

## Course Specification

<b>A. Course Information</b>				
<b>Final award title(s)</b>	Integrated Masters in Chiropractic - Pre-registration			
<b>Intermediate exit award title(s)</b>	Certificate in Higher Education Health Studies Diploma in Higher Education Health Studies BSc Health Studies BSc (Hons) Health Studies  These awards do not confer eligibility to apply for registration with the GCC.			
<b>UCAS Code</b>	<b>B320</b>	<b>Course Code(s)</b>	5008 (5598 with foundation year)	
<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"/> IHSC <input type="checkbox"/> LSS Allied & Community Health – School of Health and Social Care			
<b>Division</b>	Division of Physiotherapy, Sports Rehabilitation & Chiropractic			
<b>Course Leader</b>	Sumaya Ahmed			
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input checked="" type="checkbox"/> Croydon <input type="checkbox"/> Other: (please specify)  This course is mainly taught at the Croydon campus, divisional and school wide modules are taught from the Southwark campus			
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Other (please specify)			
<b>Length of course/start and finish dates</b>	<b>Mode</b>	<b>Length years</b>	<b>Start - month</b>	<b>Finish - month</b>
	Full time	4	September	July*
	Full time with placement	N/A	N/A	N/A
	Part time	N/A	N/A	N/A
*July is inclusive of the semester 2 reassessment period.				

	<p>Level 4- September – May (35 weeks)</p> <p>Level 5 - September – May (35 weeks)</p> <p>Level 6*- September – August (48 weeks)</p> <p>Level 7*- September – July (44 weeks)</p>	
<b>Is this course suitable for a Visa Sponsored Student?</b>	<input checked="" type="checkbox"/> Yes* <input type="checkbox"/> No <p>*Only for the FT programme without foundation year.  This course is suitable for international students and UK students.</p>	
<b>Approval dates:</b>	Course Validation date	June 2024
	Course Review date	June 2029
	Course Specification last updated	August 2024
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	<p>General Chiropractic Council (GCC)</p> <p><a href="#">GCC Education Standards 2023</a></p>	
<b>Link to Institute of Apprenticeship (IoA) Standard and Assessment Plan (Apprenticeship only)</b>	N/A	
<b>Reference points (add or remove from internal and external points as necessary)</b>	Internal	<p>Corporate Strategy 2020-2025</p> <p>Academic Quality and Enhancement Website</p> <p>School Strategy</p> <p>LSBU Academic Regulations</p>
	External	<p>Framework for Higher Education Qualifications</p> <p>FHEQ Outcome Classification Descriptions for Level 6</p> <p>Subject Benchmark Statements (Dated)</p>

		<p>OfS Guidance</p> <p><a href="#">GCC Education Standards 2023</a></p> <p>SEEC Level Descriptors 2021</p> <p>Competitions and Markets Authority</p> <p>QAA The UK Quality Code for Higher Education 2018</p>
<b>B. Course Aims and Features</b>		
<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 (2023) 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 Learning Outcomes</b>	<p><b>A. Students will have knowledge and understanding of:</b></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>	

**Students exiting with the non-GCC Certificate in Higher Education Health Studies will have achieved A1-A3**

A4 evidence-based chiropractic interventions and management approaches used with patients in chiropractic clinics and practice.

A5 principles of professional accountability, clinical governance, and legislation underpinning inform and influence chiropractic practice.

**Students exiting with the non-GCC Diploma in Higher Education Health Studies will have achieved A1-A5**

A6 the role of the chiropractor in the support of health and well-being and in the public health agenda

A7 research methodologies, forms of inquiry, clinical audit, and models of evidence-based practice across chiropractic practice

**Students exiting with the non-GCC BSc in Health Studies will have achieved A1-A7**

A8 effective interprofessional and collaborative working as applied to chiropractic practice.

**B.** Students will develop their **intellectual skills** such that they are able to:

B1 systematically evaluate and apply the scientific principles underpinning chiropractic.

B2 assess the role of chiropractors in the overall care of the client / patient.

**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.

**C.** Students will acquire and develop **practical skills** such that they are able to:

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

**Students exiting with the non-GCC Certificate in Higher Education Health Studies will have achieved C1**

C2 apply appropriate chiropractic assessment techniques considering physical, psychological and cultural needs of the patients.

C3 apply appropriate chiropractic treatments and interventions across the range of conditions that present in chiropractic practice.

**Students exiting with the non-GCC Diploma in Higher Education Health Studies will have achieved C1-C3**

C4 prepare the patient both physically and psychologically in order to carry out an effective clinical procedure.

C5 demonstrate levels of clinical decision making commensurate with the level of theoretical and practical understanding.

**Students exiting with the non-GCC BSc in Health Studies will have achieved C1-C5**

C6 consistently demonstrate skills in communication, information giving and developing therapeutic relationships to support health and wellbeing and patient centred care.

C7 practice as an autonomous professional, exercising their own professional judgement within their scope of knowledge.

C8 practice in a range of context (private clinics, multi-professional settings, emergent practice arenas)

**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>
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### **C. Teaching and Learning Strategy**

#### **A Teaching and Learning Strategy:**

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:

- Simulated learning opportunities
- Seminars, discussions, and small group exercises will allow the sharing of ideas, critical analysis and discussion.
- Tutorials and small group work

**B** 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.

**C** 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

**D** 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.

Additional- HSC students are required to complete basic life support training and manual handling, along with mandated e-learning modules e.g. safeguarding.

#### **D. Assessment**

**A** Content, knowledge, and understanding is assessed through a variety of means and is aligned to the practical or theoretical content of the modules.

Assessment tasks are drawn from the following:

- Written Examination
- Written Assignment
- Practical examinations
- Clinical competencies
- E-activities
- Presentations
- Placement portfolio

**B** Intellectual skills are assessed through a variety of means, aligned to the academic level, theoretical or practical content of the modules.

Assessment tasks are drawn from the following:

- Written Examination
- Written Assignment
- Practical examinations
- Clinical competencies
- E-activities
- Presentations
- Placement portfolio

#### **C Assessment approaches**

- Practical assessment
- Viva
- Placement-based assessment

**D** A variety of assessment methods are used to assess transferable skills.

- Written Examination
- Written Assignment
- Practical Examination
- Clinical Portfolio
- Clinical Competencies
- Poster Presentation

- Group Presentation
- Activity Class Delivery

### **Competencies**

Some modules include a competency sign off as part of the summative assessment. For these modules, each specific element must be demonstrated for the student to pass this part of the assessment, showing an acceptable level of clinical standard and safety. Students will be made aware of their clinical competencies and can track their progress through the VLE.

### **Overview of summative assessments can be found in Appendix D.**

- Progression: non-clinical modules and modules without placement can be carried into the next year, except for level 7. See local academic regulations.
- Information on summative and formative assessments can be found in module descriptors and assessment briefs.

### **Assessment feedback**

- Summative assessment results and feedback are provided in accordance to the local marking policy.
- Coursework based assessments- written feedback will be provided via moodle
- Competency sign offs- feedback will be provided throughout the process of building a portfolio.

## **E. Academic Regulations**

The University's Academic Regulations apply for this course.

In addition, all assessment/module pass rates for levels 4-6 (40%) and level 7 (50%) are in line with local regulations within the HSC school. Students will not be eligible for protocol fail or compensation in any module as a pass in all elements of assessment is required to demonstrate competence.

## **F. Entry Requirements**

Applicants to this course will need to meet the following entry criteria (or recognised equivalents).

### **Integrated Masters in Chiropractic (MChiro) registration.**

1. 112 UCAS points, the equivalent below
2. BBC or above at A level, normally at least 1 science, preferably biology, chemistry, psychology. General studies and key skills not accepted, **or**

3. BTEC Level 3 Extended Diploma (18-unit award, formerly ND): DMM, Applied Science, Veterinary Sciences, or Medical Science, **or**

4. Pass in a recognized Access to HE course in Science or Health Studies or similar (18 at Distinction grade, 24 at merit grad, 3 at pass), **or**

5. An Honours degree in a subject related to science or health, for example, physics, biology, health sciences, **or**

6. A foundation degree/higher apprenticeship in a professionally relevant subject.

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 e.g. POLAR4 scores, free school meals and carer's status.

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 – vaccinations are not required by the GCC;
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 students:

should check the requirements needed to practice post-graduation in their local regions i.e. registration and board exams.

**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>

## G. Course Structure(s)

### Course overview

Integrated Masters of Chiropractic – **Full time**

**IMChiro- is only delivered full time, part time is not an option.**

**All modules are compulsory, there are no optional modules for this course.**

Module Code	Module title	Credits	Semester
<b>Masters in Chiropractic (MChiro)</b>			
<b>(Year 1)</b>			
AHP_4_010	Concepts of Interprofessional and Collaborative Practice (IPL1)	20	2
MCH_4_001	Clinical Anatomy	20	1 & 2
MCH_4_002	Clinical Physiology	20	1 & 2
MCH_4_003	Chiropractic 1	20	1 & 2
MCH_4_004	Normal Radiographic Anatomy	20	1 & 2
<b>TBC – new module</b>	Introduction to Healthcare	20	1
<b>Exit Qualification – Cert HE In Health Studies (120 L4 credits)</b>			
<b>(Year 2)</b>			
AHP_5_010	Appraising Evidence for Research-informed Practice	20	2
MCH_5_001	General Diagnosis – (History & Physical Examination)	20	1 & 2
<b>TBC – new module</b>	Neuroanatomy and Applied Neurology	20	1 & 2
MCH_5_003	Chiropractic II	20	1 & 2
<b>TBC – new module</b>	Musculoskeletal Pathology & Pain	20	1 & 2
MCH_5_005	Clinical Imaging – Pathological Radiographic Anatomy	20	1 & 2
<b>Exit Qualification – Dip HE Health Studies (240 Credits – 120 at L4 and 120 at L5)</b>			
<b>(Year 3)</b>			
AHP_6_010	Leadership, Quality Improvement & Change Management	20	1 & 2
<b>TBC – new module (previously MCH 6 001)</b>	Clinical Development	20	1 & 2
<b>TBC – new module</b>	Patient Communication and Health Promotion	20	1 & 2
<b>TBC – new module (previously MCH 6 003)</b>	Evidence Based & Contemporary Practice	20	1 & 2
MCH_6_004	Chiropractic III	20	1 & 2

TBC – new module (previously MCH_6_005)	Exercise Rehabilitation	20	1 & 2
<b>Exit Qualification –</b> <b>BSc Health Studies</b> (300 Credits – 120 at L4, 120 at L5, 60 at L6) <b>BSc Health Studies with Hons</b> (360 Credits – 120 at L4, 120 at L5, 100 at L6, 20 at level 7)			
<b>(Year 4)</b>			
MCH_7_001	Clinical Practice and Placement	60	1 & 2
TBC – new module	Chiropractic Research Project	60	1 & 2
<b>Exit Qualification – Integrated Masters in Chiropractic</b> (480 credits L4-L7: 120 at L4, 120 at L5, 120 at L6, and 120 at L7)			

## Placement information

Placement across Years 1-4 acts as 25% of the course.

Placements at Level 4 & 5 may include clinical observations as well as Chiropractic outreach.

Level 6 & 7 may include leadership and educational placements i.e. teaching and conferences.

**Level 4-** 10 hours (internal clinic)- assessed via presentation in Introduction to healthcare module

**Level 5-** 15 hours- assessed via MSK Pathology and Pain module

**Level 6-** 20 hours (external) assessed via Patient communication and health promotion module.

Internal LSBU clinical placement from July – August 6 weeks

**Level 7-** 25 hours (external) and internal LSBU clinical placement from September – June. Both of these elements are assessed in the clinic module.

The above modules cannot be carried forward, as they contain clinical elements.

## H. Course Modules

All modules taught across level 4 to level 7 are compulsory, there are no additional optional modules in this programme.

Level 4: 6 modules, each at 20 credits.

Level 5: 6 modules, each at 20 credits.

Level 6: 6 modules, each at 20 credits.

Level 7: 2 modules, each at 60 credits.

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

Year 1

- Chiropractic I – clinical skills module

Year 2

- Neuroanatomy and Applied Neurology
- Musculoskeletal Pathology & Pain
- General Diagnosis
- Chiropractic II

Year 3

- Chiropractic III
- Exercise Rehabilitation
- Clinical Development

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 ECCE requirement of at least 35 new cases forming part of the clinical experience, students are assessed through clinical competencies assessed throughout their Clinical Practice Placement and documented in the Professional Development Portfolio (PDP). These competencies effectively serve an assessment of practice within clinical settings and act as a guide for professional and personal development. Additionally, Students are required to perform regular reflective practice and document their reflection and development in their PDP.

### I. Timetable Information

Students can expect to receive a provisional timetable at least 1 month prior to teaching commencing in semester 1. Official university timetables are sent out according to dates released by the timetabling team.

For cohorts 1-3 (level 4 to 6), Wednesday afternoons are set aside for sporting activities, these are agreed by the sporting societies.

### J. Costs and Financial Support

#### Course related costs

- Provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g. such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees)

#### Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>



## List of Appendices

Appendix A: Curriculum Map

Appendix B: Personal Development Planning (postgraduate courses)

Appendix C: Terminology

Appendix D: Assessment overview

## Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

The letters T for taught, D for developed and A for assessed should be added as appropriate to each Course Outcome.

## Appendix A: Curriculum Map

### Masters in Chiropractic – Course outcomes

Course outcomes																			
FHE QLevel	Title	Credits	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	B 9
4	Concepts of Interprofessional and Collaborative Practice	20	D		T D A					D		T D A							
4	Clinical Anatomy	20		T D A							T D A		D						
4	Clinical Physiology 1	20		T D A				D			T D A	T D A	T D A				D	D	

4	Chiropractic 1	20	T A	T D A		T A	T D A				T D A	D A	D A					D A	
4	Normal Radiographic Anatomy	20		T D A	D	T D A	T A	D			T D A	T D A	D A		D A			D A	
4	Introduction to Healthcare	20	T	T D A	T D A	T D A	T D A	T A	T A	T D A	T D A	T D A					D A	D A	
5	Appraising evidence for research informed practice	20				D A			T D A		D A	D A	T D A	T D A	D A	T D A			
5	General Diagnosis (History & Physical Examination)	20	T	T D A	T D A	T D A	T D A	D		D	T A	D			D A		D A	T D A	T D A
5	Neuroanatomy & Applied Neurology	20	T A	T D A		T D A	T A				T D A	T D A	D A	D A				T A	T A
5	Chiropractic II	20	T A	T D A		T D A	T A	T D A			T D A	D A	D A	D A			T D A	T D A	D A
5	MSK Pathology & Pain	20	T D A	T D A		T D A	T A	D		D	T D A	D A	D A	D A	T D A		T A	T A	T D A
5	Clinical Imaging	20				D A			T D A				T D A	T D A		T D A			

6	Clinical Development	20	T A	T D A	D A	D A	D A	D	T D A	D A	D A	T D A	D		D A		T D A	T D A	D
6	Patient Communication & Health Promotion	20	T A	T A		T D A		T D A		D A	T D A	D A	D A	D A					T D A
6	Exercise Rehabilitation	20	T A	T D A		T D A	D	T D A	D A	D A	D A	T D A	T D A	D	T A		D A	T A	T A
6	Chiropractic III	20	T A	T D A		T D A	D A	D		T A	T D A	T D A	D A	D A	T D A		T D A	T D A	T D
6	Evidence Based & Contemporary Practice	20	T A	D A	D A	T D A	T A	T A		T A	D A	D A			T D A		T D A	T D A	T D A
6	Improving Quality, Change Management & Leadership	20																	
7	Chiropractic Research Project	20	T D A			D A	D A	D A	D A	D A	D A	D	D	T D A	T D A	T D A			T D A
7	Clinical Practice & Placement	20	D A	D A	D A	D A	T D A	D	D	D A	T D A	T D A	T D		T D A		D A	D A	D A

**Course outcomes**

FHE QLevel	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		T D A									T D A	D A					
4	Clinical Anatomy	20											D		D A				
4	Clinical Physiology 1	20	D					D				T A	D		D A	D A			
4	Chiropractic I	20			D	T A	T A	D	D			T A					D		
4	Normal Radiographic Anatomy	20	D A		T D A			T D A	T D	T D A		T A	D A		D A	D			D
4	Introduction to Healthcare	20	D	T D A	T D A	D	T D A	D A	D					D A	D A	D A			T D A
5	Appraising evidence for research informed practice	20		D								D A	D A	T D A	D A	T D A	D		D
5	General Diagnosis (History & Physical Examination)	20	D A	D	T D A		T D A	T D	T D A	D				T A	T D A				D
5	Neuroanatomy & Applied Neurology	20	T A		T D A		T A	T D A	D	D		D A			D A				

5	Chiropractic II	20	T A	D	T D A	T D A	T D A	T D A	D	D A				D	D A	D				
5	MSK Pathology & Pain	20	T D A	D	T D A		T D A	T D A		D A	T A	D A				T D A			D	
5	Clinical Imaging	20																		
6	Improving Quality, Change Management & Leadership	20		D A							T A	D A	D A	D A	T D A				D	
6	Clinical Development	20	T D A		D A	D	T D A	T D A	D A	D A				D A	D A			T D A	T D	
6	Patient Communication & Health Promotion	20	D A	T D A	D A	D A	T D A	D A	D	D	D A		D	D A	D A	D A			D	D
6	Exercise Rehabilitation	20	D A	D A	T D A	T D A	T D A	T D A	D	D			D A	D A	D A	T D A	D	D A	D A	
6	Chiropractic III	20	T D A	D	T D A	T D A	T A	D A		D A		D			D A	D				
6	Evidence Based & Contemporary Practice	20	T D A		T D A	T D A	D A	D A	T D A	D A		D A			D A	D A			D A	D A

7	Chiropractic Research Project	20		D									T D A	D A	T D A	D A	T D A	D		D
7	Clinical Practice & Placement	20	T D A	D	T D A	T D A	D A	T D A	T D A	D A	D A	D A	D A	D		D A	D A	D A	T D A	D A

### 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	The personal tutor documents academic and practice achievements plus	The personal tutor writes a reference on completion of the course.

	Scheme Guide given to new students.	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.		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	Support and referral to the Centre for Learning and Development when appropriate.	



	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.		

## Appendix C: Terminology

(Please review the definitions and add those according to your own course and context to help prospective students who may not be familiar with terms used in higher education.)

Some examples are listed below:

<b>accelerated degree</b>	accelerated degrees (also known as two-year degrees) are full bachelor's degrees (undergraduate courses) you can complete in a condensed time period
<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>bursary</b>	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
<b>collaborative provision</b>	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body
<b>end-point assessment</b>	End-point assessment (EPA) tests the knowledge, skills and behaviours that an apprentice has gained during their training. Unique to each standard, EPA demonstrates the competence of an apprentice in their role. Only approved End-Point

	Assessor Organisations (EPAOs) can carry out assessments as set out in the assessment plan.
<b>extended degree</b>	an extended degree provides a bridging route for students who don't meet the initial entry requirements for the undergraduate degree. The first year provides the necessary knowledge and skills before students begin the degree-level course.
<b>extracurricular</b>	activities undertaken by students outside their studies
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work
<b>formative assessment</b>	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students
<b>foundation</b>	foundation year programmes are designed to develop skills and subject-specific knowledge to ensure a student can advance to a degree course. They may be offered as stand-alone one-year courses or integrated into degree programmes.
<b>gateway</b>	gateway takes place before an End-Point Assessment (EPA) can start. The employer and LSBU will review their apprentice's knowledge, skills and behaviours to see if they have met the minimum requirements of the apprenticeship set out in the apprenticeship standard, and are ready to take the assessment. Usually includes off the job training and reviews.
<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
<b>integrated</b>	an integrated Master's degree combines undergraduate and postgraduate study. In relation to Apprenticeships, integrated

	would usually mean that the End-Point Assessment (EPA) is integrated with the academic award
<b>intensity of study</b>	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>module</b>	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'unit' to refer to individual modules
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>non-integrated</b>	in relation to Apprenticeships, non-integrated would usually mean that the End-Point Assessment (EPA) is not integrated with the academic award
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>pre-registration (HSC only)</b>	a pre-registration course is designed for students who are not already registered with an independent regulator such as the Nursing and Midwifery Council (NMC)
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members

<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider
<b>regulated course / regulatory body</b>	a course that is regulated by a regulatory body, which is an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
<b>seminar</b>	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
<b>top-up degree</b>	A top-up degree is the final year (Level 6) of an undergraduate degree course. It allows students to top-up an existing qualification to a full BA, BSc or BEng.
<b>total study time / workload</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	a planned period of experience outside the

	institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
<b>written examination</b>	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions

**Appendix D:** Additional structure tables for all delivery modes including assessments.

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 Weighting 100%	33
	Summative				
<b>Clinical Anatomy</b>	Formative	In-class quizzes & in-class mock practical assessments.			
	Summative	Ex1: Written Examination (30 Mins) – Semester 1  Weighting = 50%  Pass Mark = 40%	25	Ex2: <i>Written Examination (30 Mins) – Semester 2</i>  <i>Weighting = 50%</i>  <i>Pass Mark = 40%</i>	43
<b>Clinical Physiology</b>	Formative	MCQ 40 questions (1 hour) in semester 1 to support students learning around physiology and preparation for summative short answer question exam.			

	Summative		Ex1: Written Examination (60 Mins) – Semester 2 Weighting = 100% Pass Mark = 40%	43
<b>Chiropractic 1</b>	Formative	Reflective practice in small groups Practice short answer essay questions. Level 4 clinical competency mini-mock OSCEs		
	Summative	CW1: Sign off of level 4 basic clinical competencies in logbook situated within Professional Development Portfolio. (Pass/Fail) Weighting 0%		43
	Summative	Ex1: Practical Assessment (30 Mins) – Semester 2 Weighting = 100% Pass Mark = 40% Overall pass mark 40% All components must be passed to progress		43
<b>Normal Radiographic Anatomy</b>	Formative	In class quizzes including MCQ format		
	Summative	Ex1: Written Assessment MCQ (45 mins) - Semester 1 Weighting = 40% Pass Mark = 40%		25
	Summative	Ex2: Written Assessment (45 Minutes) Semester 1 Weighting = 60%		43

		Pass Mark = 40 %	
<b>Introduction to Healthcare</b>	Formative	In class presentation and group work	
	Summative	<p><i>Ex1: Presentation</i></p> <p><i>A presentation arising from the indicative content and incorporating reflection on observation placement (20 minutes).</i></p> <p><i>Weighting = 100%</i></p> <p><i>Pass Mark = 40 %</i></p>	43

<b>LEVEL 5</b>		<b>SEMESTER 1</b>	<b>Week</b>	<b>SEMESTER 2</b>	<b>Week</b>
<b>General Diagnosis – history and physical examination</b>	Formative	<p>Recorded physical examinations with the opportunity for peer and self-reflection.</p> <p>VLE Exercises</p> <p>In-Class &amp; Self-Directed MCQ</p>			
	Summative	<p>CW1: Sign off of level 5 basic clinical competencies in logbook situated within Professional Development Portfolio. (Pass/Fail)</p> <p><b>Weighting 0%</b></p>			<p>Ex1: Written Examination (90 Mins) - Semester 2</p> <p><b>Weighting 100%</b></p> <p><b>Pass Mark = 40%</b></p>



<b>Appraising Evidence for informed practice (IPL) (20)</b>	Formative	Critique a chosen research article and present to group.	
	Summative	3000-word critical appraisal (100%)	40
<b>Neuroanatomy &amp; Applied Neurology</b>	Formative	Mock mini-OSCE	
	Summative	Ex1: Written Examination (90 Mins) Weighting = 100% Pass Mark = 40%	43
		CW1: Sign off of level 5 basic clinical competencies in logbook situated within Professional Development Portfolio. (Pass/Fail)  <b>Weighting 0%</b>	43
<b>Chiropractic II</b>	Formative	Mini-Mock OSCE	
	Summative	CW1: Sign off of level 5 basic clinical competencies in logbook situated within Professional Development Portfolio. (Pass/Fail) <b>Weighting = 0%</b>	43
	Summative	EX1: Practical Assessment (30 Mins) - Semester 2 Weighting = 60% Pass Mark = 40	
<b>MSK Pathology &amp; Pain</b>	Formative	Clinical competency mini-mock OSCEs	
	Summative	Ex1: Written Examination (90 Minutes) - Semester 2  Weighting = 100%  Pass Mark = 40%	43
		CW1: Sign off of level 5 basic clinical competencies in logbook situated within Professional Development Portfolio. (Pass/Fail)  <b>Weighting 0%</b>	43
<b>Clinical Imaging</b>	Formative	On-going in-class and online radiological interpretation and case study scenarios and self-assessment, across the year.	

		<p>Weekly quizzes of previous lecture materials.</p> <p>Mock MCQ online examination (end of semester 1).</p> <p>Formative assignment in preparation for summative coursework (end of semester 2) – peer assessment</p>	
	Sum mativ e	<p>Ex1: Written Assessment (90 Minutes) - Semester 2</p> <p>Weighting = 60%</p> <p>Pass mark = 40%</p>	4 3
		<p>CW1: Write up diagnostic imaging reports – 3/5 scenarios</p> <p>Weighting = 40%</p> <p>Pass Mark = 40%</p>	4 3

LEVEL 6		SEMESTER 1	Week	SEMESTER 2	Week
	Formative	In-class discussion and debate on public health impact on clinical practice.			
Patient Communication & Health Promotion	Sum mativ e	<p>EX1: Presentation (20 Minutes)– Semester 1</p> <p>An individual presentation on public health.</p> <p>Weighting = 50%</p> <p>Pass Mark = 40%</p>			2 5
		<p>Ex2: Presentation (20 Minutes) - Semester 2</p> <p>A presentation on patient communication including reflection on clinical observation.</p> <p>Weighting = 50%</p> <p>Pass Mark = 40%</p>			4 3

Chiropractic III	Formative	In class peer review manual therapy skills and reflective review of learning, strengths and weaknesses			
	Summative	25	Ex1: Practical Assessment (30 Minutes) - Semester 1 Weighting = 50% Pass Mark = 40%	Ex2: Practical Assessment (30 Minutes) - Semester 2 Weighting = 50% Pass Mark = 40%	4 3
		CW1: Sign off of level 6 clinical competencies. Weighting = 0% (Pass/Fail)			4 3
Exercise Rehabilitation	Formative	In-class peer review of skills and mock presentation.			
	Summative	<b>EX1: Presentation (20 Minutes) - Semester 1</b> Weighting – 50% Pass Mark = 40%		2 5	
		<b>EX2: OSCE (30 Minutes) - Semester 2</b> Weighting = 50% Pass Mark = 40%		4 3	
Clinical Development	Formative	Practical exam preparation and short essay practice papers.			
	Summative	<b>Part 1: Semester 1</b> Ex 1: Written Assessment - Short essay questions - choice of 3 clinical scenarios out of 5 – (90 minutes) <b>Weighting – 40%</b> <b>Pass Mark: 40%</b>		2 5	
		<b>Part 2: Semester 2</b> Ex 2: Practical Assessment focusing on clinical understanding and competencies. This will comprise a number of OSCE stations, each station in turn must be passed individually to progress to year 4. (60 minutes) <b>Weighting - 60%</b> <b>Pass Mark: 40%</b>		4 3	

		<p><b>Part 3: Junior Clinic</b>          CW 1: Completion of 42 hours (18 hours induction, 16 hours Clinic and 8 hours management) of Clinical Placement in LSBU Student Chiropractic Clinic and Clinical Skills and Safety Sign Off.  <b>Weighting: 0%</b>  <b>Pass Mark = Pass/Fail</b></p>	43
<b>Evidence Based &amp; Contemporary Practice</b>	Formative	In-class discussion and debate on public health impact on clinical practice	
	Summative	CW1: Written Assignment - Semester 1  1,500 word written assignment on contemporary chiropractic practice Graded /100 Weighting = 50%  Pass Mark = 40%	25
		CW2: Assignment – Semester 2  1,500 word written research proposal Graded /100  Weighting = 50%  Pass Mark = 40%	43
<b>Leadership, Quality Improvement &amp; Change Management</b>	Summative	Quality Improvement Change Proposal 3000 Words/Equivalent (100% Weighting) Students will be required to submit a Change Proposal, in a Workbook Format (Part 2) supported by evidence-based leadership, quality improvement and change management methods. Students will be required to demonstrate how effective communication; stakeholder engagement and co-production may be used to develop sustainable change within a health and social care setting. Pass Mark 40%	40

LEVEL 7		SEMESTER 1	Week	SEMESTER 2	Week
<b>Clinical Practice/Placement</b>	Formative	Clinical supervision and feedback			
	Summative	Part 1: CW1: Professional Development Portfolio (PDP) – completion and sign off of a minimum of variety of 35			43

		<p>clinical cases across a range of conditions and reflective essays demonstrating development as a reflective health care practitioner. Weighting- 100%</p>	
		<p><b>Semester 1:</b> CW 2:Completion of a minimum of 145 hours Clinical Placement (110 Clinic + 35 management)</p> <p>Pass/Fail Weighting 0%</p> <p><b>Semester 2:</b> CW 3:Completion of a minimum of 175 Hours of Clinical placement (135+ 40 management)</p> <p>Pass/Fail Weighting: 0%</p>	
		<p><b>Semester 1 &amp; 2:</b> CW 4:Completion of a comprehensive variety of level 7 clinical competency sign-offs.</p> <p>Pass/Fail Weighting 0%</p> <p><b>Students must pass all components to pass the module. Clinical Cases must be evidenced in Professional Development Portfolio for full award and eligibility for GCC registration.</b></p>	
<b>Chiropractic Research Project</b>	Formative	<p>Draft submission of journal Article</p> <p>Presentation – 10 minutes presentation</p> <p>The presentation in the style of a conference presentation including visual materials such as a PowerPoint presentation. Students will present their project to their peers to receive feedback.</p>	
	Summative	<p>Students will work in groups of 2 (or exceptionally 3), to design their project and collect data, but their final submissions will be substantially different. This may be achieved by:</p>	43

- addressing different but related research questions
- writing up their study from different methodological perspective (qualitative vs quantitative)
- analysing findings from different populations (staff / students, male / female etc)
- write up their findings for different audiences, eg as chiropractic journal / conference vs a public health journal / conference. This will place different emphases on the two projects and the literature used and the implications of the findings will therefore differ.

**CW1: Journal Article (60%)**

Students will present their project in the format of a peer-reviewed journal article submission. The journal style should follow the journal's guidelines with the exception of:

- the referencing format which should follow the LSBU standard
- the word count which will be limited to 4000 not including include title, keywords, abstract, tables, figures, reference list and appendices. The guidelines or instructions for authors for the chosen journal must be attached to the report as an appendix.

**EX1 Conference Poster and defence (40%)**

Students will present their project in the format of a conference poster. Students will be asked to present their poster and defend questioning around the rationale for the study, the methodology used, the interpretation

		and presenting of the findings and the relevance to chiropractic.	
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