

Providing Value for Money to Our Students 22-23

The College of Health t/a the McTimoney College of Chiropractic

Introduction and Mission

The College of Health, t/a as the McTimoney College of Chiropractic, is a world leading provider of undergraduate and postgraduate chiropractic education for both humans and animals. The College, which is a not-for-profit provider of higher education registered with the Office for Students, delivers its programmes at two locations in the UK, Oxford and Manchester.

The mission of the College of Health is to create an active, inclusive and supportive learning environment that places students at the heart of everything we do, so that they can develop their full potential as the healthcare professionals of the future.

Values of the College

The College's five core values are:

1. Student focussed

We put the student at the heart of everything we do to enhance their experience and instil professional values.

2. Patient centred

We provide a real-world environment for delivering caring, compassionate and competent care to people in need through our community training clinics

3. Evidence-based & practice-focused

We are committed to evidence informed teaching and evidence-based practice to underpin the quality of our graduates and the best of care for our patients.

4. Developmental

We embrace the opportunity for change to develop the experience of our students, our staff and our patients around the world.

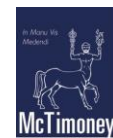
5. Efficiency & Effectiveness

We strive to improve our use of resources to deliver cost-effective, high quality, chiropractic education.

Provision of High Quality, Value for Money Higher Education

Through the McTimoney College of Chiropractic, the College of Health provides a high-quality, value for money experience to its students.

Our previous achievements in this area can be evidenced through the following commendations from the General Chiropractic Council, the regulatory body for chiropractic in the UK, and the European Council for Chiropractic Education, a body which as part of the Chiropractic Council for Chiropractic Education (International), recognises programmes of equivalent standard around the world:



- Commended by the General Chiropractic Council in the 2017-2023 recognition process for:
 - The variety and strength of pastoral and academic support (including research support) that MCC makes available to its students
 - The high level of commitment to the programmes and work of the college seen across the entire MCC team (teaching staff, professional staff, students and patients)
 - The positive involvement of patients in both student learning and its assessment

- Commended by the European Council for Chiropractic Education in the 2019-2027 accreditation process for:
 - The enthusiasm and engagement for the chiropractic profession displayed by preclinical and clinical students
 - The flexibility of the MChiro programme, both in patterns and in sites of delivery, which provides students with diverse needs the opportunity to become chiropractors.
 - The effective and efficient management of the delivery of two different pathways of the programme at two different sites.
 - The use of technology in teaching and learning practices.
 - The clinic observation programme that ensures clinical relevance throughout the curriculum.

Provision of Exceptional Teaching & Facilities

The College is the only dedicated provider of Chiropractic higher education in the UK and prides itself on its high-quality teaching provision and facilities.

Students undertaking our chiropractic programmes receive nearly 50% contact teaching time for all theory, practical and clinical teaching modules, with some modules approaching 100% in person teaching. Those attending on a part-time basis receive the equivalent through our flexible blended learning approach.

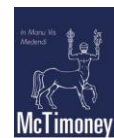
All of our practical and clinical teaching staff, and many of our lecturing staff, are practising registered chiropractors. As a result, they draw upon their real-world clinical experiences to bring a rich learning environment to our students and act directly as role models to the students in training.

The use of real patients in our clinical teaching contextualises medical learning into the effect of chiropractic on patients' lives.

Professional context is inculcated throughout programmes, including integrated clinical studies in every year of the programme. Students are encouraged to attend external professional meetings and conferences to contextualise their learning and financial support for this is available to ensure that there is equality of opportunity for all, regardless of circumstance.

Students engage in a real-world clinical experience, providing supervised care to the community through the College's community clinic throughout their final year of training. This gives them vital clinical training that prepares them for independent practice.

In conjunction, teaching of essential employability skills including how to set up a chiropractic business, realistic financial planning and marketing skills all support students in starting their own practice after graduating. Historical data shows that over 95% of our graduates enter directly into clinical practice.



The McTimoney College of Chiropractic has a strong research component in its curriculum, demonstrating the importance of evidence-based practice for students. A significant proportion of students receive a first-class mark in their research dissertation and a number are developed each year for publication at national and international conferences. Some go on to be published in international peer-reviewed journals. The McTimoney College of Chiropractic is well-known internationally as active and engaged in educational and practice-facing research.

The College utilises a bespoke Virtual Learning Environment which provides a central online hub for students to access learning materials together with access to a wide range of online learning resources including medical databases and other contextual student support material.

Student representation is embedded in the academic structures of the College of Health from the Academic Council through to localised Student Engagement Committees.

Our Annual Programme Monitoring Reviews consistently show student satisfaction scores of 4 out of 5 and above.

Student Support & Wellbeing

The College has a rich heritage in supporting the needs of both part-time and full-time students over the past fifty years. The wellbeing of our students remains a fundamental priority and the College prides itself on the high-quality approaches to student support provided.

The College's approach is predicated on supporting students to support themselves. Student support and wellbeing is underpinned through students having access to:

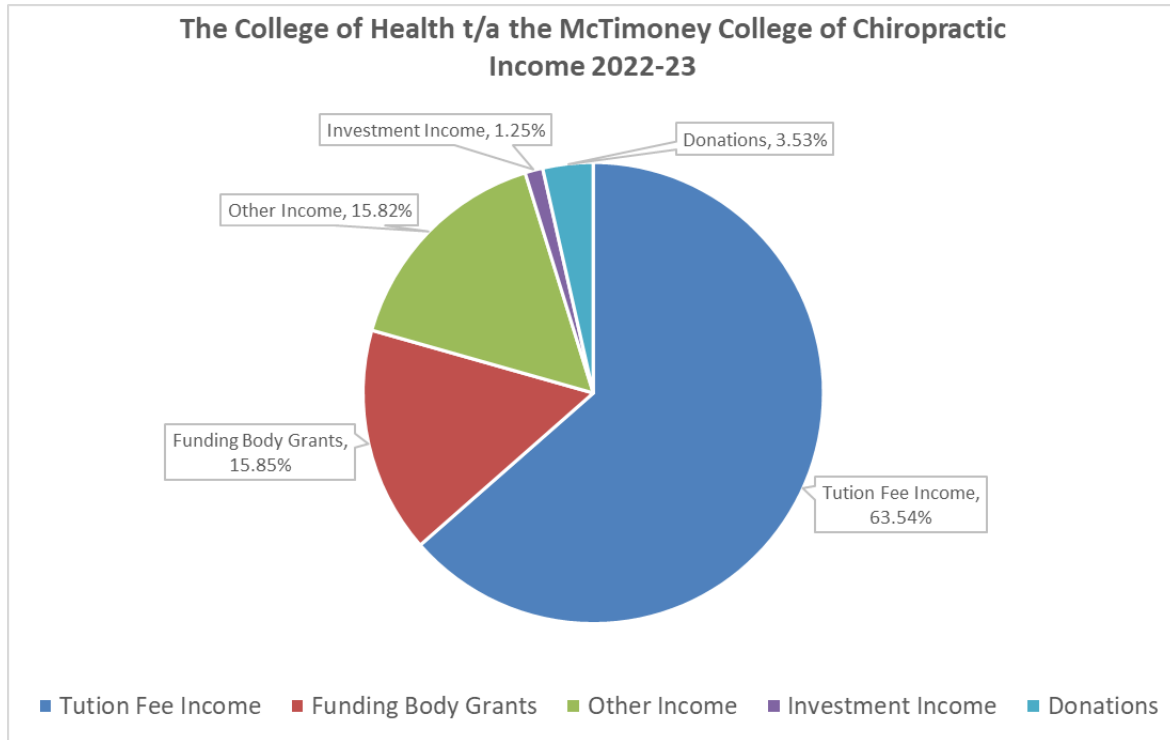
- Proactive Personal Tutor system for all students to provide academic and pastoral support together with the early identification and referral of any mental health matters
- Dedicated staffing to provide enhanced student support to students, for example to help identify needs and to ensure reasonable adjustments are provided as appropriate
- Access to external counselling
- Learning Support Officers to support the development of study skills
- An online package that helps students develop study skills independently, or through referral

Access to Hardship Grants

During the 22-23 period the College made grants available to those students experiencing financial hardship as a result of exceptional circumstances. During this period over £38,000 worth of hardship grants were allocated to students through a simple application process with clear guidelines with clarity on the support available.

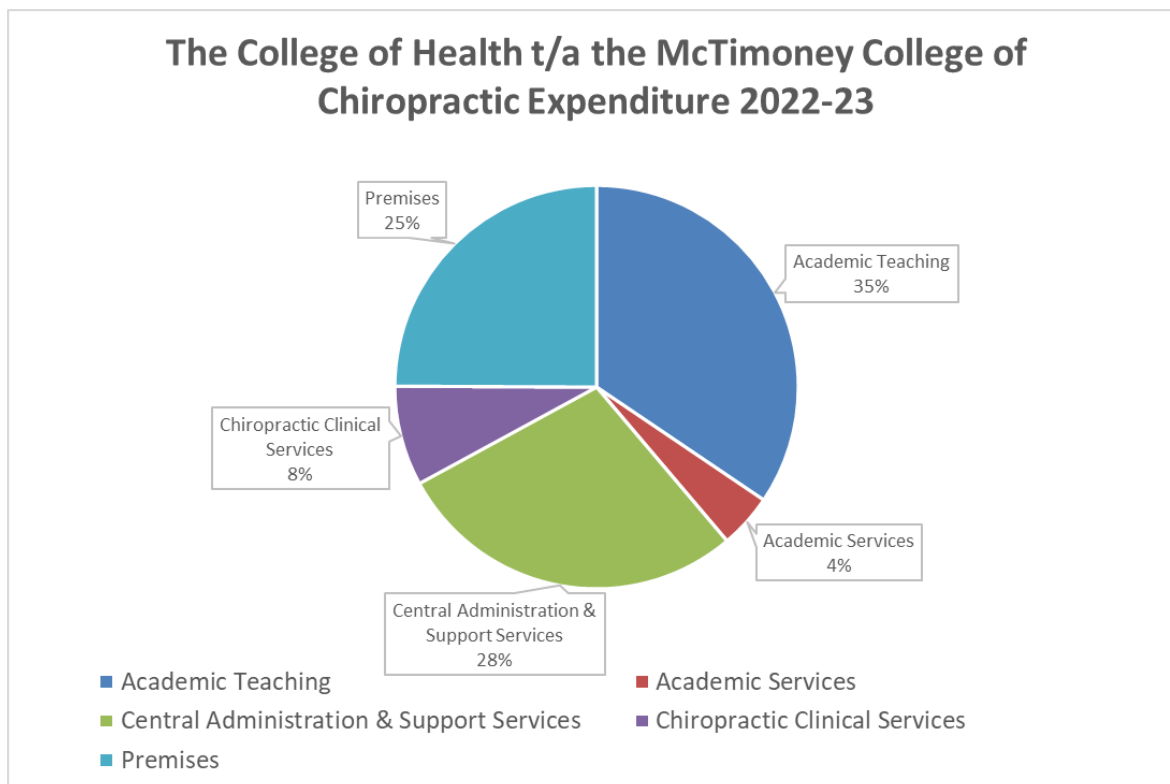
Income

The graph below details the percentage split of income from various sources.

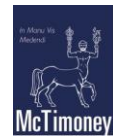


Expenditure

The graph below details the percentage split of expenditure by category.



Capital Investment



During the 22-23 period the College invested heavily in refurbishing its teaching facilities to enhance the learning experience of students which included:

- Enhanced our learning resource and library area to make the space more effective for mixed use self-directed learning and to be especially amenable to our part-time students.
- Created a new theory and practical teaching space to more effectively deliver integrated theory and hands on skills acquisition
- Enhanced our community clinic consultation rooms benefiting both the student experience to enhance further graduate employability and to benefit the local community and economy.
- Enhanced our study area for students, especially for those learning part-time and who attend at weekends to enhance their part-time learning experience.