

1. Provider Context

1.1 Achieving Excellence

AECC University College (AECC UC) graduate prospects rate is 100% [1] for its largest recruiting course: Chiropractic (MChiro). As a small, specialist Health Sciences university, Chiropractic represents 93% (n=751) of our total student FTE (Table 1). This impressive metric was achieved by the knowledge and experience gained from delivering high-quality chiropractic education, clinical care and applied research over the last 57 years, creating a global reputation for high-quality training. The University College provides several pre-qualifying routes into chiropractic including Access to Higher Education which feeds into the undergraduate courses: a 5-year route (Gateway and MChiro); 4-year MChiro; and a 5-year route as 3-year BSc plus 2-year MSc Chiropractic.

1.2 Characteristics of Our Students

Typically, 36% of students registered on the MChiro course are classified as mature (over 21 upon entry), with up to 19% classified as BAME students and 24% from overseas (excluding EU) representing 56 different countries (including EU). These values show the reason why the global reputation for the MChiro course attracted high-achieving applicants to study and practice at the University College, with subsequent UK General Chiropractic Council registration.

Building upon this reputation in chiropractic, the University College obtained TDAP in 2017. This was part of its strategic aims that included diversifying the undergraduate offering, with four new courses introduced during the in-scope period 17/18 to 21/22, resulting in a percentage increase of 70.61% of total UG student numbers. Whilst growth was good, the introduction of new courses diversified the characteristics of our students. The female to male ratio changed slightly, having been equal for two years until 2019/20 when 44% of students were female by 2021/22. Roughly 87% of students were in the 18-24 years of age category and between 10-11% in the 25-34 category each year in-scope. There was an increase in students classified as BAME from 12% during 17/18 to 19% by 21/22 (Figure 1).

Whilst home students represented roughly 60% and international students/EU students represent the remaining 40%, as our degree programme offering grew, there was a slight change in female:male ratio from 1:1 to 0.78:1, an increase in students classified as BAME and roughly maintained a third of students classified as mature (over 21).

1.3 Intergrated Clinical Teaching: On-site Clinics and Prosection Laboratory

The four-year MChiro course is designed to prepare students for their final year, working under supervision in our on-site clinic. Students spend an entire academic year treating patients whilst consolidating their clinical experience with level 7 studies. With an Open-Upright-MRI scanner, X-ray, Ultrasound and shockwave facilities, the Chiropractic Clinic is HE-sector leading (see 2.2.1.1 for additional resources). Total patient visits in 2017/18 were 46,958. Student:Clinic Tutor ratios are maintained at roughly 1:10. Academically, contact hours for taught units are high at over 70 hours, due to the practical nature of learning techniques. Anatomy and Physiology features heavily; we believe that we are the only non-medical school university to have a prosection laboratory. This special facility provides added benefit underpinning practical sessions, seminars and lectures. Academic Student:Staff ratios are maintained at 1:19.

1.4 Courses Within Scope

The Master of Chiropractic (MChiro) course remained our flagship course during the *in-scope period* after TDAP in 2017. Four new courses started, with *Clinical Exercise and Rehabilitation Science* starting in 2018, *Sport, Exercise and Health Science* in 2020 and two degrees teaching Diagnostic and Therapeutic Radiography also beginning in 2020 (Table 1).

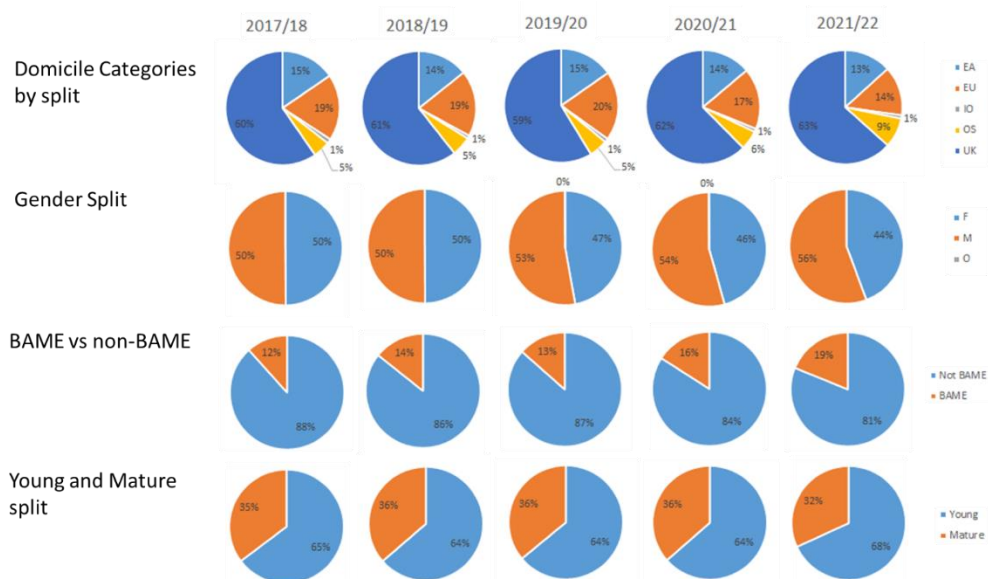


Figure 1: Demographics of students between academic years 2017/18 and 2021/22. [2]

Table 1: Student FTE during the period in-scope [3]

Courses	17/18	18/19	19/20	20/21	21/22
BSc (Hons) Clinical Exercise and Rehabilitation Science			16	12	13
BSc (Hons) Human Sciences					
BSc (Hons) Radiography (Diagnostic Imaging)					
BSc (Hons) Radiography (Radiotherapy and Oncology)					15
BSc (Hons) Sport, Exercise and Health Science				14	18
Master of Chiropractic	468	553	645	689	751
Grand Total		561	661	729	

1.5 The Journey of AECC University College

AECC UC is a small specialist health sciences provider. It was established with financial backing of European chiropractors, supported by the European Chiropractor's Union (ECU), and recognised by the British Chiropractic Association (BCA) providing the first chiropractic training course in Europe passing its first chiropractors in 1969. Today, it currently offers postgraduate pre-registration courses in *Physiotherapy, Podiatry, Occupational Therapy, Dietetics and Speech and Language Therapy*, an *MSc in Ultrasound* serving our partners in the NHS, *graduate-entry Chiropractic* and several PG Sports and Exercise programmes (*out-of-scope for this report*). It also delivers undergraduate courses in *Diagnostic Radiography, Therapeutic Radiography, Clinical Exercise and Rehabilitation Science* and *Sport Exercise and Health Science* (*within scope*) The vision of its founders in September 1965 as the Anglo-European College of Chiropractice set strong foundations to becoming a world leader in musculoskeletal health training.

The most recent enabler to our current educational offering was being granted Taught Degree Awarding Powers in 2016 and registered with the Office for Students (OfS) as a higher education provider in 2017. Since then, it worked with NHS partners to identify workforce gaps in allied health professions developing in partnership with a range of stakeholders, Professional, Statutory and Regulatory Bodies (PSRBs), and Health Education England (HEE). Further courses planned for 23/24 include postgraduate masters' courses in Psychological Therapy, Reporting Radiography and Mammography.

An overview of key dates in the development of AECC UC is provided in Table 2. This provides context for events leading up to TDAP and changes to staffing and services.

Table 2: Historical events leading to the formation of AECC UC

Period	Event	Period	Event
1965	Anglo-European College of Chiropractice	2016	Strategic Plan 2016 – 2021 AECC
1969	Name change to Anglo-European College of Chiropractic	2016	Name Change AECC UC
1988	First validated degree course in chiropractic	2017	OfS registration as a HEP
1994	Validating partner: University of Portsmouth (UoP)	2019	Three Schools created
1997	UG and PG first Master courses UoP	2019	New Vice-Chancellor appointed
2000	General Chiropractic Council accreditation	2019	Started our own Student Services
2000	Professional Doctorate in Chiropractic UoP	2020	Returned to on-campus learning (full PPE)
2005	Validating partner: Bournemouth University (BU)	2020	Acquired new site: Dorset LEP funding
2007	MSc Medical Ultrasound BU	2020	New pre-reg Radiography and Physiotherapy
2008	BSc Clinical Exercise Science BU	2020	New Diagnostic X-ray suite, VERT
2009	New Chiropractic Clinic Building complete	2021	New Deputy Vice-Chancellor appointed
2012	Access to Higher Education provision	2021	Submitted to REF for first time
2016	Teaching Degree Awarding Powers	2021	Launched Fit for the Future 2021 - 2026

1.6 Educational Mission

1.6.1 Governance

The University College provides assurance of academic quality and compliance with conditions of registration with the Office for Students through committees that report to Academic Board, chaired by the Vice-Chancellor. This reports to the Board of Governors (BoG). The annual Academic Quality report is presented to the BoG in December of each year by the Deputy Vice-Chancellor and Assistant Registrar (Academic Quality). The Student Experience Committee (SEC), the Education Committee (EC) and the Academic Standards and Quality Committee (ASQC) are chaired by the Deputy-Vice Chancellor, reporting to Academic Board. There are three schools within the University College: School of Chiropractic, School of Radiology and the School of Rehabilitation, Sport and Psychology. Each has a Course Steering Group that meets regularly with Student Representatives, to maintain academic standards and quality of learning. It reports into ASQC or SEC. EC terms of reference cover all aspects of student educational experience. SEC terms of reference cover institutional projects that enhance student experience activity. All committees meet at least three times per year.

To ensure BoG oversight, a Governor now sits in attendance at Academic Board (since 2022), to provide additional assurance to the BoG that all staff are engaged and actively maintain an excellent student experience. Additionally, the Student Union Executive meets with the Vice-Chancellor and Deputy Vice-Chancellor on a monthly basis to discuss institutional issues that might affect the student experience.

1.6.2 Strategic Plan 2021 – 2026

In 2021 the Vice-Chancellor launched the new strategic plan 2021-2026 *“Fit for the Future”* [4] The University College mission is to ‘create a healthier society through education, research and clinical care’ and is as relevant today as it was 57 years ago. It is especially pertinent as University College staff emerge from the Covid-19 pandemic to face significant challenges and opportunities in both healthcare and higher education aspiring to create “A leading specialist health sciences university providing excellent education, clinical care and applied research’. As a values-driven, specialist health sciences institution, the five values that are Collaborative, Professional, Inclusive, Passionate and Caring underpin all efforts to achieve the six strategic aims.

1.6.3 Strategic Aims 2021 - 2026

- 1) Provide an outstanding student experience and deliver excellent graduate outcomes for all
- 2) Support the expansion and development of the health workforce by providing demand-led high-quality education and training programmes
- 3) Provide affordable patient-centered care through multidisciplinary clinical, rehabilitation and diagnostic services
- 4) Position ourselves as a first-choice partner within specialisms for research and innovation in the health science community
- 5) Establish ourselves as an anchor university for knowledge exchange and economic development within our local community
- 6) Create a diverse, inclusive and sustainable environment in which we support our people and develop our activities, spaces and facilities to be fit for the future

1.6.4 Strategic Aims 2016-2020 [5]

The University College underwent a significant period of change in the period 2016/17 to 2020/21 (see Table 1). This former strategic plan established the foundation upon which the current strategic plan, under a new Executive team, was built and was in effect during most of the in-scope period.

- 1) Strengthen our reputation and profile through effective engagement with our communities in the HE-sector and wider world
- 2) Deliver a diverse portfolio of quality education and clinical training programmes reflecting our distinctive place in the HE-sector
- 3) Deliver an outstanding student experience throughout the student lifecycle
- 4) Underpin our teaching and clinical training with focused research and scholarship activity

1.6.5 Enabler: Staffing

There are around 982 FTE students and 191 FTE staff with 20 additional staff that support academic provision (Jan 2023). Teaching is supported by additional part-time hourly paid staff (PTHP), many of whom are clinically qualified and active in either the NHS or private practice. To ensure a better student experience course leads and personal tutors are always established members of staff. There has been a steady increase in staff with FHEA or equivalent status (Table 3). A new PGCert Education was introduced in 2023 for established staff and PTHP staff to hold a recognised qualification in teaching and significantly increase the percentage of staff with that qualification to enhance the student experience.

Table 3: Percentage of staff with teaching qualifications or FHEA

Year	2021/22	2020/21	2019/20	2018/19	2017/18	2016/17
% staff FHEA or equivalent	58	59	58	48	80*	81*

*weighted composite (data from Governors’ report and financial statements) [6]

1.6.6 Enabler: Research Informed Teaching

AECC UC specialises in research with a focus on musculoskeletal (MSK) care, spinal biomechanics, and patient-reported outcomes. It has the largest critical mass of research-active chiropractors and chiropractic-focused researchers in the UK and the second largest in Europe. The University College returned its first submission to REF2021 and began the journey of acquiring Research Degree Awarding Powers (RDAP) by offering PhD studentships from October 2022 through a validating partner. Its chiropractic research reputation has national and international reputation with research prizes won by

members of staff (early career) were awarded CARL chiropractic research fellowships (Chiropractic Academy for Research Leadership),

This ensures staff progression and retention, enabling current research to be embedded in our chiropractic courses ensuring a high-quality academic student experience. This is evidenced by 82% of AECC UC research outputs, environment and impact assessed as internationally recognised, with a quarter judged as internationally excellent in terms of originality, significance, and rigour [8].

Within the academic staffing, 22 individuals have PhDs. Of these six are Associate Professors and four are full Professors all are involved in direct teaching roles with students. As a pertinent example recent educational research *Engagement as predictors of performance in a single cohort of undergraduate chiropractic students* [9] identified students through predictive metrics that are likely to struggle in future years, allowed a programme of monitoring, intervention and support of such students. Most remaining academic staff are qualified to level seven.

Students are regularly involved in research and are included as authors on research publications in both the peer reviewed literature and as attendees at conferences with poster presentations. The frequency of students involved in either submission to or successful publication has averaged at least one per year for the period 2017-2022.

Another opportunity for developing research experience was the creation in 2018 of the Programme for Early Researchers in Chiropractic (PERC) funded by the Chiropractic Research Council [10]. The PERC internship scheme aim was to build UK chiropractic research capacity immediately after graduation. It is affiliated with an established internship programme at the Arthritis Research UK Centre for Sport, Exercise and Osteoarthritis, University of Nottingham, and a network of world-leading musculoskeletal researchers. This provided the chiropractic students multidisciplinary opportunities to work with other new graduate health students interested in sport, exercise and osteoarthritis research.

1.6.7 Enabler: Estates Environment

Despite the onset of the coronavirus pandemic, the University College acquired a new 1.1-acre site opposite the main campus building in June 2020 to support our ambitions and strategic aims. It was awarded £2.7m funding by the Dorset Local Enterprise Partnership (Dorset LEP) as 50% match-funding towards the building of a new Integrated Rehabilitation Centre facility [11], developing a programme of new courses and patient services in 2022/23. By continuing to work in partnership with a local primary care network (PCN) and NHS providers to deliver care and support to patients both on and offsite, these initiatives provide a First Contact practitioner (FCP) service within the local PCN. This NHSE initiative supports the local system, our NHS partners and provides local placements for our Health Education-supported PGCert FCP course. The service also provides space for a local NHS communication group for aphasic patients, lymphodema and MSK services and provides further capacity for the local MSK Orthopaedic interface service. These on-site clinics provide an excellent opportunity for our students to learn, practice and develop.

1.6.8 Enabler: On-campus Integration of Clinic and Academic Taught Provision (Current Model)

Students across all schools could undertake short placements in the rehabilitation and imaging clinics. Chiropractic students undertake a 1-year long placement in the student-led, tutor-supervised clinic (Figure 2).

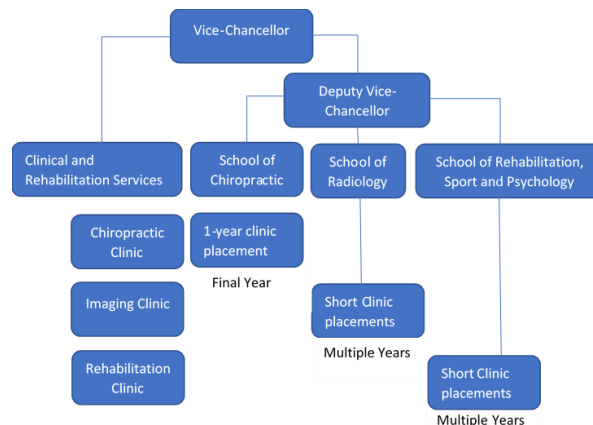


Figure 2: Current model of responsibility and clinical placements. The three clinics provide specific placement opportunities on-site for students across the three schools.

1.7 Chiropractic Education

Chiropractic represents the heritage of AECC UC (see 1.1) Numbers on our MChiro provision have steadily grown by 60.5% over the five-year period since 2017/18 (Figure 3) [12]

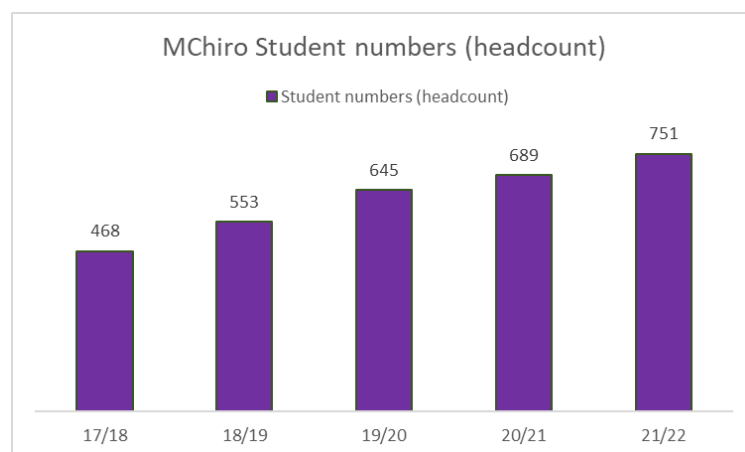


Figure 3: Growth in MChiro numbers. Note: By head count not FTE.

Delivering on our strategic aim to support the expansion and development of the health workforce by providing *demand-led high-quality education and training programmes* and providing *affordable patient-centred care through multidisciplinary clinical, rehabilitation and diagnostic services* continues to provide a diverse and interprofessional setting for chiropractic education and practice learning. This aligns with recommendations made by the General Chiropractic Council (GCC), the World Federation of Chiropractic (WFC) and the European Chiropractors' Union (ECU) to ensure that chiropractors work effectively with others to optimise patient care

The University College continues to be a pioneer of chiropractic education, clinical care and applied research. Its graduates are highly regarded, providing first contact care in clinical settings across the world, as well as contributing widely to the leadership of the profession at the highest levels. Remaining as the largest and most highly regarded training provider in Europe, recent developments will progress chiropractic within mainstream healthcare. As the first provider of chiropractic education in Europe, the first to offer degree level qualifications for chiropractic in Europe and the first to offer an integrated master's in chiropractic, AECC UC efforts are now the national standard for chiropractic education.

Now sharing that knowledge and expertise with several international institutions as they have looked to develop their own chiropractic courses. These include the Real Centro Escorial-Maria Cristina in Madrid, Athens Metropolitan College University in Greece; and the Dutch Chiropractic Association. We are trusted education provider with the International Medical University in Malaysia, and the Hong Kong Chiropractic College Foundation (HKCCF) sponsor several scholars each year to study on our MChiro course [13]

AECC UC is renowned for its pioneering work with paediatric (2yrs+) chiropractic and musculoskeletal care. It established a paediatric chiropractic clinic over 25 years ago and is one of a few institutions in the world to be able to offer undergraduate and postgraduate training in this area. This also includes neonatal chiropractic care (0-2yrs) due to the well-established and highly regarded reputation and facilities available and staff advice is sought both from the UK and international. We are currently supporting Parker University in Texas, on paediatric research projects and Memorial Chiropractic College in Canada. The students benefit from being educated in how to care for patients from birth and have real life experience working with children and their families.

We provide several pre-qualifying routes in chiropractic (see section 1.1) the varying routes have been developed to promote student access and to support graduate employability in their home countries. As a result, and in the absence of chiropractic training providers across many European countries, we remain a leading provider of chiropractic education across Europe. The MChiro course has international appeal, receiving applications from prospective students from more than 55 countries [14]

Our pre-qualifying chiropractic courses are accredited by the European Council for Chiropractic Education (ECCE), a recognised international standard in Europe and Australia. We were also a founding signatory of the International Chiropractic Education Collaboration (ICEC), a position statement on clinical and professional chiropractic education as an evidence-based, patient-centred approach to care [15].

1.7.1 Excellence in Scholarly Activity

Students on our chiropractic courses are taught and supported by staff members who hold representative roles within the profession including

staff faculty members have recently won the British Chiropractic Association Chiropractor of the Year:

Staff members have also been members of organisational bodies including:

1.7.2 Inspirational Graduates

Our graduates are motivated, determined and passionate. They provide inspirational leadership for the chiropractic profession and their impact is found in roles across the profession both nationally and internationally. Since graduates have held posts of President and Vice President of the British Chiropractic Association, President and Secretary General of the World Federation of Chiropractic, President of the European Chiropractor's Union and Secretary General of the World Federation of Chiropractic. Graduates have also gone on to work for the World Health Organisation and been awarded fellowship of the National Institute for Healthcare Excellence (NICE).

ame of Provider: AECC University
 College
 UKPRN: 10000163

of Presidents of the European Chiropractors Union have qualified from AECC
 UC. A selection of graduates holding professionally important roles is provided in the table below (Table 4a and 4b)

Table 4a: Notable recent (post) AECC UC chiropractic alumni

Name	Role	Graduated	Year
	Fellow of President	AECC	
	President ; FRCC, Fellowship President and Fellowship Chiropractor of the Year	AECC	
	Vice President	AECC	

Table 4b: Notable AECC Alumni (ECU)

<u>European Chiropractors' Union</u>			
	President, Chiropractors Union	AECC	
	President, Chiropractors Union	AECC	
	President,	AECC	
	President,	AECC	

1.8 Other Contextual Information

During this TEF cycle we received several nominations and awards including:

- BCA's award for Clinic of the year in 2019 [19]
- Student Services was shortlisted for the WhatUni Student Choice Awards 2020 [55]
- Nominated in 2019 for the Times Higher Education (Registry Team). [16]
- The AECC UC clinic has also been awarded the Royal College of Chiropractors Clinical Management Quality Mark (CCQM) and Patient Partnership Quality Mark (PPQM) over the past 5 years and in December 2022 was awarded the PPQM for a further 2 years. [21]

2.0 Student Experience

2.1. Contemporary Curricula

In 2021 our MChiro course underwent its latest periodic review under our Course Approval and Review policy [22] we use input from multiple external panel stakeholders, who are experts in the relevant field for this provision on this occasion these panel members were the CEO of and member of the British Chiropractic Association Council (BCAC) and proprietor of an established Chiropractic practice too support us in ensuring that at we are testing and verifying that the academic standards for our courses are set at the appropriate level of the National Qualifications Framework, and in light with the relevant Sector Recognised Standards, and are relevant rigorous and up to date. The Course Consideration Panel receives detailed

documentation and has an opportunity to meet for discussion with members of the course team and students. As part of this process the arrangements for assessment are reviewed, to ensure that assessments are rigorous, appropriate to test all learning outcomes, and set at the appropriate level.

The panel of experts made several commendations regarding the course that talk to the rigour, commitment, ambition of the chiropractic faculty and the quality of the course. [23]

1. The clarity and effectiveness of the clinical notes and documentation, in reflecting the expectation that students will take a holistic and patient-centred approach
2. The Course Team's vision of chiropractic students and chiropractic professional as 'consumers of research
3. The commitment and work ongoing to improve arrangements for feedback to students on practical assessments
4. The Course Team's commitment to 'meeting students where they are' and supporting them to move forward and improve
5. The Course Team for the development of an excellent and contemporary course

The Quality Assurance and Accreditation Committee (QAAC), of the ECCC in confirming their re-accreditation of the MChiro course made several their own commendations alongside those of the panel [24].

- The strong commitment to research and the continual investment in research outputs.
- The rapid adaption of the University College to COVID-19 related regulations including, the move to online teaching, the creation of student bubbles and the weekly briefing sheets for students.
- The provision of financial support and the use of the Hardship Fund to allow students to secure access to digital resources.
- The support of international students into the programme confers wide recognition of the University College.
- The support of elected student representatives as full members of boards and committees at all levels of the University College.
- The role of Friends of the Clinic enhances the patient voice, advocates for the profession, and improves community connectedness.
- The leadership's proactive commitment to continuous staff development.
- The pioneering work in developing as a University College and pursuing RDAP status.

The MChiro course is a highly vocational course with active learning at its core with high levels (typically 72hrs per 200hr (20 credit unit)) of face-to-face hands-on clinical contact supported by small group seminars that facilitates discussion, collaboration, and investigation with students at the centre of their learning: our principle is that there should be 'premium on presence' - that is, we place high value on face-to-face interactions to promote deep learning and ensure that lecturers / tutors get to know their students, developing positive engagement and a strong sense of belonging this is reflected in the latest NSS (National Student Survey) (Q21) with 68.75% of respondents believing that "I feel part of a community of staff and students" compared to the benchmark of 62.32%.

Our students work hard, and their efforts are seen in our positive progression rates and degree outcomes (see Section 3 - Graduate Outcomes). We provide open access to specialist clinical facilities including 5 x clinical laboratories; an anatomy laboratory and rehabilitation suite outside of teaching time for our students to practice their skills and explore their knowledge. The use of simulation has also been introduced into the clinical placement for students to further practice their skills. We believe these additional opportunities for peer-to-peer clinical practice enhance their competence and contribute to their success in assessment and attainment. Students are encouraged to make use of our digital resources such as our Anatomage table and Anatomie TV packages to support their directed study (See 2.3.1.3)

Students also benefit from access to our on-site pro-section laboratory, Centre for Simulated Learning and a range of Imaging facilities including one of only seven Open Upright MRI scanners in the UK, alongside digital x-ray equipment, quantitative fluoroscopy and high-specification ultrasound scanners. Students also have access to our new Integrated Rehabilitation Centre (IRC) which features state-of-the-art rehabilitation equipment [11].

To complement the investments made in facilities to support students we are committed to a unique clinical experience, governance and staffing structure that puts the student at the centre of the learning environment. The chiropractic student training clinic is led and supported by a team of clinic tutors (Ratio of 1:10). The experience is situated within extensive clinical provision across the university including clinical imaging and rehabilitation services. Alongside our clinical structure has both Clinical Chiropractic Lead (responsible for oversight of the whole clinical service) and a Placement Lead (who oversees the practice learning experience). Clinical tutors act as practice supervisors and mentors to clinical students in addition to specialist clinical staff who provide clinical services with students observing/having limited input into the patients care.

Students during their clinical practice year undertake the care of over 40 individual patients and be exposed to over 250 patient interactions with various demographics and health needs under the supervision of qualified staff. Students also undertake a range of experiences to develop their interdisciplinary understanding and transferable skills. This includes working with health professionals from different disciplines including radiographers, Sports rehabilitators, cancer nurses and physiotherapists. Students also take part in multi-disciplinary team meetings discussing complex cases and best practice with a range of health professionals from diverse backgrounds to ensure best patient care.

Our clinical services serve our local community collects and utilises patient and community feedback in several ways to help improve both the service and help students in their personal learning and links them to research that informs clinical practice. The student placement clinic uses Care Response with its patients to monitor Patient Reported Outcomes (PROMs) this relates to both care and satisfaction with the service they are experiencing and allows opportunities for feedback to students during tutorials. The student placement also uses Multi-Source Feedback (MSF) questionnaires with patients to receive direct feedback relating to the care they have received from student practitioners, this includes questions such as politeness, time keeping and level of care. This feedback is used as formative feedback for students as well as reviewing to monitor and improve the service and experience for patients within the student clinic.

The Clinical services also has a highly active PPI group called SPACE (Sharing Patient and Community Experience) [25] This group meets monthly and includes patients from all clinical services including chiropractic, members of the community, academic representatives, and Clinical Leads. The group provides input into clinical developments and supports clinical-based course developments and recruitment of students for e.g., Patient advocates from part of the interview panel for MSc Physiotherapy applicants.

Building on innovations in placement such as Telehealth we have piloted a long arm supervision model to complement our well-established and comprehensive in-house model. Students ran and provided care in a satellite clinic based at Bournemouth University whilst supervised by a clinical tutor at AECC UC via a webcam. Safeguards were put in place in case there were issues with technology etc. This trial ran for approximately 5 months and was successful. Feedback from students, patients and staff was collected as part of the pilot and was overall positive [26]. From the results of the trial, we plan to run further initiatives using the same approach/guidelines. Currently we are in discussions with assisting a GP practice in the provision of care to the Homeless and asylum seekers.

We also encourage students to spend time across a range of several aspects of healthcare such as following patients through an imaging pathway, supporting rehab in rehabilitation clinic, Breastfeeding clinic we also introduced a paediatric placement based on feedback from previous students' feedback leveraging our expertise in this area of chiropractic practice. The placement offers students 8 weeks within our paediatric and young person's clinics providing care under supervision of specialist qualified paediatric staff. By creating the placement, it ensures that patients receive

the best care and students gain a more in-depth knowledge and understanding of paediatrics which we hope will result in students undertaking further study in the area to ensure safety in practice.

The proof-of-concept paediatric placement (now into its 4th cohort of students) is proving a success with positive feedback from students, patients, and staff. Diversifying our students' clinical experiences allowed us to continue to offer practice learning opportunities during Covid at a time when it was not possible for other healthcare placements such as the NHS to do so. Offering these experiences across healthcare supports our aspirations for interdisciplinary practice across all courses.

Our latest (2021) placement evaluation survey [27] of Year 4 students sent to all students on completion of their year in practice (99% response rate) talks to the value placed on the clinical opportunities afforded to students whilst studying here. Students were quick to acknowledge the willingness of clinical tutors to work with students to foster a mentee/mentor relationship (82%). Whilst on placement students recognize clinical tutors demonstrate respect and empathy towards patients (88.2%) and that safety is of paramount importance (96.3%) these values help students to both mirror these behaviours and understand the expectations of becoming a health professional. 60.8% of students believe the clinic is a positive learning environment, tutors support this by helping students to identify their own personal learning objectives / needs, 67.9% of students believe the positive and supportive environment created by tutors helps students to enhance their skills and knowledge and perhaps more significantly over 72% of students felt their time in clinic furthered their practice, 80.7% felt confident in applying their learning in the future beyond their studies.

2.2 Student Experience Measures Commentary

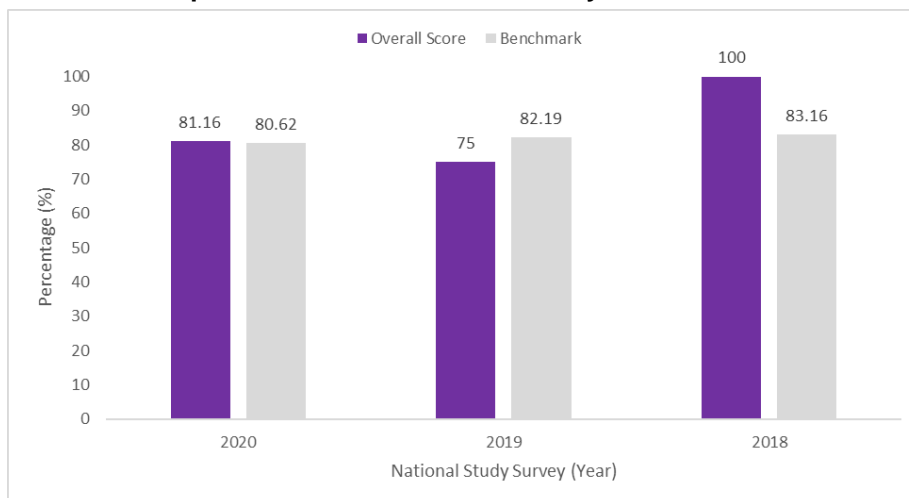


Figure 4: NSS 2018-2020 Q27 Vs Benchmark [28]

2.2.1 Overall Analysis and Reflections on NSS Question 27

When reflecting on the student experience measures both overall and available to the panel, we see Q27 (Overall, I am satisfied with the quality of the course) as both an important benchmark of the student experience we provide for UG courses but also as a reflection of the specific challenges faced as a specialist health sciences provider during this TEF cycle. Figure 4 [28] demonstrates the overall scores for AECC UC with respect to benchmarking during the NSS period 2018-20 [30]. In many of these years student satisfaction at AECC UC exceeded the benchmark for the sector in contrast with data from NSS 2021 and NSS 2022 reflecting the high-quality experience students believe they had on the MChiro course (other UG courses data is unreportable due to small numbers) since our last TEF submission in 2017 for which we achieved a silver award.

When querying what students believe has changed in relation to Q27 over the past 2 academic years the qualitative comments from the latest NSS cycle have been helpful in this regard. It is clear from these comments that, although the NSS is intended to provide an opportunity to reflect on student's overall period of study, for students that responded to the NSS in 2021 and 2022 their feedback was focused more acutely on their more recent experiences /final year of study, the key areas for negative comments specifically focusing around

1. Clinic experience
2. Perception of new developments on the 'chiropractic identity'.

2.2.1.1 Impact of Covid-19 Pandemic

We acknowledge that all students and providers have been impacted by COVID-19. For specialist health universities and students studying on Healthcare course such as ours this impact was significant compared to more traditional courses of study with placements embedded in all our health science courses.

Despite this we reopened the teaching clinic in August 2020 and returned to practical teaching in September 2020 final year MChiro experience (where students spend a whole academic year in practice year in practice) were amongst the most impacted of all students across the whole sector.

We believe our commitment to ensure continuity of experience to support students meeting their course learning outcomes and facilitating their ability to graduate were unmatched during this period demonstrative of our dedication to our students and their care, compassion, and a commitment to work in collaboration and inclusive of all (AECC UC Values 2021-2026) during the most challenging of times.

This is best evidenced by the actions we took during the pandemic in May 2020, we launched Project 'Evolve' [29] a cross-institutional project chaired by the vice-chancellor (VC) aimed at minimizing the negative impact associated with the coronavirus crisis and optimizing recovery. Students were important planning partners across several areas (Student Experience, Student Wellbeing, and Academic Planning and Development) during this time of crisis understanding the multiple experiences of our global student population (see Table x for a summary of the international diversity of our MChiro population) and the challenges they face during this time. During this time students received fortnightly updates to ensure they were always kept up to date.

Our role as advocates during this time went far beyond the impact of our own students. In December 2020 in communication with universities then Secretary of State for Universities communicated further restrictions on practical students returning from January [30]. Chiropractic students were not included in the list of healthcare professionals. Via a series of direct communications with the Department for Education [31] and canvassing support from the GCC; Royal college of chiropractic, BCC and Public Health Dorset we were instrumental in getting Chiropractic added to this list to allow their continued education during this time had we not done so students would not have been able to return to studies and complete their year in clinical practice. Ensuring all chiropractic students and first line staff were included in the vaccine rollout was also essential at this time and would not have been achieved without AECC acting on staff and student's behalf in facilitating this through dialogue with Public Health Dorset. We believe this demonstrates the commitment we have for our students and their experience when studying here with us at AECC UC.

The lived experience of staff and students and the lessons learned during this time was recognised as an exemplar of best practice with the findings shared at the QAA Quality Matters Conference (Oct 21) '*Covid-19 Crisis Response: Planning in Partnership* [32]'. This presentation was delivered as a collaboration between the VC, members of the student union executive and course representatives to ensure all 'voices' involved in the project were considered.

JISC also highlighted this partnership work in a case study: 'Student Voice is guiding light for the future of learning teaching and assessment' Collaboration and Communication [33] showing how close collaboration between staff and

students was central to how we navigated the impact of lockdown(s) on campus and the shift to online learning and return to clinical practice.

Our partnership work with students during this time also provided us with a real-time understanding of the impact of Covid on student mental health, we were quick to adopt technology to support us in assisting our students during this time. Fika (a technology company aimed at 'digitising the science of positive mental health' created a free 'Coping with Covid' app for the sector, we implemented the use of this app for all staff and students as a positive tool to support wellbeing throughout the challenging Covid-10 period. An outcome of working with Fika was a new partnership research project between Fika and AECC UC working on a randomised controlled trial on student wellbeing with the aim to discover if a subscription-based app has a positive impact on student wellbeing [34]

Our response to student mental health during this time was also subject to a best practice case study working with one of the UKs most respected mental health charities The Charlie Waller Trust to embed their CREATE principles [35] into our university practices via a series of consultation with students and staff to identify priority areas for development. Recruitment of student wellbeing champions to ensure the student voice remained at the heart of these practices was an essential part of this approach.

really important to the university and that has helped me feel like we are being listened to and have had a say in the development of Student Services.” says: “Student opinion has been

Ahead of the academic year 2021-22 we surveyed returning students (n=170) and new students (n=50) with the aim of supporting their transition back to education post covid [36]. This allowed us to capture the impact of the pandemic on their mental health, remaining covid concerns and to gauge understanding around their confidence in studying / returning to university this information allowed us to listen to our students both new and existing to support their transition.

We believe our actions taken during the past four-year cycle and particularly during covid to support students during transitions to HE and within our courses are responsible for the excellent continuation and completion we have seen during this period (see section 3.0 Graduate Outcomes), completion rates for students who's experience was significantly impacted during this time are testament to the considerable actions taken to ensure students were able to both graduate and achieve excellent award outcomes.

Despite our huge efforts to mitigate the impact of Covid on students attainment and study highlighted above and to institute safe protocols (continuing practical skills practice in full PPE, adapting timetabling and formation of bubbles for small group teaching in a safe environment) to ensure that students met their course learning outcomes challenging clinical conditions and different ways of working did not always meet final year chiropractic students' expectations of their much-awaited clinical year as reflected in recent NSS data.

During this time during periods of lockdown students with outstanding clinical requirements engaged in telehealth before a phased return to clinic working in 'bubbles' of two 3.5hr shifts a week plus an on-call day We revised our case presentations to be a group discussion led by a staff member conducted on Zoom, giving a multidisciplinary team meeting feel. Students found this peer learning opportunity enhances their education, clinical decision making and patient management. Students were trained in telehealth, and this was used to triage patients and advise self-care and to conduct new patient histories. At the end of a shift, students performing telehealth meet with a tutor to discuss the patients they have interviewed. Again, this was beneficial to student learning. We believe this system allowed clinical staff more time to assist and mentor students when a patient is present. They have more time available to offer guidance on clinical skills and decision making with a bedside teaching feel to the supervision.

In collaboration with the WIOC and McTimoney College of Chiropractic a common approach to final year student assessments was also adopted. In this the usual practical exit examination was replaced with a 30-minute online assessment of clinical decision making and critical thinking in addition to any written assessments and coursework for many students who had returned home this allowed them to be assessed 1-2-1 anywhere in the world across all time zones a considerable effort and e.g., of tutors going above and beyond to support our students.

2.2.1.2 Expanding portfolio of Health provision

The perceived changes because of new course developments (see Section 1 - Provider Context) appear to be impacting the outgoing graduates, who entered AECC rather than AECC UC. This sentiment does not seem to appear in the newer students since this does constitute a change for them having only known an institution with a diverse range of health sciences provision. However, many of the students graduating in the last two years will have seen a significant shift from primarily a chiropractic institution (on entry) to one with a more diverse focus and wider institutional aims and plans as reflected in the strategic plan 2021-2026.

We see one of our greatest strengths as a specialist health sciences university is the opportunities afforded to our students to collaborate with fellow health professionals acknowledging each has been trained with specific knowledge and skills coming together to focus on the care of the patient, whilst fostering professional relationships and working in effective interdisciplinary teams, we acknowledge that this transition from individual disciplines to shared understanding will take time for an institution with a rich chiropractic heritage.

2.2.1.3 Interdisciplinary learning in the taught curricula

Within the chiropractic curricula classes are taught alongside physiotherapy and sports and exercise students. This allows for integration of learning in professionalism and fosters potential shared research opportunities. Around the clinic environment, students observe and integrate with other professions. The clinic is viewed as an environment where there is no distinguishing between the students on different courses when they enter the clinic. Students experience a diverse case mix, students are encouraged to 'buddy' up and observe cases to broaden their experience. Wash up meetings are held at the end of every clinic shift to allow the students to hear about different patient presentations other students have seen. Students are also expected to reflect on their interactions with other health care providers as part of their eportfolio. Additional specific units have been conceived around the area of service improvement projects where students will work across courses to address a problem or service proposed by an external stakeholders.

We were pleasing to note the positive comments from the GCC to the annual monitoring report submitted for 2020-21. The Committee recognizes the huge amount of work undertaken by staff to introduce a greater emphasis on inter-professional learning' [37]

We continue to invest in our facilities and equipment for chiropractic study and providing chiropractic practice education. All teaching facilities and spaces around campus have the latest technology available and we are continuously upgrading our clinical skills teaching spaces and resources. We have many onsite clinical skills laboratories for the teaching of skills training and to support out-of-hour practice. In the past 24 months we have spent over £150,000 on new treatment tables for chiropractic and purchased medical simulation equipment to support the training of students. Recently we have placed orders for a Force Sensing Treatment Table (FSTT) and Anatomage table. The FSTT allows students to gain real time feedback on their treatment skills, helping them to develop these before managing their own patients and the Anatomage table will provide 3D virtual dissection software for teaching students human anatomy. These new purchases will complement our extensive anatomy facilities including the only prosection laboratory outside of a medical school in the UK, an extensive models laboratory, museum of pathological specimens and Anatomy TV, a 3D human anatomy software package. An additional £519,000 of OfS of capital grant for high-cost subjects successfully bid for has also supported the purchase of new equipment as outlined above for chiropractic skills teaching.

In addition to the extensive online educational resources, we have a large collection of current and historical chiropractic texts. Following a successful bid to Health Education England, we spent around £300,000 purchasing immersive virtual reality simulation equipment and high-fidelity mannequins, adding to our existing range of simulation models and equipment. Using this equipment Students are supported to develop diagnostic skills through case study-based approaches to ensure they have experienced simulated complex, acute and emergency situations, including patient deterioration rarely experienced in clinical training.

The latest clinical resources will include the new £4.5m Integrated Rehabilitation Centre, a treatment facility which will include have 238m² of multi-zoned rehabilitation space, and an additional 9 treatment rooms which will be opening in September 2022. This new centre allows patients to be cared for by multi-professional teams of staff and students providing a diverse range of clinical placement experiences.

2.2.2 Teaching on my Course

We believe the four-year time series data for Scale 1 seen in relation to Teaching on my Course Years 1 and 2 scores above baseline (Y1 89.6 vs 87.8 and Y2 86.4 vs 80.5) and Years 3 (NSS 2021) and 4 (NSS 2022) below baseline is captured by the discussions above with evidence provided to offer a rebuttal for the feedback received in the 2021 and 2022 NSS surveys.

Whilst the impact of the pandemic on final year MChiro students was acutely felt the efforts by staff and the university was positively received by students across other years of the course (not sampled in the NSS) below is a sample of feedback from the What Uni website [38] from AECC UC MChiro students that talk to the efforts of university staff to ensure the taught experience was the best it could be during this time.

This year has been tough for everyone. Although, my overall experience at AECC University College has not been impacted negatively by the pandemic. Tutors have been really supportive and provided a lot of additional resources to make us understand the subjects in depth. Some tutors even scheduled additional meetings outside of teaching hours to go through concepts that were more difficult and offered different techniques to revise the contents. Support was offered by the Student Union, and they organized several engaging activities throughout the past few months to keep the College's social life going. (Year 1 student)

For a fresher, I haven't felt like I have been left out due to covid at all. All the work the uni has put in to make the studying as normal as possible has been amazing. Great effort has been put in throughout the whole year. (Year 1 student)

Missing the 'normal' uni experience but is what it is in these difficult times! The university have accommodated us as best as they can in these times and even provided the onsite COVID testing which has been great. It's been challenging not having the contact hours in respect to the nature of the degree, but this could not be helped. (Year 3 student)

2.2.3 Practices around assessment and feedback

Assessment and feedback are monitored at School-level, via verification of marks in all modules, to check that written work has been marked in line with the assessment brief and marking criteria. For practical assessments, pre-Calibration occurs with all staff involved in marking to ensure consistency in the expectations of students. This is mirrored by moderation after the assessment when markers discuss all failed and any 'borderline' candidates to ensure that marking has been consistently applied. These processes also strive for marking that is fair and consistent and ensures that there are similar standards across modules.

These systems are monitored and developed by Heads of School, The Deputy Academic Registrar ensure that mechanisms are in place for monitoring compliance with set turnaround times and the overall process is monitored by ASQC (Academic Standards and Quality Committee) through the annual unit and course monitoring reporting process.

Additional systems to ensure that feedback is readily available to students include the provision of two drop-in hours per week for all staff with teaching or supervisory duties, a commitment to respond to student emails within three working days, and consistent marking turn-around times of 20 working days. Across the university, electronic submission to the VLE (Virtual Learning Environment) is utilized for assignments (when submission format allows) pre-submitted to plagiarism software before final submission. Online grading, together with rubrics aligned with the University's categorical mark scheme descriptors, allow students to see exactly where they have done well, and where work can be improved.

The processes above ensure that student feedback is in line with our institutional principles that feedback should be constructive, relevant, and informative, consistent, timely, participative, explicit, and inclusive. Alongside our commitment to the above principles assessments on the MChiro course are designed to be valid, incrementally, and sufficiently demanding indicative of supporting student stretch, whilst ensuring all assessments are both inclusive and authentic. With respect to this external examiner's comments talk positively on assessment arrangements on the course

"The breadth and depth of assessments largely captured the requirements of each unit, addressed each of the relevant learning outcomes and were at the appropriate academic level. Assessments overall were very well-oriented to practice requirements in terms of safe practice; challenging cases; evidence-based practice; reference to key frameworks and guidelines and to professional requirements (including the regulatory requirements of the General Chiropractic Council)" [39]

2.2.4 Student Voice

Working in partnership with our students is at the heart of the student experience here at AECC UC. By demonstrating to students, we value their involvement we believe coupled with our small community environment helps foster a sense of belonging, A pilot project [40] undertaken here in 2020 on 1st year undergraduate students (n=48) highlighted what students liked about studying at AECC UC that fostered a sense of belonging (see Figure 5)



Figure 5 – word cloud capturing what students liked about studying at AECC UC (Size of word reflects number or responses)

Further support for the value of students as partners is evidenced by Project Evolve presented at the 'QAA Quality Matters conference' and the JISC piece 'Student Voice is Guiding Light for the Future of Teaching, Learning and Assessment' (Please see paragraph x and x for a detailed discussion of these projects)

As part of the Project Evolve Student Experience workstream students we actively engaged in mapped the student journey in partnership sessions capturing their views, concerns and feedback for returning to study post covid. This information was fed into a matrix of information informing decision making and planning. For a specific example we created a winter holiday survey [41] designed this to capture how many students would be staying in Bournemouth due to the pandemic (n=125 responses) and what support they would like over the holiday. As a result of the feedback, we organised welfare checks on those who requested them over the closed period. We also put a group of students who were remaining in Bournemouth in touch with each other so they could keep each other company. We created a self-support 'coping through covid-19' webpage full of information and support resources [42]

Working with Charlie Waller to redesign student mental health services was a whole university approach with staff and students working together to help create a service that support students' needs [35]

Student representation at AECC UC includes 'membership of, and effective contribution to, the provider's committees' and the University College benefits significantly from student input to committees and working groups for e.g., the Academic Integrity and Generic Assessment Criteria working groups both included active Students' Union representation that was important in shaping the outcomes from both groups. The minutes of key academic committees demonstrate that our student members not only attend but also contribute effectively and meaningfully to proceedings and that their contributions are actively sought and listened to.

On Course Consideration panels we continue to benefit from input from highly engaged members nominated by the Students' Union panels also have an opportunity to meet current students and explore issues related to the overarching student experienced at the institution.

Engagement includes opportunities for students to provide feedback on their course and learning experience. Students undertake a Mid-Unit Student evaluation (MUSE) for each unit, as an opportunity to give feedback to Unit Leaders on good practice and suggested improvements to units, with a view to identifying whether there are any in-unit changes that could be made to improve the learning experience. Unit Leaders respond to student feedback direct and actions are captured and reported on through unit monitoring reports.' The Course Experience Survey reviews student experiences each year across the whole course, mirroring NSS questions

There have been specific opportunities for groups of students to engage in discussions and activities to support institutional developments and seek to improve the student experience – for example through the Progression gap working group a small group of students took part in a student journey mapping exercise First-year focus groups are held to understand the experience of distinct groups starting university (see 2.3.1.1). Other activities have included lunch 'learn and share' specifically to talk about the experiences of black, Asian, and ethnic minority students, students with a disability and students from a low-income household [42]

2.3.7 Other relevant NSS 2022 outcomes

Regarding the latest student survey (NSS 2022) we are pleased that 83.96% of respondents found "The course is intellectually stimulating" (Q3) we believe this reflects this relates to the rigor and stretch across the curricula the dedication to a vocational curriculum.

Student responses to Q22, "I have had the right opportunities to work with other students as part of my course" continues to rise (88.68) from our 2021 score of 81.25 significantly above benchmark and in contrast to a downward sector trend for this question (77.88 (2022) vs 79.57 (2021)) indicative of our commitment to provide opportunities for Interprofessional and peer to peer learning provided within our courses.

2.4 Excellence in Education

2.4.1 Staff qualifications and teaching qualifications

We believe our students benefit from the teaching faculty disciplinary expertise 82% of teaching staff hold a doctorate, other higher degree, or other postgraduate qualification 2020-2021 HESA (Higher Education Statistics Agency)) [43] When benchmarked against a similar small specialist health provided the University College of Osteopathy where 40% of staff hold a doctorate, other higher degree, or other postgraduate qualification

When looking at a specific teaching qualification we have an increasing number of staff who have achieved such an award 60% (30/50) up from 55% (25/45) in 2019/20. These numbers are comparable with other small specialist providers in England with a similar number of staff (see Table 5 below)

Table 5: Comparative Analysis of Equivalent Staff Teaching Awards [43]

Percentage of Staff with Teaching Qualification [Hesa data 2020-2] (%)		Total	Percentage of Staff with Teaching Qualification [Hesa data 2020-2] (%)		Total
Royal Agricultural University	67	60	Royal Central School of Speech and Drama	56	80
Arden University	69	65	University College of Estate Management	59	85
University College of Osteopathy	60	75	Rose Bruford College of Theatre and Performance	37	95

We acknowledge that nationally 68% of teaching staff held a teaching qualification in 2020/21 [43] and we have identified this as key aim of our new institutions educational strategy to address this gap as part of strategic aim 2.

2.4.2 Key Strategic Developments Relating to Teaching and Learning since 2017

To enable an outstanding student experience, key developments since the appointment of the Deputy Vice-Chancellor in 2021, included senior appointments for a Head of Learning and Teaching (HoLT) [44], Head of Practice Learning (HoPL) [45] and Head of Academic Enterprise and Engagement. These posts span across all programmes within the three schools and include our short-course and CPD delivery. To address the remaining number of staff without an education qualification, and to support PTHP associate lecturers from healthcare settings, the University College validated an internal PG Cert Health Sciences Education with its 1st cohort in 2023 to ensure all staff have a recognised education qualification by the end of the current strategic plan.

Additionally, a new Academic Framework which articulates a clear promotions framework with a specific route for progression through teaching and scholarship, together with a new workload model, provides protected time for staff development. This demonstrates the commitment of AECC UC to professional development and teaching excellence.

The HoLT is responsible for enhanced teaching quality, research-informed teaching and enhanced assessment and feedback. The HoLT has embedded a new institution-wide pedagogical approach to teaching and learning adopting the active learning ABC (Active Blended Connected) Learning Design approach This approach has been widely utilized across the sector and backed by research to support its effectiveness. Through a series of CPD workshops 90% of our teaching staff have been supported in adopting the ABD approach in their teaching [46].

The HoPL is building on our established placement/practice learning expertise and developing pockets of excellence in simulated placements to ensure they meet the educational needs of external partners and our students. They lead on the strategic development of simulation-based-education across the University College, optimising opportunities for interprofessional education across the organisation.

3.0 Student Outcomes

It should be noted that within the period covered by these datasets in 2016-17 the University College admitted students to its own awards for the first time (see paragraph 3.1); in the same year students were permitted to transfer from BU to AECC UC awards and the transfer process operated annually each year thereafter.

3.1 Continuation Outcomes

The TEF dashboard data set (Continuation F/T and apprenticeships) covers the academic year 2016-17 to 2019-2020 during this period as highlighted above in 2016-17 the University College admitted students to its own awards for the first time; in the same year students were permitted to transfer from Bournemouth University to AECC UC awards which we believe has impacted the accurate reporting of such data.

Our internal data allows us to present the data for the most recent four-year cycle 2018-2019 to 2021/22 for continuation F/T(All) for courses within scope (Table 6)

Table 6: MChiro Continuation Data

Year	No of Students Assessed (Y1)	Proceed	Fail/Repeat	Proceed (%)	Benchmark*
21-22				92.47	90.7
20-21				92.61	90.7
19-20				99.35	90.7
18-19				92.70	90.7
Overall	654	616	41	94.29	

* Taken from the overall dataset for the period 2016-17 to 2019-20 from TEF dashboard

The overall progression rate for the four-year period is 94% demonstrating high levels of student success through a commitment to their professional courses and the student-focused environment which supports student engagement and belonging. To support this transition from tertiary education and FE study to higher education in 2019/20 the University College also introduced a peer-assisted learning (PAL) initiative [47].

Table 7: MChiro within Years Continuation Data

Year of Study	% Proceed 2021-22	% Proceed 2020-21	% Proceed 2019-20
1	93	93	99
2	91	99	97
3	95	97	97

Staff at AECC proud that many of our students demonstrate excellent rates of continuation which we believe is reflective of the collaborative efforts between staff and students to support them at every step of their journey. It is not just academic ability that affects continuation rates. Financial burden is also a factor and the University College's Access and Participation plan provides annual bursaries and diagnostic kit bursaries for those students with a household income of less than £25,000. Many students also become Student Ambassadors and are paid for their time.

3.2 Completion Outcomes

Table 8: Completion for students on the MChiro award during the period 2018-19 to 2021-22

Year	2:2	2:1	1st	Total Awards
21-22		92	39	
20-21		46	82	
19-20		29	77	
18-19		22	33	
Total (%)	(1.4)	189 (44.4)	231(54.2)	

We acknowledge that the higher than usual number of First-class honours during the academic year 19-20 and 20-21 which we believe can be attributed to the university college use of 'no detriment' policies during these years in response to the exceptional set of circumstances caused by the global pandemic. Numbers for 21-22 have subsequently returned to pre-pandemic levels with 39% of students achieving a 1st class award and 100% of students achieving an overall degree award, 98% of these being upper-degree awards. When discussed with the Board of Governors, they acknowledged that our MChiro graduates are registered on an integrated Master's programme and you would expect level 7 students to achieve better than level 6 counterparts elsewhere.

3.3 Progression Outcomes

The TEF dashboard data (Figure 7) has insufficient data from Graduate Outcomes Survey [48] to report on progression for AECC UC undergraduates (reported in June 2022). This survey covers the academic year 19/20 and the first year of our operating our own taught degree awarding powers was from 17/18. Therefore, numbers graduating from any course remain small (also refer to Table 1).

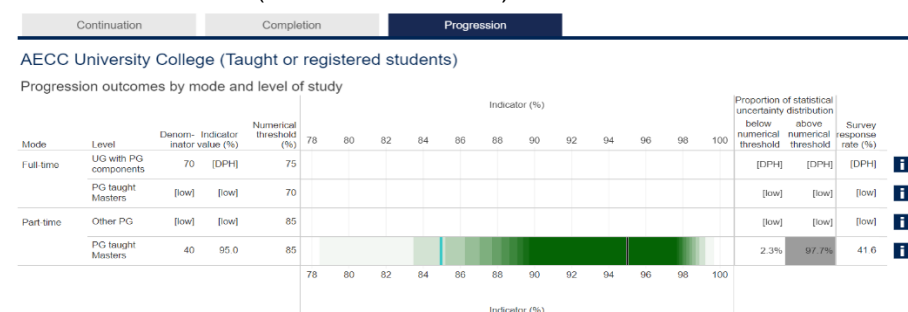


Figure 7 TEF Dashboard (Progression) AECC UC

Of all possible graduates (PG & UG) n =110, 45% responded to the GO survey resulting in 50 responses across all provision (Figure 8) The complete university guide [1] makes use of this HESA Graduate Outcomes data to inform university rankings currently we (AECC UC) rank 5th of all universities in the complementary medicine category and 1st in cat for both graduate prospects-outcomes and graduate prospects – on track.

QUICK VIEW		FULL TABLE					
Sorted by: Graduate prospects – outcomes	University name	Overall score	Entry standards	Student satisfaction	Research quality	Graduate prospects – outcomes	Graduate prospects – on track
		/ Max 100	/ Max 189	/ Max 5	/ Max 4	/ Max 100	/ Max 100
1	AECC University College VIEW COURSES →	78.7 79%	133 70%	3.45 69%	2.07 52%	100.0 100%	100.0 100%
1	University of South Wales VIEW COURSES →	97.7 99%	134 71%	4.04 81%	3.25 81%	100.0 100%	100.0 100%
3	University of Plymouth VIEW COURSES →	77.1 77%	127 67%	4.05 81%	n/a	93.0 93%	90.0 90%

Figure 8 Complete University Guide: Outcomes and Prospects are 100 percent

Whilst the number of graduates who responded is relatively small, it is possible to infer that 36.3% of graduates are in some form of employment, with data unknown on a further 45% of potential respondents (Table 9). Of those who responded (Table 10) 100% were in professional, high-skilled occupations. Table 11 provides, albeit with few data, a suggestion that AECC UC graduates find employment in the £24,000 - £33,000 salary bracket.

Table 9: Graduate activities by provider mode of former study = all

F-t employment	P/t employment	Voluntary or unpaid work	Employment and further study	F-t or P-t further study	Other inc. travel, caring for someone or retired	Unemployed	Total with known outcomes	Non-respondents	Total
25		0		0		0	50	60	110
40		0		0	0	0	55	55	110

Table 10: Standard occupational classification of graduates entering with in the UK academic year 2018-19. Mode of former study = all

Managers, directors and senior officials	Professional occupations	Associate professional occupations	Total high skilled	Total medium skilled	Total low skilled	Unknown	Total
0	25	0	25	0	0	0	25

Table 11: UK domiciled graduates who obtained first degree qualifications and entered full-time paid employment in the UK by provider and salary band AECC UC

Paid employment is an activity												
	Less than £15,000	£15,000 - £17,999	£18,000 - £23,999	£24,000 - £26,999	£27,000 - £29,999	£30,000 - £32,999	£33,000 - £35,999	£36,000 - 41,999	£42,000 - £44,999	£45,000 - £50,999	£51,000+	Total
2018-19	0	0	0	0	0		0	0	0	0	0	
2019-20							0	0	0	0		15

* Note responses less than 5 are suppressed

The Graduate Outcomes survey also asks graduates three questions to summaries their feelings about the (work) activities they are currently engaging in, and the response for all AECC respondents who main activity is 'full time employment' is set out below, compared with previous year's responses. For 2019-20 responses for question 1,2 and 3 (Figure 9/10/11) are comparable with the national response for graduates in subjects allied to medicine from higher education providers for agree and strongly agree.

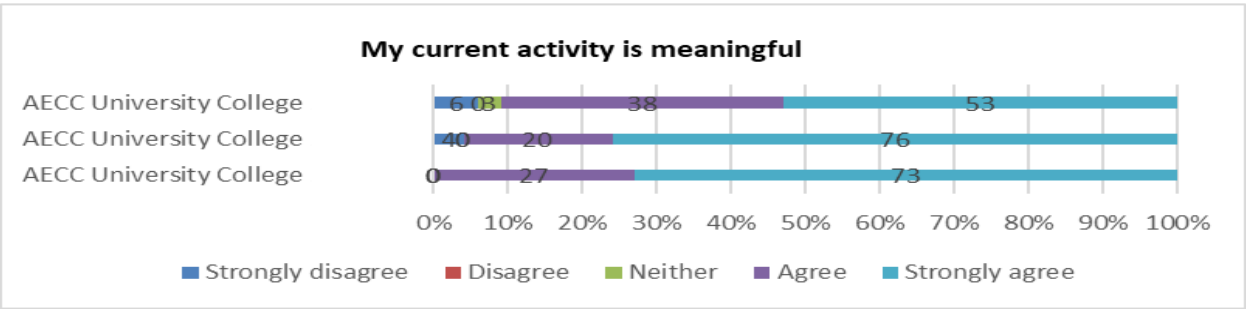


Figure 9: GO Question 1 * Subjects allied to medicine 2019-20 strongly agree 56, agree 38

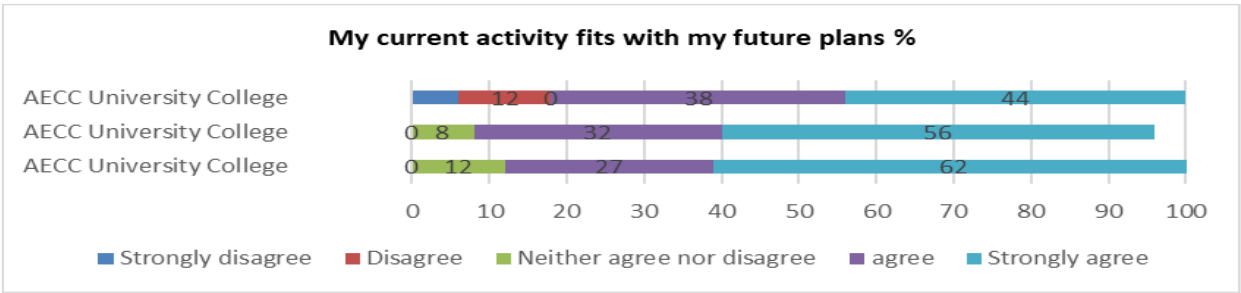


Figure 10 GO Question 2Subjects allied to medicine 2019-20 strongly agree 48, agree 39

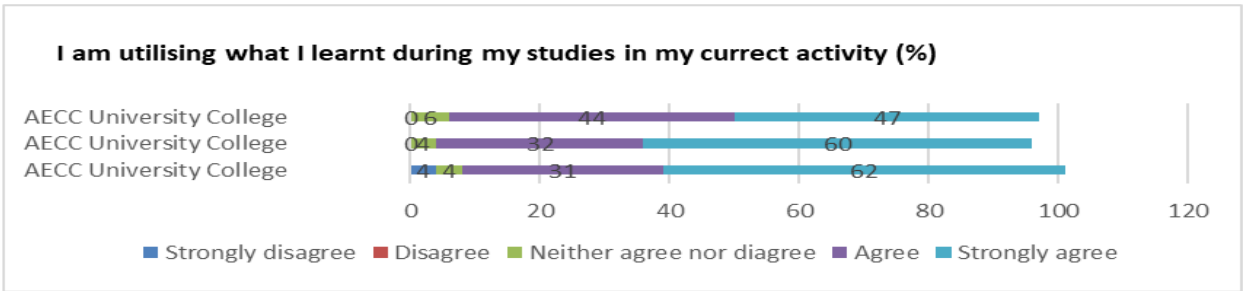


Figure 11

GO Question 3 Subjects allied to medicine 2019-20 strongly agree 48, agree 38

Despite limited numbers of respondents in the latest Unistats data, at least 90% of AECC UC graduates are in work or further study, with the remaining 10% unknown [53]

The impact of AECC UC graduates on the future chiropractic workforce is best expressed by the number of graduates predicted by the GCC over the years 2022-2026 [49]. These figures reflect both the impact of AECC chiropractic graduates on the membership of their respective profession but also the likelihood that AECC graduates will continue to hold many chiropractic vacancies for graduate positions.

Table 12 Predictions of graduates 2020-2025 (GCC) [49]

ame of Provider: AECC University
College
UKPRN: 10000163

	2022	2023	2024	2025	2026
AECC University College	152	194	194	205	199
University of South Wales	74	125	110	110	110
McTimoney college of Chiropractic	49	36	52	60	60
London South Bank University	14	15	20	35	40
Teesside University	0	0	13	30	30
TOTAL	289	370	389	440	439

Table 1: GCC (2020) predictions of graduates over the next 5 years of the institutions currently available.

In the absence of GO date to reflect the period of this TEF submission for reference values to allow for contextualization of the salary for the Chiropractic profession in the UK. A recent analysis for Indeed [50] (Compiled from 60 vacancies reported in Dec 22) indicated the average base salary for a Chiropractor was £35,586. Starting salaries are about £30,000 according to the BCA [51]

4.0 Educational Gain at AECC UC

We believe educational gain as synonymous with learning gain. Referencing the OFS's own website resources [52] on this topic we agree that Educational Gain reflects a '*Change in knowledge, skills, work-readiness and personal development, as well as enhancement of specific practices and outcomes in defined disciplinary and institutional contexts*' [53]

4.1 Employment and Career Readiness

We aim to ensure that graduates are both ready for their practice as students and ready to join the profession as graduates. This is particularly pertinent for chiropractic, where the post-qualifying professional development support and frameworks are less robust than in other health professions. As part of their course, students on Mchiro study a business skills unit and have done so for over 10 years [54] to ensure they are ready to cope with the world of work recognition many will work as self-employed practitioners.

We work closely with partners in chiropractic to ensure that students are supported to gain any educational or other pre-requisites required to fulfil the professional registration in their home countries. For example, this has involved working with Norwegian colleagues who require additional information to be provided for students to satisfy home requirements.

From day one, our students are subject to fitness to practice expectations, aligned to those of the relevant PSRBs, and make an annual declaration to abide by a code of practice. This instils within students the professionalism required to succeed in their chosen careers. Students are aware that is they face disciplinary action if found to be in breach of fitness to practice expectations and may face action as a result. In an extreme situation this may result on them being removed from their course of study. Therefore, from the earliest days on campus students are made aware of their professional duties and obligations as a student healthcare professional.

4.1.1 Professional Development

Outside of their in-house student practices students are encouraged to take place in a range of additional clinical opportunities to complement their CVs these include supporting local events, charities, and volunteer groups our students were also fundamental in the role out of our onsite covid test centre, examples of the type of activities students are exposed too

Healthcare: NHS - MSK service at local primary care networks (GP practice) National ambulance resilience service (students as 'victims' in mock terror attack)

ame of Provider: AECC University
College
UKPRN: 10000163

Sport: Supporting local sport (professional/amateur) such as AFC Bournemouth academy and Bournemouth Rugby

Outreach: from 'free' massages to consultations and self-care advice e.g., Bournemouth Air show

Charity: Hope housing – free treatment for homeless

4.1.2 Personal Development (CPD (Continuing Professional Development))

We offer a range of CPD courses (Typically in the region of 25-30 per calendar year) delivered by external industry professionals across allied-healthcare, to support students in both start their professional lifelong learning journey (maintaining a CPD portfolio is typically compulsory for healthcare professionals) we offer discounted places on these courses, approximately a 1/3rd of places on these course are taken by students [60] suggesting they appreciate the opportunity afforded to engage in CPD activities whilst showing a commitment to continued personal development beyond their studies.

4.1.3 Future Pathways

In their final year students are prepared for their professional role through contact with the professional bodies from associations in the UK and overseas. We have been commitment opportunities for students to engage with potential future employers since 2015 our most recent initiative Future Pathways is a careers event that has ran since 2020 (During the period 2015 to 2019 a similar career event Speed Meets was in place) for final year undergraduate students here at AECC UC. These event aims to support our students looking at progression routes to employment, after graduation. Over 41 clinics attended the event in 2020 with 40 attending in 2021 recognizing the value employers place on AECC UC graduates when looking for new staff. The event is another example of collaboration with the planning group consisting of library services, student services and final year students. In the lead up to the Future Pathways event academic support staff also run a CV writing pop up and provided CV writing support for students looking to secure employment either at the event in upon graduation

Reference List

ame of Provider: AECC University

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