

**EUROPEAN COUNCIL ON CHIROPRACTIC EDUCATION
QUALITY ASSURANCE AND ACCREDITATION COMMITTEE**

EVALUATION TEAM REPORT

Master of Chiropractic (MChiro)

Madrid

McTIMONEY COLLEGE OF CHIROPRACTIC

25-26 April 2024

TABLE OF CONTENTS

1.	Executive Summary		4
2.	Introduction		6
3.	McTimoney College of Chiropractic		7
4.	ECCE STANDARDS AND COMPLIANCE		9
4.1	AIMS AND OBJECTIVES	Statement of aims and objectives	9
		Participation in formulation of aims and objectives	10
		Academic autonomy	10
		Educational outcome	11
4.2	EDUCATIONAL PROGRAMME	Curriculum model and educational methods	11
		The scientific method	12
		Biomedical sciences	13
		Behavioural and social sciences, ethics and jurisprudence	14
		Clinical sciences and skills	14
		Chiropractic	15
		Clinical training	16
		Curriculum structure, composition and duration	17
		Programme management	18
		Linkage with subsequent stages of education, training, chiropractic practice and the health system	18
4.3	ASSESSMENT OF STUDENTS	Assessment methods	19
		Relation between assessment and learning	20
4.4	STUDENTS	Admission policies and selection	21
		Student intake	21
		Student support and counselling	22
		Student representation	23
4.5	ACADEMIC AND CLINICAL FACULTY (STAFF)	Faculty (staff) recruitment	24
		Faculty promotion and development	25
4.6	EDUCATIONAL RESOURCES	Physical facilities	26
		Clinical training resources	27
		Information technology	28
		Educational expertise	29
		Administrative and technical staff	19
4.7	RELATIONSHIP BETWEEN TEACHING AND RESEARCH		30
4.8	PROGRAMME EVALUATION	Mechanisms for programme evaluation	31
		Faculty and student feedback	32
		Student cohort performance	33
		Involvement of stakeholders	33
4.9	GOVERNANCE AND ADMINISTRATION	Governance	34
		Academic Leadership	35

		Educational budget and resource allocation	36
		Interaction with professional sector	36
4.10	CONTINUOUS RENEWAL AND IMPROVEMENT		37
5.	CONCLUSIONS	Summary	38
		Commendations, Recommendations and Concerns	38
		Commendations	39
		Recommendations	39
		Concerns	39
		Acknowledgements	39
	APPENDIX	SITE VISIT AGENDA	40

EXECUTIVE SUMMARY

- 1.1 McTimoney College of Chiropractic (MCC) is a long-established institution for the education and training of chiropractors in the UK. 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 McTimoney Chiropractic School, then in 1997 to McTimoney Chiropractic College and in 1998 to McTimoney College of Chiropractic.
- 1.2 Since 2020, MCC has been an independent, not-for profit, higher education institution (HEI) in England. All higher (HE) undergraduate and postgraduate degree programmes offered by MCC are now validated by Ulster University.
- 1.3 MCC operates on three sites. The main site is a self-contained building in Abingdon, Oxfordshire. The second site is located in self-contained premises in central Manchester. The third site, MCC Madrid, has started its programme in October 2022. MCC offers a range of educational and training programmes including an Access Diploma in Health (Level 3), a Masters in Chiropractic (MChiro) (Level 7), postgraduate degrees (Level 7) and Continuing Professional Development (CPD) seminars and courses.
- 1.4 The degree offered by MCC is the Masters in Chiropractic (MChiro). This programme has two delivery patterns, either the 4-year pathway or the 5-year pathway, both of which lead to the same qualification (MChiro). The 4-year pathway is delivered only in Abingdon and Madrid whereas the 5-year programme is delivered separately either in Abingdon or in Manchester. Both the 4- and 5-year pathways are the same programme in content, delivery, assessment and exit outcomes, but differ in their delivery pattern so as to accommodate students' differing lifestyles and needs. The MChiro (both pathways) is accredited by the General Chiropractic Council (GCC) enabling graduates to practise as chiropractors in the UK.
- 1.5 Following on from Candidate status with the European Council on Chiropractic Education (ECCE), the 4-year pathway (Abingdon) was accredited by ECCE in 2016 and the 5-year (extended) pathway (Abingdon and Manchester) was accredited by ECCE in 2018. All programmes were reaccredited in 2019.
- 1.6 The current evaluation visit for accreditation with conditions in the second year of operation of the Madrid Campus was conducted in April 2024 following submission of the Self-Study Report (SSR) by MCC in January 2023, with an updated SSR in March 2024. The first SSR was considered by the Quality Assurance and Accreditation Committee (QAAC), which then instructed the evaluation visit to proceed.
- 1.7 A two-day evaluation visit took place, which inspected the Madrid site of delivery of the MChiro programme. The site visits provided further documentary and oral evidence to the previously submitted documentation, and on this basis the evaluation Team compiled its report for submission to QAAC. MCC was informed verbally on the last day of the visit of the Team's draft conclusions in terms of commendations, recommendations and concerns.

- 1.8 Members of the evaluation Team wish to thank the Principal, senior managers, staff and students of MCC for the courtesy shown to them during their visit, and for the open manner in which discussions were held.
- 1.9 This document forms the evaluation Report compiled by the evaluation Team based on the SSR and other documentary evidence, oral evidence and observation during the visit to MCC in Madrid.
- 1.10 At the end of the visit, the Team concluded with the following:

COMMENDATIONS:

- The overarching political strategy to help develop the chiropractic profession long term in Spain via delivering quality chiropractic education.
- The strong relationship between Madrid Campus and the Spanish stakeholders (including between Madrid students and the Spanish Chiropractic Association AEQ).
- MCCs student centeredness and support in delivering chiropractic education.
- The enthusiasm of staff and students in starting and further developing a new Campus together.

RECOMMENDATIONS:

- State minimal language requirement for Spanish for students to enter clinic locally (e.g. end of year 3, same level as asked for English proficiency for students).
- Standardize number of interviewers for admissions interview (should be more than 1).
- Adapt either the handbook or provide supplement information in the syllabi to reflect the Spanish context in relevant courses (e.g. business law and ethics course, relationship with the AEQ/code of conduct).
- Provide information on local support staff that is easily accessible to students (e.g. in supplementary information).

CONCERNS:

None

Judgement Summary

1. AIMS AND OBJECTIVES		
1.1 Statement of Aims and objectives	Full	
1.2 Participation in Formulation of Aims and Objectives	Full	
1.3 Academic Autonomy	Full	
1.4 Educational Outcome	Full	
2 EDUCATIONAL PROGRAMME		
2.1 Curriculum Model and Educational Methods	Substantial	
2.2 The Scientific Method	Substantial	
2.3 Biomedical Sciences	Substantial	
2.4 Behavioural and Social Sciences, Ethics and Jurisprudence	Substantial	
2.5 Clinical Sciences and Skills	No Judgement	
2.6 Chiropractic	Substantial	
2.7 Clinical Training	No Judgement	
2.8 Curriculum Structure, Composition and Duration	Substantial	
2.9 Programme Management	Full	
2.10 Linkage with Subsequent Stages of Education	No Judgement	
3 ASSESSMENT OF STUDENTS		
3.1 Assessment Methods	Substantial	
3.2 Relation between Assessment and Learning	Substantial	
4 STUDENTS		
4.1 Admission Policies and Selection	Substantial	
4.2 Student Intake	Substantial	
4.3 Student Support and Counselling	Substantial	
4.4 Student Representation	Substantial	
5 ACADEMIC and CLINICAL FACULTY (STAFF)		
5.1 Faculty (staff) Recruitment	No Judgement	
5.2 Faculty Promotion and Development	Full	
6 EDUCATIONAL RESOURCES		
6.1 Physical Facilities	No Judgement	
6.2 Clinical Training Resources	No Judgement	
6.3 Information Technology	Substantial	
6.4 Educational Expertise	Substantial	
6.5 Administrative and Technical Staff	Full	
7 RELATIONSHIP BETWEEN TEACHING AND RESEARCH	Substantial	
8 PROGRAMME EVALUATION		
8.1 Mechanisms for Programme Evaluation	No Judgement	
8.2 Staff and Student feedback	Substantial	
8.3 Student Cohort Performance	Substantial	
8.4 Involvement of Stakeholder	No Judgement	
9 GOVERNANCE AND ADMINISTRATION		
9.1 Governance	No Judgement	
9.2 Academic Leadership	Substantial	
9.3 Educational Budget and Resource Allocation	No Judgement	
9.4 Interaction with Professional Sector	Substantial	
10 CONTINUOUS RENEWAL AND IMPROVEMENT	Substantial	

2. INTRODUCTION

- 2.1 Following review by the QAAC of the SSR (March 2023) submitted by MCC for accreditation with conditions of the MChiro degree. This is an accreditation process for new programmes which have not yet graduated their first cohort of students. It provides accreditation with the additional conditions of (i) the submission of annual monitoring report and (ii) the institution applies for full accreditation as soon as the first cohort has graduated.

An evaluation visit was initially instructed to proceed in September 2023. By request of MCC, this was postponed to April 2024.

- 2.2 Members of the evaluation Team were nominated by ECCE Executive and agreed by MCC. Members of the Team were:

Dr. Mirjam Baechler, DC MMed (Chair), Head of Study Programme Chiropractic Medicine University of Zurich, Switzerland

Prof. Mark Langweiler (Secretary), Chiropractor, Private Practice, UK

Dr. med. Sarah Filliez, Chiropractor, Private Practice, Switzerland

- 2.3 The purpose of the visit was to verify the SSR and other evidence presented by MCC, and to evaluate the programme in terms of its compliance with the ECCE Standards in Chiropractic Education and Training (November 2019, Version 5.3) (hereafter referred to as the ECCE Standards, or Standards). On the basis of the SSR and its supporting documents, and on oral and other documentary evidence given and consulted during the on-site visit, an evaluation Report compiled by the Team was submitted to MCC for correction of any factual errors, and thereafter to the QAAC for a decision on accreditation with conditions of the MChiro programme (4 years).
- 2.4 All members of the Team were presented by name beforehand to MCC, and no objection to any member was received. All members of the Team signed confidentiality and conflict of interest statements before the on-site visit. No conflicts of interest by any of the members were declared.
- 2.5 A draft timetable for the visit was sent to MCC before the visit, and the final schedule agreed with MCC. A copy of the schedule is appended to this Report (Appendix 1).
- 2.6 Members of the Team arrived in Madrid on Wednesday, April 24, 2024. The Team held a preliminary meeting prior to the on-site visit in Madrid from Thursday, April 25 to Friday, April 26, 2024. The team wrote a first draft together on Saturday, April 26, 2024.
- 2.7 Throughout the visit meetings were scheduled and time was allocated for the Team to hold private meetings as the visit proceeded. This allowed the Team to reflect on the (written and oral) evidence it had been presented with, and enabled the Team to request further evidence where clarification was necessary. The Report was compiled on an on-going basis

during the visit, and on the final day (April 26, 2024) feedback on the draft commendations, recommendations and concerns was given orally to MCC before departure of the Team.

- 2.8 Members of the Team were very well hosted by staff at MCC, afforded every courtesy and had access to documentation and to staff, students and other stakeholders. Members of the Team extend their thanks and appreciation to the Principal, senior staff, staff and students at the institution for their assistance in facilitating the process.
- 2.9 The draft Report was finalised by the Chair of the Team, and sent to the Secretary and other members of the Team for comments/corrections. Based on these, the final draft Report was sent to MCC for factual verification on 28 May 2024. The response was received from MCC on... The Chair and Secretary then finalised the Report and this was submitted to QAAC on ...

3. McTIMONEY COLLEGE OF CHIROPRACTIC (MCC)

- 3.1 McTimoney College of Chiropractic (MCC) was founded in 1972 as the Oxfordshire School of Chiropractic by John McTimoney to train chiropractors in the treatments (McTimoney methods) that the founder had developed.
- 3.2 For almost 50 years the College has delivered chiropractic education and training. Today it delivers a foundation programme (Access Diploma in Health (Level 3)) and a Master's programme (MChiro (Level 7)) as well as postgraduate programmes (MSc Animal Manipulation and MSc Chiropractic (Paediatrics) (Level 7) and Masters in Veterinary Chiropractic (MVetChiro) (Level 7)).
- 3.3 MCC is an independent higher education institution and the degrees are validated by Ulster University.
- 3.4 Professor Christina Cunliffe is Principal of MCC, and heads the strategic and operational management of MCC as a provider of chiropractic education and training.
- 3.5 The existing MChiro programmes from MCC (4-year and 5-year pathways) are accredited by the General Chiropractic Council, a part requirement for graduates to register to practise as a chiropractor in the UK.
- 3.6 The MChiro (4-year pathway, delivered in Abingdon) was first accredited by the ECCE in 2016 and the MChiro (5-year pathway, delivered separately in Abingdon and in Manchester) was first accredited by ECCE in 2018. All programmes were reaccredited in 2019.
- 3.7 The subject of this Report is the accreditation with conditions of the MChiro programme in Madrid (4-year pathway) by ECCE.
- 3.8 To reflect this, this Report describes and evaluates the MChiro programme in Madrid, with a special focus on its delivery in another country, taking into consideration that to this date, the programme is only in its second year of delivery and the full programme is not running yet.

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



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



Light Green = Substantially compliant/low risk.
(Broadly on track with some areas which could be addressed).



Yellow = Partially compliant/medium risk.
(Some significant areas which could be detrimental if not addressed).



Red = Does not comply/high risk.
(Serious concerns threaten this area; high risk in the organisation's overall performance).

4. ECCE STANDARDS AND 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 submitted self-study report refers to the information stated in the McTimoney evaluation team report 2019, stating that the purpose of the MChiro programme at MCC is to produce safe and competent chiropractors, and to meet the standards of the professional statutory regulatory body (PSRB) in the UK (GCC) and the ECCE. 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

There is also a comprehensive list of learning outcomes in the programme handbook consistent with competent and safe practice as a primary contact practitioner, and with the skills and attitudes to engage in life-long learning.

There is evidence that stakeholders are regularly informed and that bigger modifications to the programme are timely discussed in their respective interfaces.

4.1.1b Analysis

The statements of the aims and objectives are consistent with the Standards, and are made known to students through programme handbook and the Virtual Learning Environment (VLE) to staff as part of induction, to wider stakeholders through the website, to external examiners as part of induction, to prospective students via the website and representation at student fairs, and to the University of Ulster and professional statutory regulatory body (GCC) as part of validation and accreditation events respectively.

4.1.1c Conclusion

MCC Madrid 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 submitted self-study report refers to the information stated in the McTimoney evaluation team report 2019.

Principal stakeholders in the Madrid MChiro programme are MCC staff and local students, Ulster University, the Spanish Association of Chiropractors and the Spanish Patient Organisation. The MCC SSR 2019 describes processes whereby the UK-based stakeholders are involved in the formulation of the programme's aims and objectives including programme development meetings, annual review processes and validation events, and re-accreditation events by GCC and ECCE. It is mainly the GCC who defines the overall aims and objectives with inputs from the graduate and student bodies as well as the Spanish Association of chiropractors. The local stakeholders are involved in teaching, student support, post-graduate education and political support.

4.1.2b Analysis

The overall aims and objectives are defined by the principal UK stakeholders with input from the Spanish Chiropractic Association and eventually controlled by the GCC.

4.1.2c Conclusion

MCC Madrid 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 submitted self-study report (SSR) refers to the Evaluation Team Report 2019, which states that MCC retains full autonomy over the design and development of the curriculum including allocation of resources. This situation remained unchanged with the transfer to Ulster University, having a very light touch on the programme. Responsibility for the design and development of the curriculum rests with the College's Programme Development Committee, which interfaces with the academic structures of Ulster University and are subject to periodical evaluation by the GCC.

4.1.3b Analysis

MCC exercises full autonomy over the design and development of the Madrid's MChiro curriculum.

4.1.3c Conclusion

MCC Madrid 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 programme and the learning outcomes are identical at all 3 campuses and the programme's exit outcomes as well as a set of defined learning outcomes for each module are comprehensively described in the programme handbook. Referring to the previously submitted MCC SSR 2019 the MChiro curriculum is mapped to the graduate outcomes as described in the ECC Standards.

4.1.4b Analysis

The MCC Madrid programme clearly defines the competencies students exhibit on graduation with regard to their future role.

4.1.4c Conclusion

MCC Madrid fully complies with Standard 1.4



4.2 EDUCATIONAL PROGRAMME

4.2.1 Curriculum model and educational methods

The institution/programme must define a curriculum model and educational (teaching and learning) methods consistent with the objectives of the curriculum.

The curriculum and educational methods must ensure the students have responsibility for their learning, and prepare them for lifelong, self-directed learning throughout professional life.

4.2.1a Description

The curriculum is delivered in modules, each with their own aims, learning outcomes and assessment strategies. All modules are included in the programme handbooks. The curriculum progresses from Level 4 through to Level 7. The curriculum is the same leading to the same qualification (MChiro). The curriculum is essentially a traditional one focusing on the basic sciences in the early years (Human Function I and II), then increasing the clinical focus (Neuroscience, Biomedical and Behavioural Sciences). The program is in its second year but will continue through to clinical application and attainment of clinical skills (Musculoskeletal Medicine, Clinical Neurology and Clinical Medicine I and II), and finally clinical training in the outpatient clinic (Clinical Management and Clinic). Some modules are delivered throughout the pre-clinic years (Clinic Studies, Philosophy and Chiropractic Studies) serving to integrate academic and clinical (chiropractic) practice. The modules in Research are delivered throughout the curriculum culminating in the production of a Level 7 project in the final (clinic) year. The programme progression is a linear one culminating in the clinical training year, in which critical thinking, problem solving, and self-directed learning skills are employed. Teaching methods are primarily lectures with breakout groups and seminars, and practical skills classes.

4.2.1b Analysis

The curriculum model is structured and well-defined with progression from the pre-clinical to clinical subjects and clinical training. Contact time is supported by self-study. All lectures are uploaded to VLE allowing the students to return to the lecture for self-study.

4.2.1c *Conclusion*

MCC Madrid substantially complies with Standard 2.1



4.2.2 **The Scientific Method**

The institution/programme must teach the scientific method, other forms of research inquiry and evidence-based practice, including analytical and critical thinking.

The curriculum must include elements for training students in scientific thinking and research methods.

4.2.2a *Description*

The scientific method is taught throughout the curriculum in Research modules I, II, III and IV. This stream builds on basic skills in research inquiry and methodology in the first module, followed by an emphasis on planning a research dissertation with the production of a research proposal in Research II, and a research protocol in Research III. This culminates in the production of the dissertation in Research IV in the clinic (final) year. Recently, the research stream has changed to give students the choice of producing a research dissertation or alternatively, a case report and clinical audit in the final year.

Outside the Research modules, students must use empirical evidence to support their coursework in other modules including clinical case studies.

4.2.2b *Analysis*

Allowing the students the choice between a research dissertation or clinical audit and case report offers the student an opportunity to understand the role of the practitioner as research consumer rather than researcher. This provides the practitioner with the skills to assess and appraise clinical questions using empirical evidence to support clinical decisions. The research stream appears to encourage the student to follow the dissertation pathway. Those students selecting to follow the clinical audit and case report will be expected to use an empirical evidence-based approach.

The teaching of the scientific method and research approach found in Years 1 and 2 support the use of scientific thinking. This approach is continued in the Abingdon and Manchester programs and it is expected that this will continue in Madrid.

4.2.2c *Conclusion*

MCC Madrid substantially 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*

The biomedical sciences are included in the curriculum, with a focus on these in the early years. Biomedical sciences are taught in Human Function I and II, Neuroscience and Biomedical Sciences. They are also incorporated into Chiropractic Studies I and II. The broad discipline of biomedical science combines a number of subjects including anatomy, biochemistry, genetics, immunology, microbiology, neuroscience, imaging, pharmacology and physiology.

4.2.3b *Analysis*

The delivery of the biomedical sciences appears to incorporate all necessary criteria including the use of clinical cases to highlight the integration of the biomedical sciences into case studies.

4.2.3c *Conclusion*

MCC Madrid 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*

Students are introduced to behavioural and social sciences throughout the curriculum. Subjects such as law and relevant legal issues, and the GCC Code of Practice and Standard of Proficiency in the UK as well as those of the AEQ are covered in the latter stages of the programme. In the Behavioural Science module, the context of the social sciences is focused upon those aspects that help the understanding of the biopsychosocial model, which is strongly emphasised in the curriculum. Social needs of patients are taught across the curriculum but form a major focus during the clinic year. Advertisement codes from the Advertising Standards Authority and Spanish advertisement limitations are taught during the philosophy module stream.

4.2.4b *Analysis*

Contributions of the behavioural sciences, social sciences, ethics as well as issues regarding clinician/patient communication and included.

4.2.4c *Conclusion*

MCC Madrid 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

MCC covers clinical sciences and skills through a number of clearly identified modules. Clinical science and skills are integrated within the Clinic Studies modules throughout the programme. This is planned to continue in the final clinic year. A comprehensive range of skills is in evidence. Students do not take X-rays but they are trained to be competent referrers under the UKs regulations (IRMER). Specific radiological findings are integrated in the Clinical Medicine and Musculoskeletal Medicine modules. There is an emphasis on interpreting imaging reports provided by others. There is training in a variety of spinal analysis and manual therapy procedures. McTimoney technique instructors are plentiful but there are fewer Diversified technique instructors because that is the stage of the programme that is currently being delivered. These Diversified technique instructors are MCC graduates who have undergone postgraduate training in these procedures. Other staff are trained by these staff members to enable student intern supervision. There are also staff members who are more recent graduates from MCC who have been trained in Diversified techniques at the institution who also carry out clinic supervision. All staff are fully trained to teach and assess the appropriate subject at the appropriate level.

There is a planned Clinic Entrance Examination prior to entry to the clinic. Real and simulated patients will be used in the examinations. Decision-making and referral skills for a primary contact role are assessed in the Clinic Studies module as part of the Clinic Entrance Examination prior to entering clinic. Student interns will be also assessed on an ongoing basis in clinic and, finally, in the Clinic Exit Examination prior to graduation.

4.2.5b Analysis

The programme is designed to be spiral in nature with an early introduction to clinical skills, primarily through direct observation. It is currently too early in the programme to determine the full nature of the clinical skills education but is assumed, based on the discussions that the clinical skills will be robust and provide a good grounding for chiropractors as primary care clinicians.

4.2.5c Conclusion

There was insufficient evidence to form a judgement at this stage.

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 in the philosophy modules (Philosophy I, II and III) together with chiropractic care in Chiropractic Studies I, II and III.

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


All the modules are taught from a broad perspective to ensure that students understand the diversity of the profession.

4.2.6b Analysis

The history and philosophy of the chiropractic profession are taught across the program. Historical concepts are reviewed including the unique aspects of the McTimoney approach.

Teaching in chiropractic is evidence informed and practice based. Students are also required to observe both internal and external chiropractic practices and provide a written reflective portfolio annually. Final year clinic students will be expected to use the best available evidence in informing their clinical decisions. This must be referenced in the case report.

4.2.6c Conclusion

MCC Madrid substantially 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

Currently, plans are in place for the on-site student clinic. The local clinic is owned by an osteopath who rents out the space to the College. Should further space be needed, there are nearby facilities available for rental.

Clinical observations begin in Year 1 and continue every year in the College's clinics by shadowing final year students, taking shadow patient histories, palpation of patients and communication with patients. External shadowing of chiropractors and healthcare professionals is mandatory. The Clinic Handbook sets out detailed procedures for patient encounters and communication internally and externally, including legal and ethical considerations. At the new patient appointment, the Clinic Supervisor will review the history taken and agrees an examination protocol with the student intern and signs off on the examination findings. The student will research the case, write up a comprehensive report and subsequently present the case to the Clinic Supervisor. The Supervisor agrees with the treatment plan and the student delivers the intervention after gaining patient consent. The supervisor would then give feedback to the student, which is recorded.

There are no rehabilitation facilities in Madrid and minimal rehabilitation equipment is available in the current clinic facility. The College's curriculum teaches home-based rehabilitation and referral to physiotherapists as appropriate. There are no facilities to view diagnostic images. However, there

are two light boxes available and students are able to view images on their own laptops where the images are clearer.

Student interns will be able to use all the manual therapy techniques taught with supervisor guidance being that the most conservative interventions take priority. This usually means McTimoney techniques but other techniques such as diversified are used based on clinical need. It is anticipated that students will see a broad case mix and this is monitored. Student intern treatment records are expected to be comprehensive, clear and demonstrate good practice. Clinical audit will be used to monitor clinical outcomes.

Current record keeping is paper based, though it is expected to transfer to digital in the near future.

4.2.7b Analysis

The clinic experience including observation will mirror the experiences of the UK based students. Final year students will be expected to work to clinical shifts/week. Final schedules will be determined once the clinic opens.

4.2.7c Conclusion

There was insufficient evidence to form a judgement at this stage.

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 curriculum is clearly articulated in terms of its content, integration, and sequencing of modules in the programme handbooks. There is one programme or curriculum that constitutes the MChiro programme with 120 HE credits at each of levels 4, 5, 6 and 7. Learning outcomes are described for each module.

Each module descriptor shows how the content of that module is integrated within and between years of the programme. As knowledge and skills build across the programme from the basic sciences through to the applied and pre-clinical sciences, the modules that thread through the years (i.e. Research, Philosophy, Chiropractic Studies and Clinic Studies) integrate the basic and clinical sciences.

Qualifications for entry are standard A level requirements (3 passes at grade C, two of which are in a science subject) or equivalent. Equivalency is mapped against UK standards via the ECCTIS. English language levels must be at level 6.

The programme culminates in the final clinic year running from September to the following August.

4.2.8b Analysis

The MChiro programme in Madrid mirrors the McTimoney Abingdon delivery leading to the same award. It is anticipated that graduates will have the same level of skills and competencies found in the other campuses. The curriculum is well defined and appropriate with on-going integration between modules. There is a flexibility built into the program that results in a flexibility to enable a diverse range of student needs to be met.

4.2.8c *Conclusion*

MCC Madrid 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 programme is managed through the College's Programme Development Committee. This Committee, chaired by the Principal, is responsible for the design, development and academic management of the programme. It has student representation and receives reports from the Student/Staff Liaison Committee as well as External Examiner Reports. The Committee reports to the College of Health and University of Ulster annual programming committees. Any financial resource implications are recommended by the Committee to the College's Senior Management Team. Any major or minor changes to the programme are undertaken in line with the University's Academic Regulations, Policies and Procedures and are mirrored throughout the MCC programme at all campuses.

4.2.9b *Analysis*

The MCC maintains a committee to deal with the development of the curriculum and any modifications to the programme. The committee meets on a regular basis to review potential changes and needs of MCC.

4.2.9c *Conclusion*

MCC Madrid fully complies with Standard 2.9



4.2.10 Linkage with subsequent stages of education and training, chiropractic practice and the health care system

Operational linkage must be assured between the first qualification programme and the subsequent stage of training or practice that the student will enter after graduation.

The curriculum must reflect the environment in which graduates will be expected to work and be responsive to feedback from graduates, the profession and the community.

4.2.10a *Description*

MCC Madrid maintains links the Asociacion Espana Quiropractica (AEQ) which will be delivering a required 1 year postgraduate training programme to the graduates of the programme. Students are also encouraged to take part in a variety of cross campus activities. All students are associate members of the AEQ. They are invited to take part in all events though are not given voting rights until they are full members. MCC Madrid also maintains links with the Royal College of Chiropractors.

The curriculum includes business and marketing education as well as legal, regulatory and ethical requirements that pertain to Spain, the UK and Internationally. The GCC Code of Standards and Practice is referenced in addition to those of AEQ. There is a Chiropractors Users Patient Group that supports MCC Madrid activities though there is no specific, formal connection to MCC.

4.2.10b *Analysis*

The College is working toward preparing the students for professional life. In addition to the clinical education, it provides an introduction to business and marketing. Students remaining in Spain to practice will be required to enrol in the 1 year AEQ Postgraduate Training program. It is too early in the programme to fully assess this standard; it is suggested that this is explored in detail once the full programme is running.

4.2.10c *Conclusion*

There was insufficient evidence to form a judgement at this stage.

4.3 ASSESSMENT OF STUDENTS

4.3.1 Assessment methods

<p>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</p>

4.3.1a *Description*

The methods used for assessment including the criteria for progression are documented in the Madrid Student Handbook. Students on this programme complete exactly and simultaneously the same assessments as the students of the UK campuses, including the clinic entrance and clinic exit examination to ensure equivalency of outcome. All are subject to the same criteria for progression and appeals. Assessment review takes place across all programmes and if changes are made, they are implemented across all programmes subsequently.

Students have access to the University's appeals process. In case a student fails an exam there will first be an informal review of the result. If this doesn't lead to a result the student is informed of the possibility to appeal within 7 days. The formal pathway of the appeals procedure leads to the review of the exam structure and process by the exams committee. In case of non-resolution of the appeal, the exam is reviewed by the principal of MCC and can eventually be revalued by the office of

independent educators, if needed. The student is informed of the result of each step of the procedure.

4.3.1b Analysis

There is a comprehensive description of the assessment methods respective to each module in the student programme handbook. The assessment schedule is communicated at the beginning of term and corresponds to the assessment schedule of the campuses in Abingdon and Manchester. The appeals procedure was described in detail orally without providing written support material. There is an exam committee and a joint exam board with the Ulster University reviewing the exam results as well as the assessment methods and the exam question pool is subject to internal peer review. MCC uses external examiners with professional background relevant to chiropractic education across all 3 campuses. All written assessments of the Madrid students are marked by a second examiner in the UK. The Madrid campus hasn't graduated year 3 and year 4 by now.

4.3.1c Conclusion

MCC Madrid substantially 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

The assessment principles, methods and practices are described in the Madrid student programme handbook. The previous evaluation of the UK programmes state that the assessments for each module are matched to the learning outcomes for the respective module. There is a clinic entrance examination identical to the one at the UK campuses. According to student feedback the assessments reflect the teaching content and are appropriate to the learning practices.

4.3.2b Analysis

There is a range of various assessment principals, methods and practices used to examine the learning outcomes. With progression of the studies the focus shifts from written exams including MC questions to practical exams, essays and case reports. The assessments seem to be appropriate to the learning outcomes. Year 3 and 4 have not been completed at MCC Madrid by now.

4.3.2c Conclusion

MCC Madrid substantially 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

According to the previous evaluation team report 2019 there is a clearly defined admission policy, communicated via the website and the college's prospectus. The admission process could be verified during our meeting with staff and is consistently applied. The students need to submit their qualifications, which are then checked for equivalency in the UK. If the requirements are met, they pass on to a semi-structured, standardized interview in English with a member of staff of MCC Madrid. There is an IELTS requirement of 6.0 or equivalent for all entrants but there is no official requirement for Spanish competency.

The evaluation team report 2019 states that candidates with A-level degrees, prior degree qualifications and mature students are encouraged to apply. There is an alternative route of entrance via a foundation year (HE certificate programme (level3)) for those lacking the appropriate qualifications for direct entry. Students apply for the MChiro programme through the UCAS application system for higher education. During our meeting with staff this procedure was confirmed.

4.4.1b Analysis

There is a clearly defined admissions policy, consistently applied identical to the UK campuses and the respective information for prospective students is readily available on the website. A minimal English competency of IELTS 6.0 is required but there is no specification regarding Spanish competency at the end of year 3, although working in the student clinic in year 4 requires the ability to hold consultations in Spanish.

4.4.1c Conclusion

MCC Madrid substantially complies with Standard 4.1



4.4.2 Student intake

The size of student intake must be defined and related to the capacity of the chiropractic institution/programme to provide adequate resources at all stages of the programme.

4.4.2a Description

The SSR states a target intake of 20 students each year and our meetings with staff confirmed the number of 15-20 students per year. Furthermore, the SSR indicates difficulties in student recruitment due to delays in announcing the commencement of the programme, the negativity in the Madrid market place as well as ongoing challenges in the Spanish market for chiropractic. Nevertheless, there are 8 students enrolled in year 2, 7 students in year 1 and there are currently 6 applications for the third intake. So far, the student recruitment numbers correspond to the expectations of MCC and there are further opportunities to recruit from the Spanish school leaver market, school's fairs and the South American countries, the latter requiring an official university degree for registration such as the one awarded by the Ulster University for the MChiro programme of MCC.

Currently, physical facilities, staff and teaching resources are adequate for running year 1-3 and plans exist to constantly adapt to increasing student numbers.

4.4.2b Analysis

Although student recruitment has been a challenge due to the situation in Spain the college has small but consistent student numbers and further possibilities for student recruitment exist. The current resources are adequate for running year 1-3 and adaptation to increasing student numbers is planned.

4.4.2c *Conclusion*

MCC Madrid substantially complies with Standard 4.2



4.4.3 **Student support and counselling**

The institution/programme must offer appropriate student support, including induction of new students, counselling in terms of student progress and other academic matters, and personal and social needs of students.

4.4.3a *Description*

The SSR states that students studying in Madrid are offered equal support as offered to the UK students, including a counselling service. Madrid students are supported by local staff on the ground, as well as faculty and administrative staff based in Abingdon. This information was confirmed in several meetings with staff and students, highlighting the offer of an individualized support according to the student's needs.

During our visit we could find teaching and student experience at the center of the college's focus and the students confirmed an excellent student support unanimously. They commended the introduction to the programme and the personal contact to staff and faculty. Communication with the students was described as very clear and supportive and there is a great willingness to help and adapt to student needs where possible. There is also the possibility for financial support and currently there are 5 students benefitting from a MCC bursary (2000-2500 Euros/year) and one from a bursary of the Spanish Chiropractic Association.

There is a personal tutor system as well as an inter-campus buddy system in place. The latter is hard to make work as student partnerships happen more naturally when achieved through personal contact. Therefore, Ulster summer school provides a useful platform for exchange between students from all campuses, besides the already active exchange between students of the Madrid campus. In order to be able to participate in summer school, students may apply for financial support from MCC for travelling and accommodation.

4.4.3b *Analysis*

There was clear evidence of appropriate student support for the currently running first two years as well as the induction of new students. Support of students is highly personalized and encompasses academic as well as social, personal and financial needs.

4.4.3c *Conclusion*

MCC Madrid substantially 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

There is a student representative elected by the students based in Madrid, who takes part in Student Engagement Committee meetings on site as well as in meetings with student representatives from the other campuses. The Student Engagement Committee meets once per term and Student Focus Groups at all campuses would be engaged in case of a possible redesign to the curriculum.

The response rate to module feedback questionnaires is usually not very high. Therefore, teachers seek directly feedback from students and additionally, student representatives are trained in how to collect feedback in order to bring it back to the faculty. Any actions put in place as answer to the student feedback would then be communicated back to the students. The students are so far satisfied with the possibilities of bringing in occurring issues.

According to the Evaluation Team Report 2019 there is also student representation on the Programme Development Committee.

4.4.4b Analysis

Student representation and feedback processes on site are well established and seem to be appropriate and satisfying for students and staff. Future evaluations may look closer at how student input from the campus in Madrid is demonstrate in the Programme Development Committees.

4.4.4c Conclusion

MCC Madrid substantially 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

The teaching and clinical staff is made up of full-time and part-time staff. 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. However, the majority of teaching (clinical) staff are McTimoney College graduates.

Much reliance is placed on the small, dedicated team of full-time staff. To support the full-time faculty, the College uses a number of highly experienced and committed part-time faculty. There are occasionally peaks in the academic year where faculty are particularly busy, such as at the start or end of term and spring schools. Currently there are two full-time, bilingual, highly experienced educators on site, a local part time technique instructor and two part-time clinic supervisors, together with nine experienced faculty from the UK campus' who teach across the years. This ensures the content is fully covered by experienced faculty and supports not only programme quality assurance but also interaction and engagement between staff in different locations.

Future faculty will be recruited in line with the development of the programme and student numbers. Plans for growth over the next two years include:

- As student numbers grow, existing ratio of students to practical training staff will be maintained and therefore more local chiropractors will be appointed as needed and train them as educators.
- As the curriculum moves into higher stages of learning, recruitment of additional specialist staff to teach alongside existing faculty is planned.
- As students approach their clinic year a larger team of clinic supervisors will be established.

There is a pool of staff based in the UK, several of whom are bilingual in Spanish, who are keen to be involved in the development of this campus, and they are being greatly supported by the number of local chiropractors who have expressed a keen interest in working with the College as the programme grows. Interviews have been held to explore the future contribution and to ensure appropriate staffing is in place for the next academic year and beyond.

Two local Clinic Supervisors have also been recruited in advance of the need for an operational student clinic. In addition, a dedicated full-time bilingual administrative member of staff based in Abingdon whose responsibility is to actively engage with the students and with faculty to provides a clear point of contact for information flow and raising of issues for action. As the programme grows local administrative staff will be embedded.

All new staff are subject to a probation period including an induction course. In addition, new members of faculty are subject to peer observation in their first year of employment. All teaching staff are appraised annually.

4.5.1b Analysis

The profile of full and part-time staff fits the needs of the programme. The teaching staff is shared with the other MCC campuses. The current structure of the MCC Madrid programme and size of the student body is appropriate. Approximately 85% of all lectures are face to face with the UK teaching staff traveling to the Madrid campus on a regular basis. The clinical supervisory staff currently consists of two part-time on-site chiropractors who have been trained to take on the supervisory role. Most of the teaching and supervisory staff are bi-lingual.

At present just one third of teaching staff are not MCC graduates. Institution plans indicate that the reliance on UK-based staff will be reduced. This should be assessed in annual monitoring reports to encourage diversification of educational expertise. It is suggested that the workload of faculty is explored once the full programme is running. It is too early in the programme to fully assess this standard.

4.5.1c Conclusion

There was insufficient evidence to form a judgement at this stage.

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 MCC Madrid employs a relatively small number of full-time teaching staff shared between the various MCC campuses between Madrid and the UK. There are also two part-time clinical supervisory staff located in Madrid. MCC is self-regulating but has an association with the University of Ulster that offers a variety of activities for staff promotion.

Staff are required to maintain their annual professional CPD for GCC registration. There are four in-house development opportunities annually where matters of academic significance are discussed. A strategy of faculty development is in place including in-house on-going education and support for attendance at external meetings and CPD seminars. Members of staff are encouraged to enrol on Masters and PhD programmes and there is funding available both from the University, from the College and McTimoney Trust.

The College also started a Staff Teaching Academy last year to support the development of its staff and build capacity as the College grows to maintain staffing levels and the quality of delivery. Local Madrid staff are active in research through the Fujitega Foundation, and a proportion of UK based staff are also active in research both clinical and educational. UK based staff are also pursuing teaching qualifications such as Fellowship of the Higher Education Academy.

In recognition of various positive activities/achievements of the part-time staff, the College supports their participation at conferences and external academic activities.

4.5.2b Analysis

The College is an independent higher education institution with an association with the University of Ulster (UU) which is the awarding body. Additionally, UU provides opportunities for both staff and student for further education of CPD. There is an annual multidisciplinary summer school that students attend.

4.5.2c Conclusion

MCC Madrid 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

The Madrid campus is located in the University District of Madrid and is reachable by public transport (bus and metro). The campus is housed in a multi-story building adjacent to an outdoor area. There are two small classrooms (14 and 12 desks) for theoretical instruction that could be joined together into a larger room and one classroom in the basement that is used for practical instruction and other purposes. The premise also includes communal space, a small office for staff and a study room. A two-room private chiropractic clinic offers opportunity for professional observation of clinicians and also serves as a clinical classroom. A small physical library is available on campus in the study room, the students also have access to the three public libraries in Madrid where additional study space is available. The students and faculty have single sign-on access to the online resources of the College at all times which includes Microsoft Office 365, lecture materials, databases, full text journals and ebooks. The use of a cadaver lab is possible through the local public university.

At the Osteopathic centre next door premises have been secured to house the student community clinic which has been opened to a trial phase with one clinic room in operation since January 2023. The clinic also houses massage therapists and nutritionists, which will allow for interprofessional interaction. As the first Madrid cohort will enter the student clinic in September 2025, expansion to three clinic rooms (two for treatment, one for supervisors) are planned.

Further expansions of the space needed for instruction and/or clinical facilities are possible in the building that houses the student clinic as the needs arise. In the next two years, purchase of additional equipment (benches, desks, teaching models) is planned.

4.6.1b Analysis

Madrid Campus have demonstrated that they have sufficient physical facilities and online resources for the current faculty, staff and students to ensure that the curriculum can be delivered adequately. Current clinic plans allow for 6 students to be in their clinical training at the same time. Space for expansion in the same building and adjacent buildings is available. It is too early in the programme to fully assess this standard

4.6.1c Conclusion

There was insufficient evidence to form a judgement at this stage.

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

All clinical training will follow the policies and procedures of the student community clinics in Abingdon and in Manchester including oversight by UK senior clinical staff. The senior clinic

supervisor from Manchester has the responsibility for training new clinic supervisors, overseeing equivalency of clinical training between campuses and establishing oversight of the new clinic. On site, there is currently two clinic rooms in use by a private chiropractic practice where some observation and instruction are taking place. Clinical training includes internal and external observation starting in year 1.

In the adjacent building which houses an osteopathic centre, clinical training facilities are being developed. The student clinic has started a trial phase with one room in operation for two days a week since January 2023. All processes are being tested with Spanish students enrolled at the Manchester campus who are fulfilling part of their clinical training in Madrid. Two local supervisors have undergone training and are overseeing the current students.

Plans have been put in place to extend the clinic to 3 rooms when the Madrid student cohort enters their clinic year in September 2025, the room equipment is available for shipping from the UK. There are plans in place to train one more local clinical supervisor before the first cohort and build a patient base with sufficient case-mix via marketing and promotion to the local community.

4.6.2b *Analysis*

Madrid Campus has demonstrated sufficient resources for the clinical training in years 1 and 2 and is currently in a trial phase for the clinic year which will start in September 2025 with the first cohort entering year 4. Sound plans are in place to expand the clinical facility, train local clinical supervisors and expand the patient base. This standard is not fully assessable at this time, it is suggested that this is explored in detail once the full programme is running.

4.6.2c *Conclusion*

There was insufficient evidence to form a judgement at this stage.

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*

Faculty, staff and students in Madrid have Wi-Fi internet access on site and single sign on access to the College's online IT resources and Virtual Learning Environment (VLE) on Moodle. The IT support is provided centrally to all MCC campuses by the same staff in the UK. Resources include Microsoft Office 365, e-mail, online library resources such as search databases, access to full text journals and ebooks. The VLE houses lecture materials, routinely recorded lectures, supplemental educational materials and student information.

The student clinic patient documentation has been started paper based, current plans are to implement an electronic patient record once the processes and paperwork for the student clinic have been finalized.

4.6.3b Analysis

The College is well equipped and up to date with the IT technology needed in order to be a modern educational institution in the digital age. Lectures are routinely recorded and uploaded to the VLE. As the student clinic is still in a trial phase, patient documentation has been started paper based, future plans include implementing an electronic patient record.

4.6.3c Conclusion

MCC Madrid substantially complies with Standard 6.3



4.6.4 Educational expertise

The institution must ensure the appropriate use of educational expertise in the design and development of the chiropractic curriculum and instructional (teaching and learning) and assessment methods.

4.6.4a Description

All staff are supported in obtaining a PGCert in education or a Fellowship in Higher Education Authority (FHEA). Through the degree validating University of Ulster, academic and administrative staff have access to the staff development programmes at Ulster University

The Director of Academic Affairs has previous experience in the Higher Education Funding Council for England (HEFCE), the Quality Assurance Agency (QAA) and as a quality manager in public universities in the UK. The Principal of the College is a lead assessor for QAA and the Office for Student, which is the UK Higher Education regulator. College staff are highly experienced and qualified with most either holding a FHEA or currently pursuing a FHEA. Some have experience at other institution and/or teach at other chiropractic and non-chiropractic institutions. Listed staff for Madrid Campus currently includes 2 non-chiropractors, 2 PhDs and one working towards a PhD. The curriculum is delivered by a mix of fly in fly out staff from the UK who are also teaching at other MCC campuses and locally based staff. The institution claims that the majority of staff based in Madrid have considerable teaching experience (average 12 years), including at other institutions.

4.6.4b Analysis

There is evidence of substantive educational expertise in the teaching staff at MCC which at the time seems to be unequally distributed with MCC staff from the UK being much further qualified and having more teaching experience than local/new staff based in Madrid. The curriculum is delivered mostly by chiropractors, this should be addressed to diversify the educational staffing across faculty.

4.6.4c Conclusion

MCC 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 to ensure best employment of its resources.**

4.6.5a Description

The submitted self-study report refers to the information stated in the McTimoney evaluation team report 2019 which states that there is an impressive group of professional support and technical staff who are all well qualified in their field of responsibility including facilities and IT management, administration, and finance. The College benefits from its position within a well-resourced university able to support a range of facilities on site and across its campuses. The number of support staff is sufficient and the campuses at both sites appear to be well managed and to run effectively and efficiently. All professional support staff are subject to annual appraisal.

In addition, MCC has employed new staff to support the Madrid Campus as well as its other campuses including a bilingual administrator, and a Director of Academic affairs based in the UK to provide augmented oversight of the three locations, plus an additional member of the exams office to deal with the increased specialist workload as the programme grows.

4.6.5b Analysis

There is evidence of well qualified administrative, support and technical staff who provide excellent support to students and to the running of the programme. Steps have been taken to increase the staff in order to support the Madrid Campus.

4.6.5c Conclusion

MCC Madrid fully complies with Standard 4.6



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.

4.7a Description

Research is taught as a module throughout the programme mostly focused on preparing students to practice as either researcher or research consumer. There is a Research Policy, and all student and staff research projects are required to undergo ethical chaired by the Research Director at MCC. Most projects are judged to be minimal risk and as such, turnaround times are fast and do not impede student progress. Students and staff described a well-resourced VLE with access to online journals and data-bases, and students are required to reference their work. Staff with research interests are supported to undertake further postgraduate study if they wish. A local, bilingual, basic science researcher/lecturer was employed to support the teaching under our Director of Research. The College is also associated with the Spanish Chiropractic Research Foundation that fosters basic and clinical science research projects with local hospitals and universities in Spain.

4.7b *Analysis*

While research activity is encouraged, only a small number of staff are research active. Joint research is planned with College of Health and Ulster University (UU). Students will attend UU-MCC Summer School in 2024 with a focus on informed evidence based practice. Student dissertation supervision is shared by a small number of staff. It is evident that the College acknowledges the importance of research in informing teaching and clinical practice. Given the emphasis on using research to inform the teaching and clinical practice, the development of a research ethos should be encouraged.

4.7c *Conclusion*

MCC Madrid substantially complies with Standard 7



4.8 PROGRAMME EVALUATION

4.8.1 Mechanisms for programme evaluation

The institution/programme must establish a mechanism for programme evaluation that monitors the curriculum, quality of teaching, student progress and student outcomes, and ensures that concerns are identified and addressed.

4.8.1a *Description*

During our visit there was insufficient evidence to form a judgement about programme evaluation.

According to the SSR the existing evaluation mechanisms in place for Abingdon and Manchester fall under the overarching structures of the College of Health and the University of Ulster. The Madrid campus is included in these evaluations, which look at the curriculum, teaching quality, student progress and outcomes. There is comparison within as well as between campuses and so far, the results of Madrid students correspond to those of the other campuses. All campuses are measured, reviewed and actioned at the same time in order to have similar student experience and educational consistency of the programme.

The Evaluation Team Report 2019 states that the programme in Abingdon and Manchester is monitored by the University annually through an Annual Programme Monitoring and Self-Assessment Form (APMR), looking at both, the 4-year and the 5-year programme. These reports comprehend a critical analysis of the previous academic year based on reports from external examiners and the Professional Statutory Regulatory Body (PSRB) as well as feedback from students and module leaders. They also include an action plan, which is reviewed quarterly by the Programme Development Committee and is revisited in the following year's APMR together with student performance and outcomes data. Programme evaluation also takes place through annual reporting to the PSRBs, and periodically through the normal University validation and PSRB accreditation processes. Student cohort progress is monitored at Examination Boards, and any issues are included in the APMR.

During the site visit we could not go into the details of the programme evaluation processes but according to our meeting with Course Management and Faculty, the Madrid campus benefits from the exact same evaluation mechanisms applied in the UK and programme development is closely monitored and compared to the UK campuses.

4.8.1b Analysis

According to the Evaluation Team Report 2019 and the SSR the processes for programme evaluation are clearly defined and they seem already well established in Madrid, as they serve as a tool to monitor the development of the campus in comparison to the pre-existing UK campuses. Future evaluations need to have a closer look at the precise mechanisms in place, once the first cohort has graduated.

4.8.1c Conclusion

There was insufficient evidence to form a judgement at this stage.

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.
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4.8.2a Description

The Madrid campus is subject to all of the overarching policies and procedures of the College. Student feedback is sought by using evaluation forms for module and end of year feedback as well as twice yearly Student Engagement Committee meetings with results of the meetings fed back to the students through the VLE including an action plan on matters raised. This is complemented by focus groups on specific topics that are run by Campus or by study year. The final year students completed the National Student Survey (NSS) in the UK for the first time in 2023. Taking the NSS will not be an option for the Madrid Campus, but leadership is thinking about using the same questionnaire for the final year students in order to compare the different campuses of MCC. Students are also represented in the Programme Development Committee.

Students are represented by a student representative, as the current student body is very small in the Madrid Campus, there is only one student representative. There is a dedicated bilingual administrator who serves as a liaison for the students in Madrid for formal and informal feedback. Informal feedback directly to lecturers, via module leaders, administrators or even to the Principal is possible for students. The Madrid students report that feedback has been dealt with fast and pragmatically.

Feedback from staff is sought through all staff meetings that are held 4x/year as well as faculty representation in the Programme Development Committee that meets 1x/month and informally.

4.8.2b Analysis

Student and staff feedback is possible in multiple formal and informal ways. This process has been described in detail by the different groups interviewed, no documentation was provided during the site visit.

4.8.2c Conclusion

MCC Madrid substantially complies with Standard 8.2



4.8.3 Student cohort performance

Student cohort performance must be analysed in relation to the curriculum and the aims and objectives of the programme.

4.8.3a Description

Madrid student cohort performance is analysed in line with the policies and procedures in place for comparing within and between programmes, and within and between delivery locations. There is data from student performance across the entire College. Cohort performance is regularly analysed and compared between the various campuses and the data is reviewed by the college and university and presented to the same external examiners at examination boards. So far, there are only minor and explainable differences in the performance of students in Madrid. The higher overall marks for the Madrid cohort are attributed to a higher number of students who previously trained as physiotherapists and sports therapists.

4.8.3b Analysis

Student cohort performance is regularly analysed and compared to the programme's aims and objectives and the Madrid campus undergoes the same evaluation as the UK campuses. Any trends or poor performances are addressed at the examination boards and reported in the APMR.

4.8.3c Conclusion

MCC Madrid substantially 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

Faculty are involved at all stages of programme evaluation through the various committees and structures of the institution. Students are involved through written evaluations, representation in the Student Engagement Committee and the Programme Development Committee as well as focus groups.

As the Madrid Campus is currently only in its second year, patients have not been involved in teaching, assessment or via a patient engagement group.

Ulster University has completed a first Quality Assessment visit to the Madrid Campus in March 2023 and will have annual monitoring in place.

The Spanish professional organisation, Asociacion Espanola de Quiropracticos – Quiropractica AEQ, is a strong supporter of the Madrid Campus. Representatives have been involved in providing input for contextualising the relevant parts of the curriculum to Spain and also delivering this input. This has taken place in year 1 and it is planned that it will take place again in year 3 (Philosophy III,

Business, Law and Ethics) to ensure that the Madrid students are ready to enter clinical practice in Spain as well as in the UK.

4.8.4b Analysis

Programme evaluation involves a wide variety of stakeholders including the AEQ. There are plans to include patients as stakeholder, e.g. through patient engagement groups once the programme enters the clinic year. The communication of evaluation results back to the stakeholders was not clarified for all groups. No representative from Ulster University was met during the site visit and the QA mechanism was not explored, it is suggested to include this with the final accreditation once the programme has graduated its first cohort.

4.8.4c Conclusion

There was insufficient evidence to form a judgement at this stage.

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 submitted self-study report refers to the information stated in the McTimoney evaluation team report 2019 and the annual monitoring updates. McTimoney College of Chiropractic is part of the College of Health, with the MChiro awarded by the University of Ulster through a validation agreement. Just as with the Manchester campus, the Madrid campus falls under the overarching governance and committee structures of the College. The institution indicates that the University of Ulster is an external validating body and the College, as an independent higher education institution, has responsibility for all academic decisions with award decisions ratified by the University at exam boards.

4.9.1b Analysis

Governance and administration are the same as in the other MCC Campuses. The self-study report and the referenced team evaluation report from 2019 did not provide detailed information on the new relationship with Ulster University. This aspect was not explored in detail during the site visit in Madrid. It is suggested that this is explored further with the final accreditation once the programme has graduated its first cohort.

4.9.1c Conclusion

There was insufficient evidence to form a judgement at this stage.

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 submitted self-study report refers to the information stated in the McTimoney evaluation team report 2019 which states:

The Principal of MCC leads the team of teaching and professional and technical support staff responsible for the management, development and delivery of the MChiro programme. The Principal reports directly to the Chairman of the College's Board of Governors and is appraised annually. The Principal has recently stepped down as Dean of the University School of Health, which is currently in a period of contracture, so as to concentrate on her role as Principal of the College.

The Principal is supported by her senior management team including the Vice-Principal, the Programme Director (Manchester), Director of Research, Director of Student Services and Controller of Finances.

In addition, following the model of establishing the Manchester campus, a Programme Leader and a Deputy Leader for the Madrid Campus were appointed to ensure that the programme and its delivery is equivalent in terms of student experience and conforms at all times with overarching governance functions.

4.9.2b Analysis

Academic leadership is the same as in the other MCC Campuses. The Principal is an experienced chiropractic educationalist with a good team in the UK and with a growing team locally to deliver the MChiro programme in Madrid.

4.9.2c Conclusion

MCC Madrid substantially complies with Standard 9.2



4.9.3 Educational budget and resource allocation

The institution/programme must have a clear line of responsibility and authority for the curriculum and its resourcing, including remuneration of teaching staff, in order to achieve the overall aims and objectives of the chiropractic programme.

4.9.3a Description

MCC functions as an independent higher education institution and has the authority to direct its resources as needed. The University of Ulster receives a fee for each student that is enrolled. The College's operational management of the budget is delegated to the Principal.

The College is financially robust, with income from student fees, CPD activities and augmented by government funding. Its financial performance is subject to scrutiny by the Office for Students, the University of Ulster and independent audit.

All financial resourcing matters are discussed and agreed through the College's Management Committee and the College's Academic Council. Financial performance of the College is regularly monitored by the Principal and the Financial Controller. Allocation and any necessary adjustment of the budget is the responsibility of the Principal. Significant investment has already been made in the Madrid campus. Financial resources for the College are sound and will be able to support the development of the Madrid campus until it reaches financial viability.

4.9.3b Analysis

Appropriate budget and resource allocation procedures are in place. The high standard of facilities and resources reflects the sound financial position of the College. The MCC MChiro is delivered and managed autonomously under the leadership of the Principal. The College anticipates self-sufficiency financially within the next 1-2 years. The site visit team was not provided with access to the budget but was informed verbally about college finances and future plans. The team believes that the College has a sound financial basis but will confirm this when the first cohort has graduated.

4.9.3c Conclusion

There was insufficient evidence to form a judgement at this stage.

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.
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4.9.4a Description

The submitted self-study report refers to the information stated in the McTimoney evaluation team report 2019 which states:

Close links have developed with the Royal College of Chiropractors (RCC) through staff involvement in RCC Committees and Faculties. All students are enrolled as student members of the RCC. Local CPD events are organised at the College and the RCC currently part-funds the PhD students on staff.

Senior staff attend and/or present at a range of chiropractic conferences including those of the McTimoney Chiropractic Association, the British Chiropractic Association, the World Federation of Chiropractors, the European Chiropractors Union and the Association of Chiropractic Colleges.

The Principal attends the meetings of the European Council on Chiropractic Education and General Chiropractic Council Education Committee each year, which facilitates sharing of good practice between UK and European educational institutions. The Principal is a QAA lead assessor.

Other memberships include the International Chiropractic Regulatory Society, the International Chiropractors Association and the McTimoney Chiropractic Association, which also assists financially including student bursaries.

The professional associations are constructively engaged, in particular the McTimoney Chiropractic Association; the British Chiropractic Association has also been involved in interactions with students. In addition, the Madrid Campus has the support of the Spanish Chiropractic Association, which also provides a student bursary, and the chiropractic patient organisation of Spain. The college is

associated with the research focused Fujitega Research Foundation as well as the University Jimenes Dias. The Madrid Students are MCC student members, student members of the AEQ and are active in the WCCS.

4.9.4b Analysis

MCC engages regularly with a broad range of chiropractic and other institutions including education, regulation and professional membership. This is also the case for the students at Madrid Campus. As the programme is not fully operational at this stage, not all aspects have been put in place yet. Engagement with the UK organisations have not been explored in detail during the site visit.

4.9.4c Conclusion

MCC Madrid substantially 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) The outcomes of these procedures should be made public (i.e. institutional websites) and should lead to continuous improvement of the programme. Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to-date and readily accessible.

4.10a Description

The programme in Madrid falls under the structures for monitoring the other MCC Campuses to ensure equivalency of delivery, student experience and outcomes. Over the last decade the College has closely monitored the performance of students at its Manchester Campus compared with the Abingdon Campus and has also started this for the Madrid Campus. This is overseen by the quality assurance mechanisms of the validating university.

The College was recently visited by a senior team from the University of Ulster for an external quality assurance review of the campus, and the report of that external visit was provided with the submitted SSR. This process will be expanded to monitor programme delivery at three sites in the future, taking into account the special needs for each location.

4.10b Analysis

The procedures are the same for the Madrid Campus as for the other MCC Campuses. The panel expect that the same experience applied on other campuses will be applied here. But as programme is not fully operational yet this has not been fully explored during the site visit and will be reviewed once the programme has graduated its first cohort.

4.10c Conclusion

MCC Madrid substantially complies with Standard 10



5. CONCLUSIONS

5.1 Summary

This report finds that the programme **Master of Chiropractic (MChiro) delivered at McTIMONEY COLLEGE OF CHIROPRACTIC (Madrid)** meets the standards for Accreditation with conditions by the ECCE. The programme has made a good start and is supported and delivered by a well-established institution. Full judgement against all the standards will be made when the programme has graduated its first full cohort of students. The ECCE is confident it has made good and deliberate steps to achieve its aims and is on track to meet the remaining standards.

In conclusion, the evaluation Team acknowledges the enthusiasm, commitment and work of the Principal, senior staff, staff and students of MCC. The Team was able to evaluate the programme based on the written submissions by MCC, including the SRR, and the evidence accumulated during the visit to the campuses in Madrid. From these, this Report has been compiled by the Team and the following conclusions drawn:

5.2 COMMENDATIONS, RECOMMENDATIONS AND CONCERNS

For the purposes of this report the evaluation Team adopted the following definitions from the Standards:

- **Commendations** – Areas that meet or exceed the *Standards* and are worthy of specific recognition.
- **Recommendations** – 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 overarching political strategy to help develop the chiropractic profession long term in Spain via delivering quality chiropractic education.
- The strong relationship between Madrid Campus and the Spanish stakeholders (including between Madrid students and the Spanish Chiropractic Association AEQ)
- MCCs student centeredness and support in delivering chiropractic education.
- The enthusiasm of staff and students in starting and further developing a new Campus together.

5.4 RECOMMENDATIONS:

- State minimal language requirement for Spanish for students to enter clinic locally (e.g. end of year 3, same level as asked for English proficiency for students).

- Standardize number of interviewers for admissions interview (should be more than 1).
- Adapt either the handbook or provide supplement information in the syllabi to reflect the Spanish context in relevant courses (e.g. business law and ethics course, relationship with the AEQ/code of conduct)
- Provide information on local support staff that is easily accessible to students (e.g. in supplementary information).

5.5 CONCERNS:

- None

5.6 Acknowledgements

The Team wishes to extend its thanks to the staff and students at MCC for the professionalism, hospitality and courtesy afforded to it during the on-site visit in Madrid.

APPENDIX 1 – SITE VISIT AGENDA

Date/Day	Meeting	Personnel MCC	Team Members	Standards
Wednesday, April 24, 2024				
Evening	Preparatory meeting		All	
Thursday, April 25, 2024				
9:00-9:15	Private meeting of Team			
9:15-10:15	Course Management Team/Governance/Finance	Senior managers	All	1.Aims/Objective 1.1, 1.2, 1.3, 1.4 9. Governance and Admin 9.1, 9.2, 9.3, 9.5
10:15-11:00	Tour of Facility	At Discretion of McTimoney	All	
11:00-11:30	Break			
11:30-12:15	Programme Management and Delivery, Quality Assurance/Assessment and Learning	Module Leaders	All	2. Education Programme 2.1, 2.8,.2.9, 3.1, 3.2, 4.3, 4.4, 5.2, 6.4, 6.5, 8.1, 8.2, 8.3, 8.4, 10
12:15- 13:15	Meeting with Teaching Faculty including plans for clinic	All areas- basic and clinical	All	2. Education Programme 2.2, 2.3, 2.4,2.5, 2.6,2.7, 2.10
13:15- 13:45	Discussion about Research	At discretion of McTimoney	All	7. Relationship between Teaching and Research 2.2, 2.6, 7
13:45-14:45	Lunch with staff		All	
14:45-15:15	Marketing/ Learning Resources/ Library/IT	Director of Academic Affairs	All	6. Educational Resources 6.1, 6.2.6.3,6.4
15:15-15:30	Break		All	
15:30-16:15	Admissions and student recruitment	Admissions and recruitment personnel	All	4. Students 4.1, 4.2
16:15-16:45	Staff recruitment and development	HR representative and relevant personal	All	5. Academic and Clinical Faculty 6.5
16:45-17:15	Closing Meeting		All	
Friday, April 26, 2024				
9:00-9:30	Private meeting of Team			

9:30-10:30	Links to the Profession	Professional links, professional stakeholders, (Patient stakeholders)	All	2.10 Linkage with profession, Chiropractic practice and Healthcare system
10:30-11:00	Break			
11:00-11:30	Student support and representation	Student support staff and student representatives	All	4. Students 4.1, 4.2, 4.3, 4.
11:30-12:30	Meet with Students	Students representing classes	All	2. Educational Programme 3. Assessment of Students 4. Students 6. Educational
12:30-13:30	Lunch with Students		All	
13:30-14:30	Clarification and additional information	At the Discretion of McTimoney	All	
14:30-16:30	Private meeting of Team / Report Writing		All	
16:30-17:30	Verbal feedback to institution	Senior management and key personnel	All	
Saturday, April 26, 2024				
08:30-14:00	Private meeting of Team / Report Writing			