summer, gaining early hands-on experience. Career preparation starts in Year two, with guidance on international opportunities, job postings, and professional associations like the RCC and BCA. Some students have pursued research opportunities in Malaysia, while the university's Chiropractic Association offers additional professional development opportunities.

Students praised the department for its responsiveness to their feedback, which has led to adjustments in teaching styles to improve engagement and exam preparation. The students shared that faculty members incorporate creative and varied teaching methods, ensuring students are well-prepared for both exams and clinical practice.

Final meeting with Senior Management Team

During the final meeting with the SMT, 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 continued development and progress of the programme over the past year and so would be recommending continued approval of the programme with **no additional conditions, two recommendations and four commendations.**

Recommendation to GCC Education Committee	
Conditions met fully (recommend approval without conditions)	<input checked="" type="checkbox"/>
Conditions not yet met fully	<input type="checkbox"/>
New conditions imposed	<input type="checkbox"/>
No action to be taken (continue to monitor)	<input type="checkbox"/>
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 all conditions and recommendations had been met.

The Panel recommended the continued approval of the programme, with no new conditions, two recommendations and four commendations.

Recommendations

- Monitor and implement a robust cleaning process within the clinic.
- Develop a contingency plan for chiropractic staffing of the course.

Commendations

- The pastoral support and the care provided to students should be commended.
- The safe, effective and accessible care the clinic provides for the community should be commended.
- The evolution of the placement model through the four years and its role in preparing students for clinical practice should be commended.
- The Panel commends the programme team for the innovation they have brought to chiropractic education.

Signed:



Panel Chair: Grahame Pope

Date: 05/12/24