

EUROPEAN COUNCIL ON CHIROPRACTIC EDUCATION

Quality Assurance and Accreditation Committee

EVALUATION TEAM REPORT

MSc Chiropractic (Pre-registration)

HEALTH SCIENCES UNIVERSITY (HSU)

BOURNEMOUTH & LONDON

10 -12 FEBRUARY 2025

1. EXECUTIVE SUMMARY

- 1.1 The Health Sciences University (HSU) is a specialist institution in health sciences education, delivering the MSc Chiropractic (Pre-registration) programme across its Bournemouth and London campuses. A Self-Study Report (SSR), together with supporting appendices, was submitted to the ECCE in preparation for programme evaluation.
- 1.2 Members of the Evaluation Team were appointed by the ECCE Executive. All members received the SSR, appendices, and written comments from the Quality Assurance and Accreditation Committee prior to the visit.
- 1.3 The purpose of the Evaluation Visit was to assess the HSU MSc Chiropractic (Pre-registration) programme for compliance with ECCE Standards. Although the programme is nominally delivered at two campuses, the Evaluation Team regarded the Bournemouth-based delivery as a stand-alone programme, due to its distinctive student cohort, faculty structure, clinical resources, and academic governance.
- 1.4 The Evaluation Team wishes to underscore that a programme should not be regarded as a mere sum of a campus, curriculum, and faculty members, but rather a coherent academic framework specific to a defined cohort of students. The student experience, resource availability, leadership engagement, and pedagogical implementation at Bournemouth are materially different from those observed at the London site.
- 1.5 Accordingly, this report addresses the Bournemouth-based delivery & the London-based delivery of the MSc Chiropractic (Pre-registration).
- 1.6 A three-day evaluation visit took place between 10-12 February 2025. The site visit provided further documentary and oral evidence in addition to the previously submitted documents. Leadership of HSU was given feedback at the end of the visit and informed verbally of the commendations and recommendations regarding its provision of chiropractic education and training.
- 1.7 As previously communicated to institutional leadership, a programme must be defined by a coherent academic experience, not by shared documentation or brand identity. The student journey, faculty composition, clinical infrastructure, and leadership visibility at the London site diverge substantially from those in Bournemouth.
- 1.8 The Evaluation Team was warmly received at both campuses and afforded full access to staff, students, and documentation.
- 1.9 This report contains the findings of the Team and concludes with Commendations, Recommendations and/or Concerns in accordance with ECCE Standards and ENQA Guidelines.

1.10 Commendations:

- The Bournemouth campus offers a well-structured, student-centred learning environment, with high-quality facilities, experienced faculty, and a strong emphasis on case-based and problem-solving learning.
- The integration of Research Week into the curriculum fosters a strong research culture, engaging students in scientific inquiry from the start of their studies.
- The incorporation of reflective learning and interprofessional exposure ensures that students are equipped with the necessary skills to work effectively within multi-disciplinary healthcare environments.
- HSU's commitment to enhancing digital learning resources supports both on-campus and remote learning, particularly benefiting students engaged in blended learning at the London campus.
- The administrative staff at Bournemouth demonstrate a high level of engagement and understanding of the chiropractic programme, providing effective support to students and faculty.

1.11 Recommendations:

- Clearly communicate the differences in educational delivery between the Bournemouth and London campuses to both prospective and current students, ensuring expectations are managed and student support mechanisms are adapted accordingly.
- Develop specific strategies at the London campus to address the reduced opportunities for peer learning and informal student support, such as creating virtual peer study groups, regular online student forums, and cross-campus mentoring schemes.
- Ensure that all physical and digital facilities required for chiropractic education at the London campus are aligned with the standards set at the Bournemouth campus, particularly in terms of clinical training spaces, IT infrastructure, and research support.
- Implement cross-campus faculty collaboration and ensure that London-based faculty have full access to Bournemouth teaching materials, teaching strategies, and ongoing professional development opportunities.
- Establish clear policies for staff workload and travel expectations between Bournemouth and London to safeguard staff well-being and ensure sustainability of teaching and administrative processes.
- Continue the ongoing review and harmonisation of IT systems across both campuses, ensuring seamless access for students and faculty to all relevant academic, clinical, and administrative platforms.
- Develop clear quality assurance processes that ensure both campuses meet the same educational standards, particularly as the London campus becomes operational.

- Involve both chiropractic and osteopathy stakeholders in London when developing chiropractic-specific infrastructure, ensuring optimal use of existing facilities while tailoring them to the needs of chiropractic education.

1.12 Concerns:

- The London campus currently lacks the necessary chiropractic-specific clinical training facilities, and existing osteopathy facilities are not fully adapted for chiropractic needs.
- There is a potential risk to student experience if differences between Bournemouth and London campuses are not clearly communicated, especially regarding expectations around self-study, peer support, and faculty access.
- Faculty well-being and workload need careful management, particularly for staff required to work across both campuses, to avoid excessive travel demands and burnout.
- The differing IT systems and administrative processes between campuses currently present barriers to seamless operations and consistent student support.

2 INTRODUCTION

2.1 Health Sciences University (HSU) is a publicly funded higher education institution. In August 2024, the institution merged with the University College of Osteopathy and adopted its current name, Health Sciences University (HSU). HSU offers a range of health-related degree programmes across two campuses: Bournemouth and London.

2.2 The MSc Chiropractic (Pre-registration) programme is one of the postgraduate offerings, designed to equip students with the clinical, diagnostic, and research competencies necessary for professional chiropractic practice. The programme is fully aligned with ECCE educational standards and seeks to achieve full accreditation status.

2.3 The MSc Chiropractic (Pre-registration) programme is delivered at the Bournemouth campus, which has well-established physical and academic infrastructure specifically designed for chiropractic education. As part of HSU's strategic development, a second delivery site at the London campus is planned. This campus currently supports an osteopathy programme, and HSU intends to adapt existing facilities and resources to also serve the chiropractic programme.

2.4 The chiropractic programme at HSU was granted Candidate for Accreditation status by the ECCE, signifying that the programme demonstrated sufficient compliance with ECCE Standards to warrant further development under ECCE monitoring. Full accreditation is now sought following significant investment in curriculum development, faculty recruitment, student support structures, and clinical training facilities.

2.5 The ECCE Quality Assurance and Accreditation Committee (QAAC) received HSU's request for full accreditation in October 2024, alongside the institution's Self Study Report (SSR). The QAAC reviewed the SSR and supporting documents and agreed that an Evaluation Team would be appointed to conduct a site visit to verify compliance with ECCE Standards and prepare a formal Evaluation Report.

2.6 The Evaluation Team nominated by the ECCE Executive consisted of:

Dr. Rui Amaral Mendes (Chair)	Chair, Professor of the Medical School of the University of Porto and Oral Surgeon, Educationalist, Portugal
Tharsan Sellathurai (Secretary)	Secretary, Chiropractor, Private Practice, The Netherlands
Dr. Lindsay Gorrell	Head of Teaching, Chiropractic, University of Zurich, Switzerland
Zoé Raimon	Student Chiropractic at IFEC Toulouse

- 2.7 All members of the Evaluation Team were disclosed to HSU prior to the visit, and no objections were raised by the institution. All team members signed confidentiality and conflict of interest declarations prior to the visit. No conflicts of interest were declared. The team received the Self Study Report (SSR) and supporting documents approximately two months prior to the visit, and each member was allocated specific sections for detailed review.
- 2.8 The site visit took place between 10 and 12 February 2025. A draft visit schedule was shared with HSU on 15 November 2024, and the final schedule was confirmed on 5 December 2024.
- 2.9 The visit included meetings with institutional leadership, programme directors, faculty members, administrative staff, students, and clinical supervisors. The team also conducted tours of the Bournemouth campus facilities, including classrooms, laboratories, and clinical training spaces. A separate review was conducted for the London campus, which included an on-site visit; however, a significant portion of the interviews was carried out virtually, with only a few faculty members physically present.
- 2.10 The purpose of the visit was to assess the compliance of the MSc Chiropractic (Pre-registration) programme with ECCE Standards in Chiropractic Education and Training. The Evaluation Team reviewed the SSR, supporting documents, oral evidence provided during interviews, and additional documentation supplied during the visit.
- 2.11 A draft Evaluation Report was compiled on an ongoing basis during the visit, with team members providing initial feedback and documentation for their allocated sections. The final day of the visit, 12 February 2025, was reserved for team discussion and for providing preliminary oral feedback to HSU leadership.
- 2.12 The Evaluation Report follows the standard ECCE format. It includes an Executive Summary, a description of HSU and the chiropractic programme, and the Evaluation Team's findings regarding the programme's compliance with ECCE Standards. The report also provides commendations, recommendations, and concerns where appropriate. The report was compiled in accordance with the ENQA Guidelines for external reviews of quality assurance agencies in the European Higher Education Area.
- 2.13 The draft Evaluation Report was finalised by the Chair and Secretary, circulated to team members for final review, and subsequently sent to HSU for factual verification on 28 April 2025. The final Evaluation Report was submitted to the Chair of QAAC on 28 April 2025 and formally presented to the QAAC during its April 2025 meeting.
- 2.14 The Evaluation Team wishes to extend its sincere thanks to the leadership, faculty, staff, and students of HSU for their cooperation, hospitality, and openness throughout the evaluation process. The team greatly appreciated the comprehensive access to documentation, facilities, and personnel, all of which contributed to the successful completion of the evaluation.

3. HEALTH SCIENCES UNIVERSITY (HSU)

3.1 Health Sciences University (HSU) was granted Candidate for Accreditation status by the ECCE, which marked the beginning of its formal alignment with ECCE Standards. This Candidate Status acknowledged HSU's commitment to developing a chiropractic programme that meets international educational requirements, providing a solid foundation for further progress towards full accreditation.

3.2 Health Sciences University (HSU) is a publicly funded higher education institution, operating across two campuses: Bournemouth and London. The university offers a range of programmes in health sciences, with the chiropractic programme established as one of its primary postgraduate offerings. HSU's educational philosophy focuses on evidence-based practice, clinical competency, and interdisciplinary collaboration. The university is governed by an independent Board of Trustees and maintains academic oversight through a dedicated Academic Board.

3.3 The MSc Chiropractic (Pre-registration) programme at HSU, delivered at the Bournemouth campus, is designed for graduates from relevant undergraduate degrees. The curriculum integrates biomedical sciences, chiropractic technique, clinical training, and research skills development. In line with HSU's strategic expansion, the university plans to establish the chiropractic programme at its London campus, where an osteopathy programme is already operational. Existing osteopathy facilities will be adapted to accommodate chiropractic teaching, with an emphasis on ensuring parity in learning experiences between the two campuses.

3.4 As part of this accreditation process, the Evaluation Team applied the following colour-coded system to assess HSU's compliance with ECCE Standards:

Fully compliant/no risk
(On track and good.)

Green

Substantially compliant/low risk.
(Broadly on track with some areas which need to be addressed.)

Light Green

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

Yellow

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

Red

4. ECCE STANDARDS COMPLIANCE

4.1 AIMS AND OBJECTIVES

4.1.1. Statement of Aims and Objectives

The institution/programme must define the overall aims and objectives of the first qualification chiropractic programme and make them known to its stakeholders. The statements must describe the aims and objectives resulting in a chiropractor that is competent and safe to enter practice as a primary contact practitioner in the current healthcare environment, with the appropriate foundation for postgraduate education and training, and a commitment to, and capacity for, life-long learning.

4.1.1a Description

The MSc Chiropractic (Pre-registration) programme at the Bournemouth campus of Health Sciences University (HSU) defines clear, coherent aims aligned with ECCE expectations. The course seeks to develop chiropractors who are competent, evidence-informed, reflective, and ethically responsible. The programme also promotes interprofessional collaboration, lifelong learning, and professional resilience. The curriculum is structured around Entrustable Professional Activities (EPAs), which guide the progressive development of clinical competence.

The MSc Chiropractic (Pre-registration) programme at the London campus is designed under the same formal aims as its Bournemouth counterpart. These aims include the development of competent, autonomous chiropractors who are equipped for evidence-based, ethical, and interprofessional practice. The Entrustable Professional Activities (EPA) framework underpins the programme structure, aiming to support progressive acquisition of clinical competencies.

4.1.1b Analysis

The programme's aims are effectively operationalised in Bournemouth. The delivery model and faculty engagement support students in developing into autonomous, accountable, and well-rounded professionals. There is clear alignment between stated aims and both teaching strategies and assessment methodologies. The EPA-based curriculum is consistently implemented and supported by infrastructure, faculty expertise, and student feedback.

While the institutional aims are clearly stated, their realisation at the London campus is undermined by implementation challenges. The EPA model has not been embedded effectively, with limited clinical infrastructure, pedagogical inconsistency, and a developing faculty base. Students in London do not currently experience a programme equivalent to that delivered in Bournemouth. This raises serious concerns about the consistency and effectiveness of the programme's aims.

4.1.1c Conclusion

HSU Bournemouth fully complies with Standard 1.1



HSU London partially 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

Programme aims and objectives have been developed through broad institutional and professional consultation. Stakeholders including academic staff, students, alumni, placement providers, and professional bodies are involved in the design and regular review of the curriculum, particularly during periodic revalidation.

4.1.2b Analysis

At the Bournemouth campus, stakeholder engagement in curriculum development is strong and well-documented. Feedback mechanisms are structured and participatory, allowing curricular evolution in line with both student needs and regulatory expectations.

London-based academic staff and students reported limited engagement in the review and development of programme aims. This has resulted in weaker local ownership of the curriculum, with faculty and students expressing uncertainty about the pedagogical direction. Stakeholder input is not yet embedded in campus-specific programme evaluation processes.

4.1.2c Conclusion

HSU Bournemouth fully complies with Standard 1.2



HSU London partially complies with Standard 1.2



4.1.3 Academic autonomy

The institution/programme must have sufficient autonomy to design and develop the curriculum.

Description

The Bournemouth team exercises full academic autonomy over the design, delivery, and assessment of the curriculum. Programme-specific learning outcomes and assessments are internally managed, with governance oversight provided through standard university structures.

Academic leadership at the London campus operates within HSU's broader governance structure. The formal autonomy to design and adapt content exists through institutional policy. However, the practical ability to exercise this autonomy is dependent on staffing, infrastructure, and academic leadership at campus level.

Analysis

Faculty in Bournemouth demonstrate autonomy in curricular innovation and delivery. This autonomy is supported institutionally and allows for responsive changes to curriculum content, teaching methods, and assessment approaches.

Autonomy at the London campus is compromised by resource limitations and a lack of established academic leadership. Faculty rely heavily on centralised decisions and support from Bournemouth, which diminishes the ability to act independently or adapt responsively to campus-specific needs. This impacts curriculum delivery and responsiveness to student concerns.

Conclusion

HSU Bournemouth fully complies with Standard 1.3.



HSU London does not comply 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.

Description

The programme defines comprehensive educational outcomes aligned with ECCE standards, including clinical, cognitive, practical, and professional competencies. Outcomes are supported by structured learning experiences and robust clinical placements, with clearly mapped learning outcomes across units.

Analysis

Educational outcomes are consistently achieved through a combination of theoretical learning, practical training, and clinical exposure. The EPA framework enables competency tracking, and outcomes are transparently assessed through a range of appropriate methods.

Despite the formal mapping, there is concern regarding the London campus's capacity to deliver these outcomes in full. Clinical placements are limited, infrastructure is underdeveloped, and the EPA framework is inconsistently applied. As a result, students face difficulties in achieving equivalent clinical and professional competence to their Bournemouth peers.

Conclusion

HSU Bournemouth fully complies with Standard 1.4.



HSU London partially complies with Standard 1.4.



4.2 EDUCATIONAL PROGRAMME

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 MSc Chiropractic (Pre-registration) programme at HSU follows a competency-based, student-centred educational model. The curriculum integrates lectures, case-based learning, problem-solving strategies, and clinical exposure. A spiral learning structure ensures progressive reinforcement of concepts, preparing students for independent clinical practice. The university emphasizes reflective learning, encouraging students to critically assess their progress and adapt their learning strategies accordingly. Additionally, the integration of interprofessional education provides exposure to collaborative healthcare environments.

4.2.1b Analysis

The curriculum effectively supports self-directed learning and lifelong professional development. HSU's SSR highlights the integration of various teaching methodologies, but further incorporation of interprofessional education and increased hands-on exposure in early stages could enhance competency development.

Expanding elective modules focused on emerging areas of chiropractic care, such as sports rehabilitation and geriatric care, may provide students with broader career opportunities.

At the Bournemouth campus, the curriculum delivery is well-established, supported by experienced faculty, appropriate clinical exposure, and modern learning environments.

The London campus, while part of HSU's strategic expansion, is not yet operational for chiropractic education. There is currently no student activity, and facilities are still under development. However, the infrastructure already in place for the osteopathy programme provides a strong foundation. It is essential that these existing osteopathy facilities are reviewed and adapted to meet the specific needs of chiropractic education, ensuring parity with the Bournemouth campus.

A diverse range of educational approaches is stated. This includes spiral learning, ensuring key concepts are revisited and expanded upon at increasing levels of complexity. How equality between the London and Bournemouth campuses will be secured, especially considering the emphasis on self-directed learning and blended delivery in London, should be explicitly clarified to students and staff.

4.2.1c Conclusion

HSU Bournemouth fully complies with Standard 2.1



HSU London fully 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 programme emphasizes evidence-based practice, integrating research skills from the outset. Students participate in structured research activities, including literature reviews, data analysis, and learn to present them. The research curriculum is structured to develop critical thinking skills and ensure that students can critically appraise scientific literature, apply research methodologies, and contribute to chiropractic research initiatives.

4.2.2b Analysis

The focus on research cultivates analytical thinking and research literacy. According to HSU's SSR, there is a need to strengthen collaborations with external research institutions and increase mentorship opportunities to further support student research engagement. Establishing dedicated research tracks or special interest groups within the university could encourage students to engage in research beyond the mandatory coursework.

At the Bournemouth campus, students benefit from established research facilities and experienced supervisors who actively guide students in developing research competence.

The London campus does not currently host any research activities for chiropractic students. Existing research facilities for the osteopathy programme could be adapted to support chiropractic research. Aligning these resources with the standards at Bournemouth is necessary to ensure all students receive equivalent research opportunities.

4.2.2c Conclusion

HSU Bournemouth fully complies with Standard 2.2



HSU London fully complies with Standard 2.2



4.2.3 Biomedical Sciences

The institution/programme must identify and include in the curriculum those contributions of the basic biomedical sciences that enable a knowledge and understanding of the basic sciences applicable to the practice of chiropractic.

4.2.3a Description

Biomedical sciences are taught in a spiral format to allow the integration of biochemistry, anatomy, HSU's curriculum covers biomedical sciences, including anatomy, physiology, neuroanatomy, histopathology, and pharmacology. The programme follows a case-based learning approach, ensuring that students integrate theoretical knowledge with clinical applications. The university also provides laboratory-based experiences, including digital anatomy tools and practical physiology

exercises, to reinforce theoretical concepts with hands-on application.

4.2.3b Analysis

The structured approach effectively bridges theoretical understanding with clinical practice. However, expanding access to virtual anatomy labs and cadaveric dissection sessions could enhance student comprehension and practical skills. Strengthening the integration of biomedical sciences with clinical case discussions may also facilitate deeper understanding of disease mechanisms.

The Bournemouth campus is fully equipped with appropriate teaching and laboratory facilities to support biomedical sciences education. Faculty expertise and student support mechanisms are well-developed.

The London campus currently lacks operational biomedical facilities tailored specifically to chiropractic students. Existing osteopathy laboratories could be adapted to meet chiropractic requirements, ensuring consistency in student learning experiences across campuses.

Furthermore, the preparatory course should be refined so that all students have an understanding of the basic sciences applicable to the practice of chiropractic. There is a need to identify and close the gaps in knowledge and understanding of the basic sciences to the practice of chiropractic.

4.2.3c Conclusion

HSU Bournemouth fully complies with Standard 2.3



HSU London partially 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

At the Bournemouth campus, the delivery of behavioural and social sciences, ethics, and jurisprudence is well-established, supported by experienced faculty and an integrated approach to embedding these topics into clinical training. Students benefit from exposure to real-world ethical dilemmas, role-play scenarios, and clear guidance on their professional obligations.

At the London campus, delivery mechanisms for these topics are still in development. Existing resources from the osteopathy programme provide some infrastructure, but there is currently limited chiropractic-specific content or expertise available. To ensure equivalent student preparedness, the London campus must develop dedicated teaching sessions on chiropractic ethics and jurisprudence, tailored to the specific legal and professional frameworks governing chiropractic practice.

4.2.4b Analysis

Given the greater emphasis on self-study at the London campus, additional online resources and remote mentoring will be necessary to support student development in these areas. Facilitating regular peer discussions—either online or in-person—will help compensate for the reduced access to direct peer support, which is a strength of the Bournemouth campus.

The accreditation team recommends that both campuses adhere to a unified teaching approach for these subjects, ensuring consistency in content, assessment, and professional expectations for all students.

4.2.4c Conclusion

HSU London fully complies with Standard 2.4



HSU Bournemouth fully 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

Units CHP7001 and CHP7002 introduce students to the diagnostic and therapeutic skills necessary for chiropractic practice as well as public and population health initiatives. Other units build on these skills. Students are taught these skills with reference to current best evidence and pertinent clinical practice guidelines to inform their clinical decision making. The use of clinical simulation labs and AI mannequins allows for the development of clinical skills relevant to the treatment of specific populations (e.g. the use of 'age suits' to develop empathy and communication skills). The provision of optional specialist placements for students facilitates the further development of clinical skills in a professional environment. Small class sizes allow students to receive individual attention and feedback.

4.2.5b Analysis

Effort should be made to ensure that students at the London Campus have equitable access to the clinical simulation lab and AI mannequin experiences as their counterparts in Bournemouth. Furthermore, there should be an urgent and concerted effort to establish optional specialist placements for students at the London Campus.

4.2.5c Conclusion

HSU Bournemouth fully complies with standard 2.5



HSU London fully complies with standard 2.5



4.2.6 Chiropractic

The institution/programme must foster the ability to participate in the scientific development of chiropractic.

4.2.6a Description

Students gain knowledge in chiropractic principles, historical perspectives, and evidence-based clinical techniques. The curriculum includes spinal and extremity adjustments, patient assessment, and professional ethics. The HSU programme places particular emphasis on patient safety and best practices in spinal manipulation through hands-on training in a supervised clinical setting.

4.2.6b Analysis

The curriculum includes the relevant aspects of chiropractic history and philosophy. The critical appraisal of scientific evidence and exposure to the scientific method starting in year 1 allow the students to acquire the necessary knowledge and enthusiasm to participate in the scientific development of chiropractic. The students are aware that keeping up to date with the evolving knowledge of chiropractic and of other healthcare fields is relevant to their professional development.

4.2.6c Conclusion

HSU Bournemouth fully complies with Standard 2.6.



HSU London fully complies with Standard 2.6.



4.2.7 Clinical Training

The institution/programme must identify and include a period of supervised clinical training to ensure the clinical knowledge and skills, communication skills and ethical appreciation accrued by the student can be applied in practice, and so enable the student to assume appropriate clinical responsibility upon graduation.

Every student must have early patient contact leading to participation in patient care.

4.2.7a Description

The first clinical placement (CHP7005) occurs after the first semester of teaching and provides early student exposure to various patient groups. The second clinical placement (CHP7006) occurs in the second year of the course and runs for 46 weeks. During this time, students undergo scaffolded supervised clinical training with exposure to various patient groups, preparing them for independent

clinical practice upon graduation.

Clinical training forms a core component of the MSc Chiropractic (Pre-registration) programme at HSU, designed to ensure students develop the clinical competencies necessary for safe, effective, and evidence-based chiropractic care.

At the Bournemouth campus, students gain extensive hands-on experience within HSU's dedicated on-site chiropractic teaching clinic, supported by experienced faculty and supervisors. Students engage with a diverse patient population, contributing to their diagnostic and treatment competencies across a wide range of musculoskeletal conditions.

The clinical training programme is structured around Entrustable Professional Activities (EPA), which provide clear, competency-based milestones that align with ECCE educational standards. Case-based learning is fully integrated, ensuring that clinical decision-making and evidence-based reasoning are embedded into daily practice.

Students are assessed continuously, receiving formative feedback during clinical interactions, case presentations, and clinical audits, ensuring progressive development towards independent practice. Reflective practice is encouraged, allowing students to critically evaluate their performance and identify areas for personal and professional growth.

At the London campus, no chiropractic clinical training is currently offered, as the programme has not yet commenced. Existing clinical spaces used by the osteopathy programme are available and could be adapted to support chiropractic clinical training. However, these facilities would require significant updates to align with the practical needs and professional expectations of chiropractic education, including the installation of appropriate treatment benches, diagnostic tools, and digital health record systems.

4.2.7b Analysis

At the Bournemouth campus, clinical training is well-established and supported by an experienced clinical faculty team, ensuring that students receive comprehensive supervision and exposure to a diverse range of clinical cases. The use of EPA-based assessments provides a structured, transparent framework for tracking student progress and ensuring consistency with ECCE requirements.

The London campus presents a significant challenge in ensuring equivalent clinical experiences. The absence of operational chiropractic clinics, combined with a heavier reliance on self-directed and online learning, risks creating a disparity in clinical preparedness between students at the two campuses. It is essential that London students are provided with regular hands-on clinical experiences, either through residential clinical placements in Bournemouth or through the development of comparable facilities and patient access in London.

There is a clear need to ensure that the EPA-driven and case-based scenarios used in clinical training provide students at both campuses with clinical experiences equivalent to those of a traditional MChiro student. Ensuring this equivalence will be essential to align the professional profiles of graduates from both locations, maintaining consistency in competence, patient safety, and employability.

Due to the intensive nature of the pre-registration programme, the preparatory course should be mandatory and structured to ensure that students develop an integrated understanding of basic sciences and clinical sciences before entering the clinical phase. This structured preparation is

essential to ensure students can apply foundational knowledge effectively within real-world clinical settings, supporting the successful transition from student to competent graduate chiropractor.

4.2.7c Conclusion

HSU Bournemouth fully complies with Standard 2.7.



HSU London fully complies with Standard 2.7.



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 two year MSc Chiropractic (Pre-registration) programme at HSU is an intensive training program that facilitates the acquisition of the necessary skills and competencies to practice as a primary contact practitioner upon graduation. The curriculum, the intended learning outcomes, the assessment and credit structure for all courses are clearly described in The Course and Unit Specifications which are published publicly.

The balance between directed and independent learning in each course is provided in the course specifications, with an increase in the proportion of self-directed learning as the student progresses through the programme.

ECTS allocation is relevant and each credit point equates to a notional 10 hours of learning. Zero credit weighted units are utilised for clinical placement, facilitating the fulfilment of all requirements for GCC and ECCE accreditation are met. All students must successfully complete both zero credit weighted units and achieve 180 credits (90 ECTS) to be awarded the MSc Chiropractic (Pre-registration) degree and be eligible to register with the GCC or other accrediting body as a chiropractor.

4.2.8b Analysis

The curriculum is very well structured and scaffolds students throughout the two year program. There is very good horizontal and vertical alignment of the curriculum. The curriculum is evidence-based and extensive mapping has been conducted. The curriculum is published publicly and all course information and learning outcomes are fully described. One important consideration is the need to address varying levels of basic science knowledge among students who enter the course with existing gaps. It was noted that efforts are already being made in this area, and we encourage the course leaders to continue strengthening this aspect of the pre-course curriculum.

4.2.8c Conclusion

HSU Bournemouth substantially complies with Standard 2.8



HSU London substantially complies with Standard 2.8



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 Vice-Chancellor has ultimate academic responsibility and works closely with the Senior Management Group including Heads of Schools. The Framework Leaders are responsible for the day-to-day management of the programme. The Academic Board has oversight of all academic matters including quality and standards. Other committees include, the Academic Standards Quality Committee (ASQC), which monitors and reviews academic standards, the Education Committee, which monitors and reviews teaching methods and the taught student experience, The Student Experience Committee which feeds back on the whole student experience and the Course Steering Group (Chiropractic), which is responsible for the chiropractic courses.

4.2.9b Analysis

There is a clear and documented procedure for management of the curriculum at all levels (i.e. from minor revisions at the unit level to creation of new units/courses). This process appears to be rigorous, with increasing justification required for greater curriculum revision.

Mechanisms should be in place to facilitate modification of the curriculum based on emergent location-specific needs at the London Campus.

4.2.9c Conclusion

HSU Bournemouth fully complies with Standard 2.9



HSU London fully complies with Standard 2.9



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

Teaching clinics are structured to scaffold students towards independent clinical practice upon graduation by reflecting the professional demands encountered in clinical practice and the demands of continuing professional development. Internal and external placements throughout the two-year programme are designed to expose students to interprofessional practice and the National Health Service.

Efforts are made to provide students with the opportunity to meet representatives from the Registering Body (General Chiropractic Council), providers of post-Graduate education and professional development such as the Royal College of Chiropractors and the professional associations such as the British Chiropractic Association (BCA). "Outreach" events provide opportunities for feedback from the community in terms of Patient and Public Involvement (PPI). An annual event, hosted by the AECC School of facilitates networking between practitioners in private practice and students.

Several continuing professional development (CPD) courses are run by HSU for practitioners throughout the year to support chiropractors in their personal and professional development.

4.2.10b Analysis

Students build the necessary skills for their future clinical practice during their two clinical placements (CHP7005 & 7006). Efforts are made to engage students with the wider chiropractic community (e.g. outreach programs, external placements, annual employment event and meeting representatives from the Registering Body (General Chiropractic Council), providers of post-Graduate education and professional development such as the Royal College of Chiropractors and the professional associations such as the British Chiropractic Association (BCA)).

Efforts should be made to ensure that students at the London Campus are afforded equitable access to events listed above and that these events are tailored to the unique (and possibly different) working environment of the London clinic. Efforts to ensure inter-professional embedment of London students should be urgently made (e.g. establishment of close links with surrounding hospitals, medical specialists etc).

4.2.10c Conclusion

HSU fully complies with standard 2.10.



4.3 ASSESSMENT OF STUDENTS

Assessment methods

The chiropractic institution/programme must define and document the methods used for assessment, including the criteria for progression and appeals procedures. Assessment methods must be regularly evaluated, and new assessment methods developed as appropriate.

4.3.1a Description

Detailed information regarding assessment methods is provided in the Course and Unit Specifications. The progression arrangements, and criteria for awards, are set out in the University's Assessment regulations. These are available for staff and students via the Staff Information Portal and VLE and are published publicly on the HSU website. The Academic Appeals policy is published on both the VLE and the HSU website.

Minor changes to assessments are the responsibility of the Course Lead while more substantial changes are made adhering to the Course Modification Policy. Specific grading rubrics aligned with the university wide generic assessment criteria are utilised for all practical clinical skills assessments. Summative assessments are based on absolute standards with criterion-referenced scores to safeguard competence and warrant student progression. Quality assurance procedures include the use of external examiners where appropriate.

4.3.1b Analysis

Assessment methods are clearly defined and documented in Course and Unit Specifications. Assessment is governed by the Assessment Regulations, which also include progression and award criteria. Staff make use of grading rubrics. Internal scrutiny and moderation procedures are in place. Academic Appeals policy are established and available on VLE and the public website.

Efforts should be made to ensure that students have an equitable examination experience as their Bournemouth counterparts (e.g. examination timetabling, in-person vs. online exams).

4.3.1c Conclusion

HSU fully complies with Standard 3.1



4.3.2. Relation between assessment and learning

The assessment principles, methods and practices must be appropriate to the learning outcomes and the educational aims and objectives, and promote appropriate learning practices.

4.3.2a Description

There is a mixture of formative and summative assessments that are outlined in the Unit and Course Specifications. Constructive alignment is used to ensure that the assessment methods chosen are reflective of the type of learning in each unit. Examples include: theoretical knowledge assessed as coursework, presentation or a written exam and clinical skills assessed through direct observation,

Objective Structured Clinical Examinations (OSCE) and Integrated Structured Clinical Examinations (ISCE). Formative assessments are authentic and provide feedback for learning to students.

Several HSU policies ensure assessments are created fairly, to the appropriate standard, are marked in a clear and transparent manner and that feedback is meaningful to the student and assists their development.

4.3.2b Analysis

There is appropriate reference to constructive alignment between learning outcomes, learning activities and assessment. Furthermore, there is a good mix between formative and summative assessment, with a specific focus on authentic assessment where appropriate. Assessment Brief templates and assessment approval processes are in place.

Efforts should be made to ensure that there is equity between assessment and learning at both Campuses.

4.3.2c Conclusion

HSU Bournemouth fully complies with Standard 3.2



HSU London fully 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

Admission to all courses is governed by the Recruitment, Selection and Admission Policy and Procedure, which is periodically reviewed to align with national and international educational standards.

Entry requirements are strictly enforced and explicitly defined for all applicants, ensuring consistency with tertiary-level education in a science-based discipline, including any language proficiency requirements.

Applicants for the MSc Chiropractic (Pre-registration) course apply directly to the University and appropriate applicants are invited to interview. Interviews are conducted online to ensure all applicants are able to attend without the need to travel to campus and the associated costs of that travel.

A dedicated policy governs the recruitment of international students, particularly in alignment with any governmental regulations on student quotas. The university is committed to widening access by considering applicants from diverse backgrounds and providing

accommodations for students with disabilities or impairments that could impact their ability to practice as chiropractors.

Any factors that may inhibit or disadvantage a candidate's ability to pursue a chiropractic career are explicitly addressed within the policy.

As part of its recruitment strategy, the university maintains an official Prospectus outlining course details, entry pathways, and career opportunities for prospective students.

4.4.1b Analysis

The university has a comprehensive and well-documented admissions policy, which undergoes regular reviews to ensure it remains aligned with evolving educational standards and professional chiropractic requirements. The policy provides a clear and structured admissions process, detailing entry requirements for each curriculum stage, including advanced entry options, ensuring transparency for both domestic and international applicants.

Online interviews take place after a direct application to the university from students wishing to join the MSc Chiropractic (Pre-registration). The institution ensures that applicants to this science-based discipline meet rigorous admission criteria, including language proficiency requirements where applicable.

The university is also proactive in ensuring equal opportunities, implementing measures to accommodate students with disabilities or impairments while maintaining clear guidance on factors that may impact their ability to practice chiropractic professionally. Additionally, strict protocols are in place for handling fraudulent applications and applicants with criminal convictions, reinforcing the institution's commitment to maintaining a safe and ethical learning environment.

Furthermore, the university has a specific policy on international student recruitment, which takes into account governmental regulations and quotas where applicable.

A detailed Prospectus is available to guide prospective students through the application process, ensuring they have access to all relevant information before applying.

4.4.1c Conclusion

HSU Bournemouth fully complies with Standard 4.1.



HSU London fully complies with Standard 4.1.



4.4.2 Student intake

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

4.4.2a Description

The MSc Chiropractic (Pre-registration) course has maintained a steady enrolment rate over the past three years, with approximately 20 students enrolling annually. The program is

designed for small cohorts, ensuring that students can fully engage in the intensive study period required.

The institution initially aimed to recruit 25-35 students per year, and with the expansion to the London campus, recruitment efforts are expected to increase, with a long-term goal of reaching 50-70 students per year across both sites.

Staffing for the course is managed by the Head of School, who, in collaboration with the School Management Team, determines staffing needs through annual budget proposals. If student enrolment projections indicate the need for additional staff, the Head of School presents a staffing request to the Executive Group.

Additionally, a discretionary budget is available to hire casual staff when necessary, ensuring flexibility in managing workload fluctuations.

The School remains committed to increasing student enrolment to support the growth of the chiropractic profession in the UK, aligning with the General Chiropractic Council (GCC), Royal College of Chiropractors (RCC), and British Chiropractic Association (BCA) call to action.

4.4.2b Analysis

Given the stable but relatively low enrolment numbers, the course is currently structured to accommodate small cohorts with high-intensity training. However, the institution aims to increase recruitment with the expansion to the London campus, which, if successful, will require adjustments in staffing and resource allocation.

Staffing needs are managed through a structured process, with annual reviews and budget planning conducted by the Head of School and the School Management Team. While this system ensures planned resource allocation, there is limited flexibility for rapid adjustments should student enrolment exceed expectations. The discretionary budget for casual staffing provides some adaptability, but reliance on permanent staff expansion may be necessary if recruitment goals are met.

To support the growth of the UK chiropractic profession, the School must closely monitor recruitment trends and be prepared to scale its resources accordingly. The team recommends continued assessment of staffing levels, particularly if recruitment targets are achieved at both campuses, to ensure that academic and clinical staff levels remain adequate to meet the demands of an increasing student body. At the London campus, the facilities do not yet appear ready to accommodate a full cohort of students. In contrast, at the Bournemouth campus, all necessary criteria are met. This discrepancy should be addressed to ensure consistency in the student experience across locations.

4.4.2c Conclusion

HSU Bournemouth fully complies with Standard 4.2





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 institution provides a structured and comprehensive support system for students, beginning with an induction programme at enrolment. This includes orientation sessions led by academic and professional staff, as well as social activities organised by the Students' Union to help students integrate into university life. Induction is not limited to the first week; additional events are held throughout the year to support students' transition to higher education.

The institution also offers specific support for international students through mentorship and resources designed to help them adapt to academic life in the UK. Academic support is provided through a network of well-qualified staff, including Academic Support Tutors (ASTs), unit leaders, and course leaders.

Students are encouraged to meet with their AST multiple times each semester, with additional monitoring provided through the Student Support Framework.

The Student Monitoring and Wellbeing Group meets at least twice per semester to identify students struggling academically or personally, ensuring early intervention. Further support is available through Registry and Student Services, which offer assistance with study skills, career guidance, financial advice, and personal well-being.

A formal Exceptional Personal Circumstances Policy allows students to request adjustments for assessments in case of significant life challenges. Additionally, a disability policy ensures inclusive support for both students and staff.

4.4.3b Analysis

Students generally express a high level of satisfaction with the support provided by the university. The structured induction and continued engagement activities help students transition smoothly into higher education. The availability of personal tutors and the monitoring framework ensures that at-risk students receive early intervention.

While the AST system provides a strong foundation for academic and personal support, its effectiveness relies on students actively engaging and seeking help when needed. The counselling services and well-being support ensures that students have adequate access to mental health resources and immediate assistance when needed. The institution commitment to inclusivity is evident through its disability policy and additional learning support provisions, which effectively ensure that all students receive the

necessary accommodations and assistance.

Additionally, the Chiropractic Society and technique clubs play a crucial role in student development, offering valuable hands-on learning experiences that enhance their clinical skills and professional confidence.

At the Bournemouth campus, all these support systems are well established and effectively meet student needs. However, at the London campus, it will be essential to ensure that students have access to the same level of services and support to maintain consistency in the student experience.

4.4.3c Conclusion

HSU Bournemouth fully complies with Standard 4.3.



HSU London does not comply with Standard 4.3.



4.4 Student representation

The institution/programme must support student representation and appropriate participation in the design, management and evaluation of the curriculum, and in other matters relevant to students.

4.4.4a Description

The institution values student participation in decision-making and quality enhancement. Students are represented at all levels, with two full voting student members on the Board of Governors and elected Students' Union (SU) officers serving as full members on key academic committees. This ensures that the student voice is formally incorporated into governance. Student representatives at the course level act as key links between academic staff, school leadership, and their peers. Meeting minutes from academic committees, which include student representatives, are available via the Virtual Learning Environment (VLE), allowing all students to stay informed and engage further if they wish.

Regular meetings between student representatives and Year Leads within the School of Chiropractic provide a structured forum for discussing academic and campus-related matters. In addition to formal channels, informal engagement between students and staff is encouraged, enabling quicker resolution of concerns. Students are also involved in course approval, professional accreditation events, academic appeals panels, and periodic course reviews. The Students' Union plays an active role in student life, organising events, clubs, and initiatives while also offering guidance on academic appeals and policies.

4.4.4b Analysis

Student engagement in governance and decision-making is well-integrated within the institution. The presence of student representatives on key boards and committees ensures that students have a voice in shaping their academic experience. The additional informal meetings allow for the quick resolution of student concerns without always requiring a formal committee process. Regular meetings between student reps and Year Leads within the School of Chiropractic have been positively received, providing additional structured opportunities for discussion and feedback.

Training and support for student representatives are well-established, with representatives attending external training events through organisations like Guild HE and QAA. The institution's commitment to student feedback is further demonstrated through mid-semester unit evaluations, annual Course Experience Surveys, and participation in the National Student Survey (NSS) for eligible students.

Additionally, the Students' Union's diverse leadership structure and active presence on social media contribute to a strong student voice across the university.

As the institution expands in London, it is crucial that student representation reflects the social and demographic diversity of both locations. Ensuring inclusive and equitable representation will strengthen the student voice and help address the unique needs and experiences of students at each campus.

4.4.4c Conclusion

HSU Bournemouth fully complies with Standard 4.4.



HSU London fully complies with Standard 4.4.



5.1 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

Faculty recruitment at HSU Bournemouth is managed through institutional procedures that ensure alignment with the university's values and the needs of the programme. The recruitment process emphasises academic qualifications, clinical expertise, and educational experience. Roles are clearly defined, and staff are appointed across both academic and clinical domains, with some having dual responsibilities.

Faculty recruitment at the London campus of HSU follows institutional processes but is still under development. While job descriptions and selection procedures are aligned with HSU-wide policies, the local academic team is in a growth phase and staffing remains incomplete. Several key positions are either unfilled or held on an interim basis.

4.5.1b Analysis

The Bournemouth campus benefits from a stable and experienced faculty team. Staff are appropriately qualified and committed to the programme's academic and clinical missions. Recruitment policies are inclusive and effective in sustaining a team capable of delivering the curriculum. The Evaluation Team noted sufficient staffing levels to support current student numbers and to enable curriculum innovation and student supervision.

The limited faculty base at the London campus presents a significant challenge to programme delivery. The small number of core staff and high reliance on temporary or part-time roles restricts curricular consistency, pedagogical innovation, and clinical supervision. Recruitment has not yet reached a level that ensures sustainability or parity with the Bournemouth programme.

4.5.1c Conclusion

HSU Bournemouth fully complies with Standard 5.1.



HSU London partially complies with Standard 5.1.



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

HSU provides a university-wide framework for staff development and appraisal. Faculty at the Bournemouth campus have access to annual performance reviews, CPD opportunities, and institutional support for scholarly activity. Development includes pedagogical training, research mentoring, and attendance at professional conferences.

Faculty development at the London campus is theoretically supported by HSU's institutional policies, which include CPD opportunities, annual appraisals, and professional development frameworks. New staff undergo induction, but local access to educational CPD, peer mentorship, and pedagogical support remains limited.

4.5.2b Analysis

Faculty at Bournemouth report high levels of engagement with CPD and professional development opportunities. There is a strong culture of reflective practice and commitment to innovation. Staff development is encouraged and supported by the institution, contributing to pedagogical

enhancement and academic leadership. The Evaluation Team commended the sustained investment in teaching quality and professional growth.

The London faculty team currently lacks access to structured and consistent pedagogical development. Staff report limited engagement with educational CPD and few opportunities for peer interaction or cross-campus development. This restricts the ability to deliver a competency-based curriculum and undermines efforts to develop a cohesive academic culture at the site.

4.5.2c Conclusion

HSU Bournemouth fully complies with Standard 5.2.



HSU London partially complies with Standard 5.2.



6 EDUCATIONAL RESOURCES

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

HSU offers a variety of physical facilities to support its educational and clinical activities. The Bournemouth campus features purpose-built teaching and clinical facilities, including dedicated lecture rooms, technique labs, and clinical training spaces.

These facilities are designed to offer students access to real-world clinical settings from an early stage in their training.

In London, facilities for the chiropractic programme are still under development. Existing facilities for the osteopathy programme, such as treatment rooms and diagnostic areas, provide a strong base, but they will require adaptation to suit the specific needs of chiropractic students. Plans are in place to modernize and expand facilities to ensure they meet ECCE standards for chiropractic education.

4.6.1b Analysis:

At the Bournemouth campus, facilities are well-established, modern, and fit-for-purpose, supporting both academic and clinical components of the curriculum. Students benefit from access to state-of-the-art equipment, enabling practical skill development in a realistic clinical environment. Faculty have access to appropriate teaching and office spaces, supporting their teaching and research activities.

At the London campus, while some infrastructure is already available through the osteopathy programme, these facilities are not yet optimized for chiropractic education.

To ensure equivalent educational quality, it is essential that the London facilities are upgraded to match the standards at Bournemouth. This includes ensuring that students have suitable spaces for self-study, group work, and peer interaction, which is currently a challenge due to limited peer support in London.

Faculty staff working across both campuses should also be provided with adequate workspace and access to resources to ensure a sustainable and high-quality teaching experience.

4.6.1c Conclusion

HSU fully complies with Standard 6.1. for the Bournemouth Campus



HSU does not comply with Standard 6.1. for the London campus



6.2 Clinical training resources

The institution/programme must ensure adequate clinical experience and the necessary resources, including sufficient patients with an appropriate case-mix, and sufficient clinical training facilities including sufficient equipment and treatment rooms.

4.6.2a Description

The HSU clinics both offer modern and up to-date facilities for the diagnosis, assessment, treatment and rehabilitation of musculoskeletal conditions. In Bournemouth, the clinic consists of 32 multi use treatment rooms, an exercise centre, a radiography suit, the Bournemouth Open Upright MRI, a student study area and staff offices. On site clinics that students can be involved with, some by way of in-house referral, include the inter-professional Breastfeeding clinic, which is a neonatal feeding clinic, an exercise centre, human performance laboratory, MRI, X-Ray and Ultrasound clinics. In London, the clinic consists of 34 treatment rooms, staff offices and meeting rooms and a patient reception area.

The case mix and variety of patient encounters students experience was reported to be adequate by students at the Bournemouth Campus.

4.6.2b Analysis

The clinical training facilities/student clinic and collaborations with external providers in Bournemouth are well established and embedded within the HSU campus. Imaging options (e.g. X-

ray, open upright MRI) are available to students 'in-house'.

While the existing student clinic at the London Campus is expansive, it was unclear to clinic leaders exactly how many rooms would be available to chiropractic students, when these rooms would be needed and what equipment (e.g. chiropractic treatment tables) would be necessary. There is no 'in-house' imaging available to students. Establishing collaborations with external providers should be an urgent and essential priority, prior to the enrolment of students.

4.6.2c Conclusion

HSU Bournemouth fully complies with Standard 6.2.



HSU London fully complies with Standard 6.2.



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

HSU provides an IT infrastructure that supports both educational delivery and clinical training. Students and staff at the Bournemouth campus have access to a range of digital platforms, including learning management systems, research databases, and electronic health record systems used in clinical training. High-speed internet access and technical support are also available to facilitate both on-campus and remote learning.

At the London campus, the IT infrastructure primarily supports the osteopathy programme. Systems for the chiropractic programme are still under development. There is an intention to align IT systems across both campuses to ensure seamless access to learning materials and student records.

4.6.3b Analysis

The Bournemouth campus offers a well-developed IT environment that supports teaching, learning, and clinical operations. Students have reliable access to online materials, virtual case libraries, and communication tools for collaborative learning. The integration of digital patient records enhances clinical education, allowing students to familiarize themselves with real-world documentation processes.

At the London campus, current IT systems are largely oriented towards osteopathy students and use different platforms than those at Bournemouth. This inconsistency could create barriers for students and faculty operating across both sites. To ensure consistency in the student experience, it is essential that the London campus adopts the same IT infrastructure as Bournemouth. Moreover, specific chiropractic tools, including diagnostic imaging software and

case management systems, should be integrated to support chiropractic training.

4.6.3c Conclusion

HSU Bournemouth fully complies with Standard 6.3



HSU London does not comply with Standard 6.3



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

Responsibility for curriculum design lies with the Head of School who directs appropriately qualified and experienced staff to work as part of a course development team. Staff with postgraduate qualifications in education act as advisors to the Course Lead. Several HSU policies are used during course development/design. Academic staff are encouraged to pursue recognized educational qualifications and are often released from teaching and research responsibilities to facilitate this continuing professional development. Mentorship opportunities are currently provided at the Bournemouth Campus to junior staff, ensuring educational expertise is shared within the institution. Staff development and staff training sessions are held throughout the year. These sessions differ in focus and have in the past included topics such as good assessment practice, research and student supervision, technology enhanced learning and marking and feedback.

The School's Education Quality Assurance Lead oversees and monitors assessment grading by analysing trends over time and works with unit leads to address any issues.

4.6.4b Analysis

Considerable educational expertise exists within the chiropractic faculty at the Bournemouth Campus. The passion and knowledge of several senior members of staff were obvious during the site visit. However, with the switch from in-person to online teaching and learning, staff should undertake specific training in online didactic course delivery to ensure that the quality of content delivery remains high.

Care must be taken not to overburden existing staff at Bournemouth (thus potentially diminishing the quality of course delivery) due to commuting requirements to deliver content at the London Campus. Furthermore, contingency plans should be put in place for the in-person delivery of content in London if it is not possible for staff to commute as indicated (e.g. accident/injury).

4.6.4c Conclusion:

HSU Bournemouth fully complies with Standard 6.4



HSU London fully complies with Standard 6.4



7.1 RELATIONSHIP BETWEEN TEACHING AND RESEARCH.

The chiropractic institution/programme must facilitate the relationship between teaching and research, and must describe the research facilities to support this relationship as well as the research priorities at the institution/programme.

4.7.1a Description

HSU, Bournemouth Campus has made concerted efforts to strengthen its research activities, with a focus on the transition of academic staff from users to producers of research. A new Head of Research and Knowledge Exchange Manager have been recruited by HSU and a Research Culture Survey was completed by staff from AECC School of Chiropractic (SoC). The AECC SoC has a Research Lead who works with the HSU Head of Research and Knowledge Exchange Manager. Furthermore, a “Research & Knowledge Exchange Hub” portal provides staff with research support on aspects such as collaboration, interdisciplinary and interprofessional research, ethics, integrity and governance, funding and publication. A new Academic Framework has been established and staff are successfully applying for external grants (e.g. Research Excellence Framework (REF) submission in 2021 under UOA3: Allied Health Professions, Dentistry, Nursing and Pharmacy). A Journal Club, where staff and students can meet together to discuss a research paper has been established at the Bournemouth Campus.

Throughout ongoing course monitoring and development, academic staff are required to use current research and sector guidelines to evaluate and enhance course content, delivery and assessment. All courses are expected to meet the Course Design Framework which states that the learning and teaching strategy for courses should have a rationale based in sound pedagogic theory and that academic staff, in addition to having appropriate professional qualification should also normally be undertaking research or scholarly activity to ensure they are up to date.

4.7.1b Analysis

A new Head of Research and Knowledge Exchange Manager have been recruited by HSU and efforts have been made to increase research output within the AECC SoC. Efforts should be made to ensure that this research is fed back into the teaching of the chiropractic curriculum. Furthermore, while there is an increasing research culture within the department, students denied knowledge of research currently being conducted within the department beyond their own supervisor. Efforts should be made to strengthen the research culture within the department, as a vehicle through which research scholarship is role-modelled to students as professional identity is being established. This point is especially salient given the short duration of the program.

In the immediate future, no plans exist for any researchers to be permanently located at the London Campus. This will almost certainly result in an unequitable/limited research experience for students at the London Campus.

4.7.1c Conclusion

HSU Bournemouth fully complies with Standard 7.1



HSU London fully complies with Standard 7.1



8 PROGRAMME EVALUATION

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

Every course undergoes an annual monitoring process which draws on data from a range of sources including Unit Monitoring Reports, student feedback, pass rates/continuation rates, external examiner reports, PSRBs etc. The annual monitoring report generates an action plan for the coming year which is monitored by the teaching team and supervised by the course steering group. All annual reports are reviewed at institution level and feed into an overall action plan presented to the Academic Standards Quality Committee and the Academic Board.

4.8.1b Analysis

There is evidence of appropriate monitoring of the curriculum, teaching and student evaluation. Mechanisms for program evaluation are clearly outlined in the Course and Unit Monitoring and Periodic Review Policy. Several stakeholders (e.g. students) are involved in the process, in addition to external examiners.

4.8.1c Conclusion

HSU Bournemouth fully complies with Standard 8.1



HSU London fully complies with Standard 8.1



8.2 Staff and student feedback

Both faculty and student feedback must be systematically sought, analysed and responded to so as to develop and improve the curriculum.

4.8.2a Description

The institution has a structured approach to gathering and utilizing student feedback. Student feedback is collected formally through Mid Unit Student Evaluations (MUSE), end-of-unit evaluations and the annual Course Experience Survey. However MSc Chiropractic (Pre-registration) students are not eligible to complete the National Student Survey (NSS) as

they have already completed a degree. Informal student feedback is also encouraged. Feedback is incorporated into the annual monitoring reports and converted into action plans for the following academic year. These action plans, developed in accordance with the Course Modification Policy, aim to ensure continuous improvements. Changes are implemented as part of the course review and modification process.

4.8.2b Analysis

The institution has multiple formal and informal mechanisms to obtain student feedback. Regular collection and analysis of feedback occur through various channels, ensuring that students' voices are heard. Individual academic tutors provide students with personal and academic support, while elected student representatives actively participate in decision-making committees, including two representatives on the governing board. Furthermore, student feedback is integrated into annual course monitoring reports to help drive improvements.

Despite these structured mechanisms, some students perceive that feedback collected through MUSE and other surveys does not always lead to visible or timely changes. Ensuring that feedback-related modifications are transparently communicated could enhance student confidence in the feedback process.

Strengthening the link between student input and curriculum adjustments by ensuring consistent implementation across all faculties would further improve the responsiveness of the system.

4.8.2c Conclusion

HSU Bournemouth fully complies with Standard 8.2.



HSU London fully complies with Standard 8.2.



8.3 Student cohort performance

Student cohort performance must be analysed in relation to the curriculum and the aims and objectives of the programme.
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4.8.3a Description

Student performance and progression are systematically reviewed at the Assessment Board, where both individual and cohort results are analysed. Course Leaders monitor progression rates over time, typically assessing trends over three to five years, to identify variations from national averages at both course and unit levels. Exit awards are also benchmarked against national data.

The Education Quality Assurance Lead applies a risk rating system to flag any units or assessments of concern, ensuring that support is provided to unit leaders where necessary.

Various performance indicators are tracked in Unit Monitoring Reports (UMRs) and Annual Monitoring Reports (AMRs), including average scores, standard deviation, pass rates, dropout rates, progression trends, and degree awards. If a unit's failure rate exceeds 10% at the first attempt, the Course Leader and Unit Leader must investigate the cause and

implement corrective measures, which are documented in the UMR.

Additionally, post-assessment reviews are conducted to evaluate cohort performance and adjust teaching strategies for the next academic year. For multiple-choice questions (MCQs), statistical analyses help identify problematic questions, which can be removed following the guidelines outlined in the Marking and Moderation Policy. The Course and Unit Modifications Policy allows for necessary curriculum adjustments to improve student outcomes.

4.8.3b Analysis

The institution has a robust system for monitoring student progression and addressing performance concerns. The use of longitudinal data analysis (three- and five-year trends) ensures that fluctuations in student outcomes are identified and contextualized against national benchmarks. The risk rating system applied by the Education Quality Assurance Lead strengthens this process by providing targeted support to underperforming units.

Proactive measures, such as mid-year and end-of-year unit evaluations, enable timely interventions where high failure rates are detected. The post-assessment review process further enhances the quality of assessments by identifying problematic exam questions and refining future assessments. Additionally, the ability to modify course content through structured policies ensures continuous improvement.

4.8.3c Conclusion

HSU Bournemouth fully complies with Standard 8.3



HSU London fully complies with Standard 8.3



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

HSU has established a process for involving internal and external stakeholders in the development, review, and evaluation of its chiropractic programme. Stakeholders include students, alumni, faculty, external examiners, and professional bodies. Regular feedback is collected through formal surveys, feedback sessions, and advisory committee meetings, ensuring that stakeholder input contributes to the ongoing improvement of the programme.

4.8.4b Analysis:

At the Bournemouth campus, stakeholder involvement is well-established and embedded into programme governance. Students and faculty participate in regular programme reviews, and external stakeholders—including professional associations and employers—are engaged to ensure the curriculum reflects current professional standards.

At the London campus, formal mechanisms for stakeholder engagement specific to chiropractic are not yet in place. However, the existing osteopathy stakeholder networks could serve as a foundation for broader engagement.

As the chiropractic programme in London develops, it is essential to establish regular forums for London-based students, faculty, and external stakeholders to provide feedback and contribute to programme development.

4.8.4c Conclusion

HSU Bournemouth fully complies with Standard 8.4.



HSU London fully complies with Standard 8.4.



9. GOVERNANCE AND ADMINISTRATION

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 Bournemouth delivery of the MSc Chiropractic (Pre-registration) is embedded within a well-established governance framework at HSU. The programme is managed within a School structure that ensures accountability, quality assurance, and strategic alignment with institutional priorities. Roles and responsibilities are clearly delineated and governed by institutional policies.

4.9.1b Analysis

Governance structures at Bournemouth are robust and mature. Institutional integration ensures vertical and horizontal accountability, allowing the programme team to operate with academic autonomy while benefiting from institutional oversight. Governance mechanisms support curricular innovation and effective decision-making. Regular review and quality assurance processes are fully embedded.

Efforts should be made to ensure that the unique needs of the London Campus are given equitable weight to those of the Bournemouth Campus.

4.9.1c Conclusion

HSU Bournemouth fully complies with Standard 9.1.



HSU London fully complies with Standard 9.1.



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

Academic leadership at the Bournemouth campus is exercised by a team with defined responsibilities for curriculum planning, delivery, and quality enhancement. Leadership is supported by institutional frameworks and annual appraisals. Faculty leadership engages in regular forums and contributes to strategic discussions within the School and University.

Academic leadership at the London campus is provided by a small team with defined responsibilities; however, the leadership model remains centralised and support functions are frequently routed through Bournemouth. There is no clearly devolved leadership framework specifically tailored to the London site's distinct pedagogical and logistical needs.

4.9.2b Analysis

Academic leadership at Bournemouth is stable, well-articulated, and engaged with both pedagogical innovation and institutional planning. Leaders are active in managing curriculum development, supporting staff, and aligning delivery with ECCE standards. Leadership presence contributes to team cohesion and programme quality.

The absence of a strong and autonomous leadership structure at the London campus undermines academic coherence and capacity for curriculum stewardship. The Evaluation Team found limited evidence of leadership visibility, mentoring systems, or independent academic planning at the site.

4.9.2c Conclusion

HSU Bournemouth fully complies with the Standard 9.2



HSU London does not comply with the Standard 9.2.



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

Budgetary planning at Bournemouth follows institutional models, with allocations made at School level based on student numbers and strategic needs. Resources include teaching facilities, clinic infrastructure, digital tools, and staff development. Budget requests are channelled through School

leadership and operational leads.

Budgetary planning and resource allocation for the London campus are handled at institutional level, with limited local control. Allocations are based on student numbers and centrally determined priorities. There is no devolved or ring-fenced budget for the site

4.9.3b Analysis

Resource allocation is structured, transparent, and responsive. The Bournemouth campus has access to appropriate facilities, simulation environments, and teaching resources to deliver the programme effectively. Faculty are involved in planning and prioritisation discussions. The Evaluation Team found that resourcing supports the educational aims of the programme.

The Evaluation Team observed that resource disparities between Bournemouth and London have had a direct impact on programme delivery in London. Insufficient investment in clinical and digital infrastructure, staffing, and learning spaces has created significant challenges. The absence of a devolved budget reduces the site's agility and autonomy.

4.9.3c Conclusion

HSU Bournemouth fully complies with Standard 9.3.



HSU London partially complies with Standard 9.3.



10. Interaction with professional sector

The institution/programme must have a constructive interaction with the chiropractic and chiropractic-related (health-related) sectors of society and government.

4.9.4a Description

HSU maintains strong relationships with professional chiropractic bodies, regulatory agencies, and healthcare providers. These relationships help ensure that the curriculum aligns with professional standards and that graduates are well-prepared for entry into the chiropractic profession.

HSU facilitates regular networking events, guest lectures, and professional development sessions to connect students with practitioners and employers.

4.9.4b Analysis

At the Bournemouth campus, strong professional relationships enhance student learning through guest lectures, clinical placements, and career events. These interactions expose students to a range of professional perspectives and ensure they develop a clear understanding of professional expectations.

At the London campus, chiropractic-specific professional networks are not yet established. The

existing relationships built through the osteopathy programme provide a useful starting point, but dedicated efforts are needed to engage the chiropractic professional sector. Establishing partnerships with local clinics, regulatory bodies, and professional associations in London will be essential to ensure students receive equivalent professional exposure and networking opportunities as their peers in Bournemouth.

4.9.4c Conclusion

HSU Bournemouth fully complies with Standard 9.4



HSU London partially complies with Standard 9.4



10. CONTINUOUS RENEWAL AND IMPROVEMENT

The chiropractic institution/programme must have procedures for regular reviewing and updating of its structure and functions to rectify deficiencies and meet changing needs. (See 8.1 of standards)

4.10.1a Description

The Health Sciences University (HSU) demonstrates a clear commitment to the continuous renewal and development of the MSc Chiropractic (Pre-registration) programme. This process is supported by formal mechanisms for internal quality assurance, external benchmarking, and stakeholder feedback. The programme leadership regularly reviews curriculum content, teaching methods, and assessment strategies to ensure alignment with evolving professional standards, scientific advancements, and the needs of students and society.

At the Bournemouth campus, established processes for regular programme review ensure that feedback from students, faculty, and external stakeholders directly informs programme development. Continuous improvement is embedded into the institutional culture, with faculty actively encouraged to reflect on their teaching practices and contribute to curriculum enhancements.

At the London campus, continuous renewal mechanisms are still being established, given that the chiropractic programme has not yet launched. The existing quality assurance processes from the osteopathy programme provide a framework that can be adapted for chiropractic. However, it is essential that chiropractic-specific mechanisms are introduced to capture feedback from chiropractic students, faculty, and external stakeholders once the programme becomes operational.

The university's overarching commitment to innovation and quality improvement is evident in its ongoing investment in faculty development, educational technology, and infrastructure improvements across both campuses.

4.10.1b Analysis

At the Bournemouth campus, HSU has a well-developed quality assurance framework that supports continuous curriculum renewal and ensures the programme evolves in response to changes in professional practice, educational research, and stakeholder expectations. The programme team actively engages with students, alumni, and external examiners to identify areas for improvement and implement changes in a timely and transparent manner.

At the London campus, formal systems for continuous renewal specific to chiropractic education have not yet been established. As the programme develops, it will be crucial to ensure that the same feedback mechanisms, review processes, and stakeholder engagement practices are implemented to ensure consistency across both campuses.

Particular attention should be given to ensuring that the differences in delivery models between Bournemouth and London, especially the increased reliance on self-directed learning and online delivery in London are regularly reviewed to ensure these approaches are achieving the intended learning outcomes. Transparent communication with students and faculty regarding planned changes and the rationale behind them will be essential to fostering a culture of trust and collaborative improvement.

The accreditation team recommends that HSU ensure that any future developments at the London campus are closely aligned with the well-established processes at Bournemouth, ensuring that all chiropractic students—regardless of location—benefit from a consistent, high-quality educational experience.

4.10.1c Conclusion

HSU Bournemouth fully complies with the Standard 10



HSU London does not comply with the Standard 10



Summary

The Health Sciences University (HSU) MSc Chiropractic (Pre-registration) programme is an ambitious and well-structured educational pathway that aims to deliver competent, evidence-based chiropractic graduates who are well-prepared for professional practice. The programme benefits from the strong academic and clinical foundation established at the Bournemouth campus, where physical facilities, clinical training opportunities, and academic support are well-developed and effectively contribute to student success.

The programme's curriculum is competency-based and employs a spiral learning approach, ensuring that students continuously build on their knowledge and clinical competencies as they progress through the programme. Integration of biomedical sciences, behavioural and social sciences, ethics, and jurisprudence ensures students develop not only strong clinical skills but also the professional and ethical awareness essential to modern chiropractic practice.

Clinical training at the Bournemouth campus provides extensive hands-on experience in a supervised environment, with clear competency milestones defined through Entrustable Professional Activities (EPA). The case-based approach ensures students can apply evidence-based reasoning to real patient scenarios, preparing them for independent practice upon graduation.

The London campus, which is planned to host the same programme, currently presents several challenges. While existing facilities from the osteopathy programme provide a reasonable starting point, they are not yet fully adapted to meet the needs of chiropractic education. Moreover, the delivery model in London places greater emphasis on self-directed learning, with fewer direct contact hours compared to Bournemouth.

Ensuring equivalency in the educational experience between the two campuses will require careful alignment of facilities, teaching resources, clinical exposure, and student support mechanisms. HSU has demonstrated a strong commitment to continuous improvement and programme renewal, supported by internal quality assurance processes, stakeholder feedback mechanisms, and external benchmarking. This culture of continuous development is well-established at the Bournemouth campus and should be systematically extended to the London campus as the programme there becomes operational.

The accreditation team recognises the strengths of the HSU programme, particularly in Bournemouth, while also acknowledging the challenges inherent in expanding to a second location with a different delivery model. Continued investment in faculty development, clinical facilities, IT systems, and harmonised quality assurance processes will be critical to ensuring that all HSU chiropractic students regardless of location benefit from a consistent, high-quality educational experience that meets ECCE standards.