

## Course Specification

A. Course Information			
<b>Final award title(s)</b>	Integrated Masters in Chiropractic (MChiro) – Pre-registration	<b>Course Code(s)</b>	5008
<b>Intermediate award title(s)</b>	Certificate in Higher Education Health Studies Diploma in Higher Education Health Studies BSc Health Studies  These awards do not confer eligibility to apply for registration with the GCC		
<b>Awarding Institution</b>	London South Bank University		
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS		
<b>Division</b>	Allied Health Science		
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input checked="" type="checkbox"/> Other: Croyden Campus, students will be taking classes at both Southwark and Croyden starting in September 2022		
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Both		
<b>Length of course</b>	4 years		
<b>Approval dates:</b>	Course(s) validated	Yes	
	Course specification last updated and signed off	September 2022	
	Version number	V3	
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	General Chiropractic Council		
<b>Reference points:</b>	Internal	LSBU Corporate Strategy 2020 - 2025 <a href="#">LSBU Academic Regulations 2017-18</a> School of Health and Social Care Local Delivery Plan (2016-17)	
	External	<b>General Chiropractic Council.UK.</b> GCC: Quality Assurance Handbook (2017) GCC:The Chiropractic Code: Standards of conduct, performance and ethics (2016) GCC Education Standards (2017)  <b>QAA</b> QAA The Frameworks for Higher Education (2018)  <b>Other</b> SEEC Credit Level Descriptors for Higher Education (2021)	

## B. Course Aims, Features and Outcomes

<b>Distinctive features of course</b>	<p>The distinctive features of the Masters in Chiropractic course include:</p> <ul style="list-style-type: none"> <li>• Meeting the GCC Education Framework (2017) enabling successful students to be eligible to apply for registration with the General Chiropractic Council, UK.</li> <li>• The situation of the provision within a large inter-professional health and social care learning environment provided by LSBU within the School of Health and Social Care which is novel for other chiropractic programmes currently offered in the UK</li> </ul>
<b>Course Aims</b>	<p>The primary aim of the MChiro course is for the graduating students to be competent chiropractors who are fit for award, practice, purpose and the profession and are able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate strong professional role identity, autonomy, accountability and resilience</li> <li>2. Behave as confident, competent and reflective practitioners who practise autonomously, compassionately, skilfully and safely whilst maintaining dignity, and promoting health and wellbeing, of patients</li> <li>3. Act as ambassadors for the chiropractic profession;</li> <li>4. Be independent in learning and commitment to continued professional development and lifelong learning</li> <li>5. Develop the qualities and transferable skills necessary for employment on graduation</li> </ol>
<b>Course Outcomes</b>	<p>A) Students will have <b>knowledge and understanding</b> of:</p> <p>A1 history, theory and principles of chiropractic in a contemporary context</p> <p>A2 structure and function of the human body, together with knowledge of health, disease, disorder and dysfunction relevant to their profession</p> <p>A3 a range of communication models, tools and technologies that facilitate effective patient centred chiropractic practice</p> <p><b>Students exiting with the non-GCC Certificate in Higher Education Health Studies will have achieved A1-A3</b></p> <p>A4 evidence-based chiropractic interventions and management approaches used with patients in chiropractic clinics and practice</p> <p>A5 principles of professional accountability, clinical governance, and legislation underpinning inform and influence chiropractic practice</p> <p><b>Students exiting with the non-GCC Diploma in Higher Education Health Studies will have achieved A1-A5</b></p>

	<p>A6 the role of the chiropractor in the support of health and well-being and in the public health agenda</p> <p>A7 research methodologies, forms of inquiry, clinical audit, and models of evidence-based practice across chiropractic practice</p> <p><b>Students exiting with the non-GCC BSc in Health Studies will have achieved A1-A7</b></p> <p>A8 effective interprofessional and collaborative working as applied to chiropractic practice</p> <p><b>a) Teaching and learning strategy:</b></p> <p>The course will use a blended approach to teaching and supporting learning. Interactive lectures will be used to introduce and provide new information and update existing knowledge. A range of online materials and learning resources will guide learning. Module leaders will provide material on-line and students are encouraged to explore the use of on-line technologies that provide virtual teaching and assessment environments. Other activities will include</p> <ul style="list-style-type: none"> <li>• Simulated learning opportunities</li> <li>• Seminars, discussions and small group exercises will allow the sharing of ideas, critical analysis and discussion</li> <li>• Tutorials and small group work</li> </ul> <p><b>b) Assessment:</b></p> <p>Content, knowledge and understanding is assessed through a variety of means and is aligned to the practical or theoretical content of the modules.</p> <p>Assessment tasks are drawn from the following:</p> <ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Written Assignment</li> <li>• Practical examination</li> <li>• E-activities</li> <li>• Presentations</li> </ul> <p>B) Students will develop their <b>intellectual skills</b> such that they are able to:</p> <p>B1 systematically evaluate and apply the scientific principles underpinning chiropractic.</p> <p>B2 assess the role of chiropractors in the overall care of the client / patient.</p>
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**Students exiting with the non-GCC Certificate in Higher Education Health Studies will have achieved B1-B2**

B3 critically reflect on practice ensuring an evidence based approach to the professional role

B4 recognise the value of research to the critical evaluation of chiropractic practice.

**Students exiting with the non-GCC Diploma in Higher Education Health Studies will have achieved B1-B4**

B5 analyse and process data accurately to conduct chiropractic treatment efficiently and effectively.

B6 critically review research designs and methods which are used to generate evidence in chiropractic

**Students exiting with the non-GCC BSc in Health Studies will have achieved B1-B6**

B7 analyse and interpret the information gained from the assessment process, apply problem solving and clinical reasoning to plan, prioritise and implement chiropractic, whilst effectively considering the wider biopsychosocial needs

B8 assess a professional situation, determine the nature and severity of the problem and call upon the required knowledge and experience to make reasoned decisions to initiate, continue, modify or cease chiropractic treatment

B9 systematically evaluate the legal, moral and ethical issues relevant to the clinical situation and identify the impact on chiropractic treatment and management.

B10 demonstrate clinical reasoning skills based on judgements made from the collection, interrogation and interpretation of data from a range of sources and provided by a variety of methods including imaging techniques

**a) Teaching and learning strategy**

A blended approach is used throughout the course, with face-to-face teaching supported and enhanced with a range of activities including online learning, group work, discussion and debate. Students can expect, as part of the teaching and learning strategy, to be pro-active participants in the development of intellectual skills through discussion and peer presentation and subject reporting.

**b) Assessment**

	<p>Intellectual skills are assessed through a variety of means, aligned to the academic level, theoretical or practical content of the modules.</p> <p>Assessment tasks are drawn from the following:</p> <ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Written Assignment</li> <li>• Practical Examinations</li> <li>• Poster presentations</li> </ul> <p>C) Students will acquire and develop <b>practical skills</b> such that they are able to:</p> <p>C1 manage their continuing professional development in an independent way using the knowledge and skills gained to use and gather evidence in practice, and contribute to the discovery of new knowledge</p> <p><b>Students exiting with the non-GCC Certificate in Higher Education Health Studies will have achieved C1</b></p> <p>C2 apply appropriate chiropractic assessment techniques considering physical, psychological and cultural needs of the patients</p> <p>C3 apply appropriate chiropractic treatments and interventions across the range of conditions that present in chiropractic practice</p> <p><b>Students exiting with the non-GCC Diploma in Higher Education Health Studies will have achieved C1-C3</b></p> <p>C4 prepare the patient both physically and psychologically in order to carry out an effective clinical procedure.</p> <p>C5 demonstrate levels of clinical decision making commensurate with the level of theoretical and practical understanding</p> <p><b>Students exiting with the non-GCC BSc in Health Studies will have achieved C1-C5</b></p> <p>C6 consistently demonstrate skills in communication, information giving and developing therapeutic relationships to support health and wellbeing and patient centred care</p> <p>C7 practice as an autonomous professional, exercising their own professional judgement within their scope of knowledge</p> <p>C8 practice in a range of context (private clinics, multi-professional settings, emergent practice arenas)</p>
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**a) Teaching and learning strategy:**

Practical skills are normally developed through practical skills based sessions using group work, problem based approaches and clinical placements. Activities may include:

- Workshops / role play / simulation
- Enquiry based learning
- Tutorials
- Formative assessments
- Observation and demonstration of practices within clinical placements
- Group work

**b) Assessment:**

**Assessment approaches**

- Practical assessment
- Viva
- Placement-based assessment

D) Students will acquire and develop **transferable** skills such that they are able to:

D1 interpret numerical, statistical data and written instructions accurately and safely and maintain records appropriately

D2 use information and communications technology effectively, both in the practical situation and as a learning resource

**Students exiting with the non-GCC Certificate in Higher Education Health Studies will have achieved D1-D2**

D3 identify and present material and the evidence base to support a reasoned argument

D4 learn, think and problem solve independently in familiar and unfamiliar situations with an open mind

**Students exiting with the non-GCC Diploma in Higher Education Health Studies will have achieved D1-D4**

D5 critically reflect on practice / subject area using research evidence ensuring an evidence based approach to the professional role

D6 work effectively with others and perform as an effective member across a range of settings, teams or environments

	<p><b>Students exiting with the non-GCC BSc in Health Studies will have achieved D1-D6</b></p> <p>D7 meet the care needs of individuals and their significant others sensitively and respectfully having regard to the impact of illness and trauma and to socio-cultural differences</p> <p>D8 communicate effectively in both an inter and intra professional settings</p> <p><b>a) Teaching and learning strategy:</b></p> <p>Transferable skills are normally developed through engagement with, and completion of tasks in the academic and clinical curriculum. Interprofessional learning, group activities, practical skills development using simulation, and problem based approaches in the academic environment will be supplemented and enhanced by clinical placement experience as part of a blended learning approach.</p> <p><b>b) Assessment:</b></p> <p>A variety of assessment methods are used to assess transferable skills.</p> <ul style="list-style-type: none"> <li>• Written Examination</li> <li>• Written Assignment</li> <li>• Practical Examination</li> <li>• Clinical Portfolio</li> <li>• Poster presentation</li> <li>• Group presentation</li> <li>• Activity class delivery</li> </ul>
<b>C. Entry Requirements</b>	
<p><b>Pre-requisites for this course</b></p>	<p>Applicants to this course will need to meet the following entry criteria (or recognised equivalents).</p> <p><b>Integrated Masters in Chiropractic (MChiropractic) registration.</b></p> <p>1.BBC or above at A level, 1 science, preferably biology. General studies and key skills not accepted, <b>or</b></p> <p>2.BTEC Level 3 Extended Diploma DMM, Applied Science or Medical Science, <b>or</b></p> <p>3.Pass in a recognized Access to HE course in Science or Health Studies or similar including 18 at Distinction grade, 24 at merit, 3 passes, <b>or</b></p> <p>4. An Honours degree (minimum 2:2 Classification) in a subject related to science or health, for example, physics, biology, health sciences, <b>or</b></p> <p>5. A foundation degree/higher apprenticeship in a professionally relevant subject.</p>

Potential students may also apply for exemption for certain modules on the basis of prior learning and/or experience through the AP(E)L process when applying. This will be reviewed by the APEL team in the school for consideration of exemption.

Consideration will also be given to other relevant qualifications recognised as equivalent to the above.

The admission and selection procedures outlined are based on the following principles:

- Fitness for practice
- An imperative to ensure flexibility of entry
- The course team's commitment to facilitate equal opportunities at the point of entry and throughout the course.

The university operates an equal opportunities policy where there is no discrimination in view of age, gender, race, marital status, sexual orientation, socio-economic background, disability or religious beliefs.

All offers of places on the course are conditionally based on:

1. Satisfactory outcome of an interview;
2. Occupational Health clearance;
3. Satisfactory outcome of an Enhanced Disclosure and Barring Service (DBS) check

Applications from candidates with disabilities are considered and assessment of abilities and needs undertaken sensitively. The safety of the potential students is an important consideration.

All applicants must be 18 years or over at the commencement of the course.

**International English Language Test (IELT) requirements:**

Students for whom English is not their first language must achieve a minimum score of 7.0 overall or equivalent (including 7.0 in written element and a minimum score of 6.5 in speaking, reading and listening element) for the International English Language Test Score (IELTS) [or TOEFL: 570 including 55 in the Test of Spoken English (TSE) and at least 5 in the Test of Written English (TWE)], at the time of application.

Application via UCAS

**Overseas students** – check the following LSBU link to determine undergraduate education requirements and application guidance <https://www.lsbu.ac.uk/international/your-country>



## Academic Regulations

The University's Academic Regulations apply for this course apart from:

### PROTOCOL FOR THIRD ATTEMPTS

This to apply on for exceptional third attempt at a single assessment in the final year and may only be considered by the examination board in accordance with both of the following eligibility criteria for a single module.

#### Eligibility criteria

1. Increase in mark between first attempt and second.
2. Second attempt mark to be within 5% of the pass mark.

#### Non-eligibility criteria

1. Post-registration courses
2. CPPD stand alone modules

### PROTOCOL FAILS OR COMPENSATED PASSES

Protocol fails or compensated passes are **NOT** permitted for any course in the Institute of Health and Social Care.

## D. Additional Information

### Course Modules, Structure and Awards

Module Code	Module title		Credits
	Semester 1	Semester 2	
<b>Masters in Chiropractic (MChiro)</b>			
<b>(Year 1)</b>			
AHP_4_010	Concepts of Interprofessional and Collaborative Practice (IPL1)		20
MCH_4_001	Clinical Anatomy		20
MCH_4_002	Clinical Physiology 1		20
MCH_4_003	Chiropractic 1		20
MCH_4_004	Normal Radiographic Anatomy		20
MCH_4_005	Psychology & Behavioural Science		20
<b>Exit Qualification – Cert HE In Health Studies (120 L4 credits)</b>			
<b>(Year 2)</b>			
	Semester 1	Semester 2	
AHP_5_010	Appraising Evidence for Research-informed Practice		20
MCH_5_001	General Diagnosis – (History & Physical Examination)		20
MCH_5_006	Anatomy and Physiology of the Head, Neck and Nervous System		20

MCH_5_003	Chiropractic II	20
MCH_5_007	Orthopaedics and Neurology	20
MCH_5_005	Clinical Imaging – Pathological Radiographic Anatomy	20
<b>Exit Qualification – Dip HE Health Studies (240 Credits – 120 at L4 and 120 at L5)</b>		
<b>(Year 3)</b>		
	<b>Semester 1</b>	<b>Semester 2</b>
AHP_7_057	Research in Health and Social Care (Level 7)	20
MCH_6_001	Clinical Diagnosis (General Diagnosis – systems)	20
MCH_6_006	Public Health	20
MCH_6_003	Contemporary Issues in Chiropractic Practice	20
MCH_6_004	Chiropractic III	20
MCH_6_005	Rehabilitation and Functional Management	20
<b>Exit Qualification – BSc Health Studies (300 Credits – 120 at L4, 120 at L5, 60 at L6)</b>		
<b>(Year 4)</b>		
	<b>Semester 1</b>	<b>Semester 2</b>
MCH_7_100	Clinical Practice and Placement	60
AHP_7_051	Dissertation	60
<b>Exit Qualification – Integrated Masters in Chiropractic</b>		

LEVEL 4		SEMESTER 1	Week	SEMESTER 2	Week
<b>Concepts of interprofessional and collaborative practice (IPL1) (20)</b>	Formative	Group presentation of information resource	25	3000-word reflective account	33
	Summative			Weighting 100%	
<b>Clinical Anatomy</b>	Formative	40 Minute OSCE			
	Summative			1 x 40-minute OSCE <sup>1</sup> assessing practical anatomical knowledge Weighting 40% 2 hour written final examination-mix of MCQ, short answer, T/F and essay. Weighting 60% Pass mark 40% for both	43

<sup>1</sup> OSCE exams include multiple stations of which one will be theoretical/clinical reasoning in nature.

				Must pass both components to progress	
<b>Clinical Physiology 1</b>	Formative	Practice MCQs and short answer essay questions. Mock practical tests and clonical skills practice			
		Sign of clinical skills in Clinical Competency Log - PDP			33
		Short answer questions exam - 40% weighting	25	Case Based Practical Exam - 60% weighting	43
<b>Chiropractic 1</b>	Formative	Reflective practice in small groups Practice short answer essay questions. Mock practical tests.			
	Summative	Professional Development portfolio 1200-word reflective essay from clinic observation Weighting 20%			43
	Summative	1 x OSCE (20 mins) assessing clinical skills – Semester 1 Weighting = 40%  1 x OSCE (20 mins) assessing clinical skills – Semester 2 Weighting = 40%  Overall pass mark 40% All components must be passed to progress			
<b>Normal Radiographic Anatomy</b>	Formative	In class quizzes including MCQ format			
	Summative	1 x online MCQ exams (10 questions- 30 minutes per exam) Weighting 40%  1 x online matching and illustration exam using radiographic examples 1 hour (4 questions) Weighting 60%			43
<b>Psychology &amp; Behavioural Sciences</b>	Formative	Supported in-class small group use of reflective diaries and models and completion of self-reflective piece for Professional Development Portfolio. Supported peer assessment of communication styles and approaches			
	Summative	<b>3,000 word Written case study</b> (from available electronic resources) with a focus on relevant psychological and/or behavioural models that would support the management of the patient within chosen scenario. Weighting 100%			40

LEVEL 5		SEMESTER 1	Week	SEMESTER 2	Week
<b>General Diagnosis – history and physical examination</b>	Formative	Mock practical tests			
	Summative	Part 1 – sign off Level 5 basic clinical skills competencies in log book in PDP. Pass/Fail			

		Part 2 1 x MCQ(10 Q) & Extended MCQ Questions (5Qs). 1 hour Weighting 50%	25	Part 3 1 x 40-minute OSCE assessing Physical examination techniques Weighting 50%	43
<b>Appraising Evidence for informed practice (IPL) (20)</b>	Formative	Critique a chosen research article and present to group	24		
	Summative	3000-word critical appraisal (100%)			40
<b>Anatomy and Physiology of the Head, Neck and Nervous System</b>	Formative	1 mock OSCE (20 mins) MCQ online 25 questions			
	Summative	<b>Part 1</b> 1 OSCE (40 minutes) Weighting 40% Pass mark 40% <b>Part 2</b> 2 hour written examination Weighting: 60% Pass Mark: 40%			
<b>Chiropractic II</b>	Formative	In class peer review palpatory skills and manual therapy skills. Practical exam practice sessions			
	Summative	Part 1 : Professional Development Portfolio Tasks: • Sign off clinical Assessment Skills • 500-word reflective summary of learning from clinic observation • Weighting 40% (20% each PDP Task)			41
	Summative	Part 2: 1 x OSCE (40 mins) assessing manual and clinical skills Weighting 60%			
<b>Orthopaedics and Neurology</b>	Formative	Mock MCQs to assess theoretical knowledge Mock practical sessions Mock Presentation			
	Summative	1x OSCE (40 minutes) assess basic orthopaedic and neurological assessment skills weighting (40% weighting) Pass Mark: 40%  1x 2hour final written examination, mixed assessments including MCQs, short answers, essays. (60% weighting) Pass mark= 40%			

LEVEL 6		SEMESTER 1	Week	SEMESTER 2	Week
<b>Public Health</b>	Formative	In-class discussion and debate of nutritional or public health impact on clinical practice			
	Summative	Part 1: EX1 An individual poster presentation on public health (15 minutes) Weighting – 50%  Part 2: CW1 1,500 word written assignment: 'Critical evaluation of the impact that public health challenges have on contemporary chiropractic practice.' Weighting – 50%  <b>Pass mark = 40%</b> Both parts need to be passed to pass the module.			25
<b>Chiropractic III</b>	Formative	In class peer review manual therapy skills Reflective review of learning, strengths and weaknesses for professional development portfolio.			
	Summative	<b>Summative:</b> <b>Part 1:</b> Completion of PDP task: <b>1200 word</b> reflective review of learning from clinic observation and shadowing, to include	25	<b>Part 3 (Semester 2)</b> 1 x 30 OSCE exploring clinical skills application and demonstration <b>Weighting = 50%</b>	43

		<p>application of chiropractic clinical skills <b>Weighting= 0% (Pass/Fail)</b></p> <p><b>Part 2</b> (Semester 1) 1 x 30 OSCE exploring clinical skills application and demonstration <b>Weighting = 50%</b></p> <p><b>Overall Pass Mark = 40%</b> <b>All components must be passed to pass the module</b></p>			
<b>Rehabilitation &amp; Functional Management</b>	Formative	In-class practical OSCE preparation and presentation practice			
	Summative	<p>Part 1: 1 x OSCE (40 minutes) assessment and treatment planning. Weighting 50%</p> <p>Part 2: 15-minute presentation on evidence base for physical therapy and rehabilitation in chiropractic and 5 min Q&amp;A. Weighting 50%</p>			43
<b>Clinical Diagnosis- (General Diagnosis – systems)</b>	Formative	Practical exam preparation and short essay practice papers.			
	Summative	1 x 40-minute OSCE assessing practical history taking and physical assessment techniques. Weighting 50%	25	<p>Part 2 Short answer essay questions (choice of 3 clinical scenarios out of 5 - 1 hour) Weighting – 50%</p>	43
<b>Contemporary Issues in Chiropractic Practice</b>	Formative	IN-class OSCE practice			
	Summative	<p>Part 1 - 1 x OSCE (1 hour) Part 2 - writing up of clinical examination and diagnosis to include treatment plan.(30 minutes) Both parts of the examination are marked together. Weighting = 100%</p> <p>Each section of the Clinical Competency examination must be passed Students must pass both components for eligibility with General Chiropractic Council registration</p>			43
<b>Research in Health &amp; Social Care</b> <b>LEVEL 7</b>	Summative	<p>4000 word written assignment In 2 parts: 1. Write a review of the literature in an appropriate topic that relates to your area of practice. In order to do this, you will need to identify a topic and then undertake a literature search to find the material for your review. 2. Write an in-depth critical appraisal of a single key study that addresses your research question. Reflect on any relevant practice, research and ethical issues. Pass Mark – 50%</p>			40

LEVEL 7		SEMESTER 1	Week	SEMESTER 2	Week
<b>Clinical Practice/Placement</b>	Formative	Clinical Supervision and feedback in-clinic			
	Summative	<p>Professional Portfolio- weighting Pass/fail Clinical Competency examination- weighting 100%</p>			43

		The Competency examination will encompass three complete clinical cases from case history through to treatment plan Each section of the Clinical Competency examination must be passed Students must pass both components for eligibility with General Chiropractic Council registration	
	Formative	Tutor feedback and guidance.	
<b>Dissertation Module</b>	Summative	<p>The assessment has two options:</p> <ol style="list-style-type: none"> <li>1. A primary research or work-based project (e.g. a service evaluation or audit or evaluation of a workplace intervention) OR</li> <li>2. A mini-systematic review – a review that aspires to the rigor of a Cochrane review but recognises the student has time limits.</li> </ol> <p>Each option can be presented for assessment as either</p> <ul style="list-style-type: none"> <li>• a traditional 12,000-word dissertation OR</li> <li>• an academic paper suitable for publication in a peer-reviewed journal (approx. 5,000 words) accompanied by the rationale for the project/review and journal selection (approx. 2,000 words) and a detailed methodological evaluation of the study and exploration of the implications of the results/findings with reference to the student's professional setting (approx. 3,000 words).</li> </ul> <p>The pass mark is 50%.</p>	43

## Placements

Clinical skills development starts in year one and is further developed across year 2 and year 3 clinical skills modules:

### Year 1

- Clinical Anatomy
- Clinical Physiology I
- Chiropractic I – 15 hours clinic observation

### Year 2

- Anatomy and Physiology of the Head, Neck and Nervous System.
- Orthopaedics and Neurology
- General Diagnosis – (History and Physical Examination)
- Chiropractic II – 20 hours clinic observation

### Year 3

- Chiropractic III - 25 hours clinic observation
- Rehabilitation and Functional management – 25 hours clinic observation
- Clinical Diagnosis – (General Diagnosis-systems)
- Contemporary Issues in Chiropractic Practice

In years 1 through 3 students will shadow qualified chiropractors as part of their professional development to give real-life appreciation of clinical chiropractic practice. These experiences are recorded and reflected upon in the Professional Development Portfolio that they use

throughout their degree. This module is assessed by practical examination (OSCE) that must be passed for students to progress to year 4 and undertake clinical placement(s).

#### Year 4

The Year 4 Clinical Practice Placement Module has 500 Hours attached to its delivery; 400 of which are logged clinical hours. In addition to the GCC requirement of at least 30 new cases forming part of the clinical experience, 1 formal placement assessment is required to be signed off, a clinical viva passed and evidenced in the Professional Development Portfolio.

#### List of Appendices

Appendix A: Curriculum Mapping

Appendix B: Personal Development Planning

**Appendix A: Curriculum Map  
Masters in Chiropractic – Course outcomes**

Course outcomes																				
FHEQ Level	Title	Credits	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	
4	Concepts of Interprofessional and Collaborative Practice	20	D		TDA					D		TDA								
4	Clinical Anatomy	20		TDA							TDA		D							
4	Clinical Physiology 1	20		TDA				D			TDA	TDA	TDA				D	D		
4	Chiropractic 1	20	TA	TDA		TA	TDA				TDA	DA	DA						DA	
4	Normal Radiographic Anatomy	20		TDA	D	TDA	TA	D			TDA	TDA	DA		DA				DA	
4	Psychology & Behavioural Science	20	T	TDA	TDA	TDA	TDA	TDA	TA	TA	TDA	TDA	TDA				DA		DA	
5	Appraising evidence for research informed practice	20				DA			TDA		DA	DA	TDA	TDA	DA	TDA				
5	General Diagnosis (History & Physical Examination)	20	T	TDA	TDA	TDA	TDA	D		D	TA	D			DA		DA	TDA	TDA	
5	Anatomy and Physiology of the Head, Neck and Nervous System	20	TA	TDA		TDA	TA				TDA	TDA	DA	DA					TA	TA
5	Chiropractic II	20	TA	TDA		TDA	TA	TDA			TDA	DA	DA	DA			TDA	TDA	DA	
5	Orthopaedics and Neurology	20	TDA	TDA		TDA	TA	D		D	TDA	DA	DA	DA	TDA		TA	TA	TDA	
7	Research in Health and social care	20				DA			TDA				TDA	TDA		TDA				
6	Clinical Diagnosis (General Diagnosis – systems)	20	TA	TDA	DA	DA	DA	D	TDA	DA	DA	TDA	D		DA		TDA	TDA	D	
6	Public Health	20	TA	TA		TDA		TDA		DA	TDA	DA	DA	DA					TDA	
6	Rehabilitation and Functional Management	20	TA	TDA		TDA	D	TDA	DA	DA	DA	TDA	TDA	D	TA		DA	TA	TA	
6	Chiropractic III	20	TA	TDA		TDA	DA	D		TA	TDA	TDA	DA	DA	TDA		TDA	TDA	TD	
6	Contemporary Issues in Chiropractic	20	TA	DA	DA	TDA	TA	TA		TA	DA	DA			TDA		TDA	TDA	TDA	
7	Dissertation	20	TDA			DA	DA	DA	DA	DA	DA	D	D	TDA	TDA	TDA			TDA	
7	Clinical Practice & Placement	20	DA	DA	DA	DA	TDA	D	D	DA	TDA	TDA	TD		TDA		DA	DA	DA	



Course outcomes																			
FHEQ Level	Title	Credits	B10	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7	D8
4	Concepts of Interprofessional and Collaborative Practice	20		TDA									TDA	DA					
4	Clinical Anatomy	20											D		DA				
4	Clinical Physiology 1	20	D					D				TA	D		DA	DA			
4	Chiropractic I	20			D	TA	TA	D	D			TA					D		
4	Normal Radiographic Anatomy	20	DA		TDA			TDA	TD	TDA		TA	DA		DA	D			D
4	Psychology & Behavioural Science	20	D	TDA	TDA	D	TDA	DA	D					DA	DA	DA		TDA	
5	Appraising evidence for research informed practice	20		D								DA	DA	TDA	DA	TDA	D		D
5	General Diagnosis (History & Physical Examination)	20	DA	D	TDA		TDA	TD	TDA	D				TA	TDA			D	
5	Anatomy and Physiology of the Head, Neck and Nervous System	20	TA		TDA		TA	TDA	D	D		DA			DA				
5	Chiropractic II	20	TA	D	TDA	TDA	TDA	TDA	D	DA				D	DA	D			
5	Orthopaedics and Neurology	20	TDA	D	TDA		TDA	TDA		DA		TA	DA			TDA			D
7	Research in Health and social care	20		DA								TA	DA	DA	DA	TDA			D
6	Clinical Diagnosis (General Diagnosis – systems)	20	TDA		DA	D	TDA	TDA	DA	DA				DA	DA			TDA	TD
6	Public Health	20	DA	TDA	DA	DA	TDA	DA	D	D	DA		D	DA	DA	DA		D	D
6	Rehabilitation and Functional Management	20	DA	DA	TDA	TDA	TDA	TDA	D	D			DA	DA	DA	TDA	D	DA	DA
6	Chiropractic III	20	TDA	D	TDA	TDA	TA	DA		DA		D			DA	D			
6	Contemporary Issues in Chiropractic	20	TDA		TDA	TDA	DA	DA	TDA	DA		DA			DA	DA		DA	DA
7	Dissertation	20		D								TDA	DA	TDA	DA	TDA	D		D
7	Clinical Practice & Placement	20	TDA	D	TDA	TDA	DA	TDA	TDA	DA	DA	DA	D		DA	DA	DA	TDA	DA

## Appendix B: Personal Development Planning

Approach to PDP	Level 4	Level 5	Level 6 / L7 MChiro
<b>1. Supporting the development and recognition of skills through the personal tutor system.</b>	Allocation of new students at induction to Personal Tutor.	Students are seen by their Personal Tutor once per semester.	Students are seen by their Personal Tutor once per semester.
	The level and type of support offered through the personal tutor system is outlined in the Scheme Guide given to new students.	The personal tutor documents academic and practice achievements plus personal and pastoral support on an individual basis.	The personal tutor writes a reference on completion of the course.
	The personal tutor documents academic and practice achievements plus personal and pastoral support on an individual basis.		The personal tutor documents academic and practice achievements plus personal and pastoral support on an individual basis.
<b>2. Supporting the development and recognition of skills in academic modules.</b>	Essay writing, learning technology and study skills at level four.	Critical reading, critical appraisal, learning technology and IT skills at level five.	Literature evaluation and critical writing skills at level six. Consolidating learning technology skills.
	Library sessions to support the development of basic literature searching skills.	Library sessions to support the development of intermediate literature searching skills.	Library sessions to support the development of advanced literature searching skills. Assignment preparation is undertaken during the module delivery.
	Support provided for students in relation to their assessed needs. Support and referral to the Centre for Learning and Development when appropriate.	Support and referral to the Centre for Learning and Development when appropriate.	
<b>3. Supporting the development and recognition of skills through purpose designed modules.</b>	Module Guides clearly identify transferable skills and competencies which are related to the module content and the assignment.	Each module has a specific profession focus to develop a body of skills in the profession which is planned and sequential.	Skills development is assessed in the practice environment.
	Provision of workbooks may be used to facilitate the learning and development of knowledge as applied to practice.	The practice-based modules focus on the development of knowledge and skills to achieve required competencies in practice.	Modules underpin the knowledge and skills required for a competent practitioner.
	E-learning and blended learning approaches support the underpinning skills acquisition.		