



Course Addendum: Changes to 2020/21 Teaching In Response to Covid-19

Whilst we hope to deliver as much activity on-campus as possible, the government's guidance and social distancing measures will inform how much teaching we can deliver face-to-face in the 2020/21 academic year. Working to government guidelines we have adapted the delivery of our courses to a model of blending learning, which consists of a mix of online and on-campus activities. We are equipped to move between blended learning to fully online, or face-to-face, as the Covid-19 situation evolves.

The learning outcomes of your course remain the same but there are changes to its delivery, assessment and structure, as set out in the Changes section of this document. The subsequent pages of this document contain the original teaching and learning schedule of this course, for your reference.

24th July 2020

Course Details

Course Title(s)	<i>Integrated Masters in Chiropractic</i>
Course Code	5008
Course Director	Mark Langweiler
Shared Modules?	MCH_4_001 Clinical Anatomy MCH_4_002 Clinical Physiology AHP_4_001 Concepts of Interprofessional and Collaborative Practice AHP_5_010 Appraising Evidence for Research Informed Practice (Allied Health) TAR_7_011 Research in Health and Social Care

Changes to the mode of delivery and course composition

Module code and name	Changes to delivery mode	Student Study hours		
MCH_4_001 Clinical Anatomy	Delivered entirely online in semester 1. Face to face lectures are replaced by a combination of live and pre-recorded sessions. Face to face seminars are delivered online. <u>Synchronous</u> Contact will be via scheduled online interactive workshops and consolidation sessions	Contact:	CURRENT 40	NEW 40
		Blended learning:	40	40
		Student managed learning:	120	120
		Total	200	200
MCH_4_002 Clinical Physiology	Delivered entirely online in semester 1. Face to face lectures are replaced by a combination of live and pre-recorded sessions. Face to face seminars are delivered online.	Contact:	CURRENT 40	NEW 40
		Blended learning:	40	40
		Student managed learning:	120	120

	<p><u>Synchronous</u> Contact will be via scheduled online interactive workshops and consolidation sessions</p>	Total	200	200
MCH_4_003 Chiropractic I	<p>Semester 1-Delivered entirely online. Face to face lectures are replaced by a combination of live and pre-recorded sessions. Face to face seminars are delivered online. Formative assessment is delivered online. <u>Synchronous</u> Contact will be via scheduled online interactive workshops and consolidation sessions. Skills sessions will be offered on the University campus adhering to social distancing regulations and skills laboratory capacity in Semester 2.</p>	<p>CURRENT Contact: Blended learning: Student managed learning: Total</p>	<p>30 35 +15 placement 120 200</p>	<p>NEW 30 35+15 placement will occur only in Semester 2 120 200</p>
MCH_4_004 Normal Radiographic Anatomy	<p>Delivered entirely online for semester 1. Face to face lectures are replaced by a combination of live and pre-recorded sessions. Face to face seminars are delivered online. <u>Synchronous</u> Contact will be via scheduled online interactive workshops and consolidation sessions.</p>	<p>Contact: Blended learning: Student managed learning: Total</p>	<p>CURRENT 30 50 120 200</p>	<p>NEW 30 50 120 200</p>

MCH_4_005 Psychology and Behavioural Science	<p>Delivered entirely online for semester 1.</p> <p>Face to face lectures are replaced by a combination of live and pre-recorded sessions.</p> <p>Face to face seminars are delivered online.</p> <p><u>Synchronous</u></p> <p>Contact will be via scheduled online interactive workshops and consolidation sessions.</p>	<p>Contact:</p> <p>Blended learning:</p> <p>Student managed learning:</p> <p>Total</p>	<p>CURRENT</p> <p>40</p> <p>40</p> <p>120</p> <p>200</p>	<p>NEW</p> <p>40</p> <p>40</p> <p>120</p> <p>200</p>
MCH_5_001 General Diagnosis-Systems	<p>Delivered entirely online for semester 1.</p> <p>Face to face lectures are replaced by a combination of live and pre-recorded sessions.</p> <p>Face to face seminars are delivered online.</p> <p>Formative assessment is delivered online.</p> <p><u>Synchronous</u></p> <p>Contact will be via scheduled online interactive workshops and consolidation sessions.</p>	<p>Contact:</p> <p>Blended learning:</p> <p>Student managed learning:</p> <p>Total</p>	<p>CURRENT</p> <p>40</p> <p>40</p> <p>120</p> <p>200</p>	<p>NEW</p> <p>40</p> <p>40</p> <p>120</p> <p>200</p>
MCH_5_003 Chiropractic II	<p>Face to face lectures are replaced by a combination of live and pre-recorded sessions.</p> <p>Face to face seminars are delivered online.</p> <p>Formative assessment for Semester 1 is delivered online.</p> <p>Additional clinical placement moved to Semester 2</p> <p><u>Synchronous</u></p> <p>Contact will be via scheduled online interactive workshops and consolidation sessions.</p> <p>Skills sessions will be offered on the University campus adhering to social distancing regulations and skills laboratory capacity.</p>	<p>Contact:</p> <p>Blended learning:</p> <p>Student managed learning:</p> <p>Total</p>	<p>CURRENT</p> <p>40</p> <p>20+20</p> <p>120</p> <p>200</p>	<p>NEW</p> <p>40</p> <p>20+20 placement will occur only in Semester 2</p> <p>120</p> <p>200</p>
MCH_5_005 Pathologic Radiology	<p>Face to face lectures are replaced by a combination</p>	<p>Contact:</p>	<p>40</p> <p>40</p>	<p>40</p> <p>40</p>

	<p>of live and pre-recorded sessions. Face to face seminars are delivered online. Formative assessment for Semester 1 is delivered online. <u>Synchronous</u> Contact will be via scheduled online interactive workshops and consolidation sessions</p>	<p>Blended learning: Student managed learning: Total</p>	<p>120 200</p>	<p>120 200</p>
<p>MCH_5_006 Anatomy and Physiology of the Head, Neck and Nervous System This new module replaces MCH_5_002 Anatomy of the Head, Neck and Nervous System and MCH_5_004 Clinical Physiology (Pathophysiology)</p>	<p>Face to face lectures are replaced by a combination of live and pre-recorded sessions. Face to face seminars are delivered online. Formative assessment for Semester 1 is delivered online. <u>Synchronous</u> Contact will be via scheduled online interactive workshops and consolidation sessions</p>	<p>Contact: Blended learning: Student managed learning: Total</p>	<p>40 40 120 200</p>	<p>40 40 120 200</p>
<p>MCH_5_007 Orthopaedics and Neurology (New module)</p>	<p>Face to face lectures are replaced by a combination of live and pre-recorded sessions. Face to face seminars are delivered online. Formative assessment for Semester 1 is delivered online. <u>Synchronous</u> Contact will be via scheduled online interactive workshops and consolidation sessions</p>	<p>Contact: Blended learning: Student managed learning: Total</p>	<p>40 40 120 200</p>	<p>40 40 120 200</p>
<p>MCH_6_001 Clinical Diagnosis-Systems</p>	<p>Delivered entirely online for semester 1. Face to face lectures are replaced by a combination of live and pre-recorded sessions. Face to face seminars are delivered online. Formative assessment delivered online. <u>Synchronous</u></p>	<p>Contact: Blended learning: Student managed learning: Total</p>	<p>40 40 120 200</p>	<p>40 40 120 200</p>

	Contact will be via scheduled online interactive workshops and consolidation sessions.			
MCH_6_002 Clinical Nutrition and Public Health	Delivered entirely online for semester 1. Face to face lectures are replaced by a combination of live and pre-recorded sessions. Face to face seminars are delivered online. Formative assessment delivered online. <u>Synchronous</u> Contact will be via scheduled online interactive workshops and consolidation sessions.	Contact: Blended learning: Student managed learning: Total	40 40 120 200	40 40 120 200
MCH_6_003 Contemporary Issues in Chiropractic Practice	Semester 2 only			
MCH_6_004 Chiropractic III	Face to face lectures are replaced by a combination of live and pre-recorded sessions. Face to face seminars are delivered online. Formative assessment for Semester 1 is delivered online. Additional clinical placement due to moved to Semester 2 <u>Synchronous</u> Contact will be via scheduled online interactive workshops and consolidation sessions. Skills sessions will be offered on the University campus adhering to social distancing regulations and skills laboratory capacity in Semester 2 only	Contact: Blended learning: Student managed learning: Total	40 40 120 200	40 40 120 200
MCH_6_005 Rehabilitation and Functional Management	Face to face lectures are replaced by a combination of live and pre-recorded sessions. Face to face seminars are delivered online.	Contact: Blended learning:	20 40 140	20 40 140

	<p>Formative assessment for Semester 1 is delivered online.</p> <p><u>Synchronous</u></p> <p>Contact will be via scheduled online interactive workshops and consolidation sessions.</p> <p>Skills sessions will be offered on the University campus adhering to social distancing regulations and skills laboratory capacity in Semester 2 only</p>	<p>Student managed learning:</p> <p>Total</p>	200	200
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Changes to assessment strategy

No change required		
Module code and name	Changes to weightings of assessment	
	Current	New
MCH_4_001 Clinical Anatomy	<p>Formative-Online MCQ practice tests</p> <p>Mock OSCE</p> <p>Summative- 2hour written exam end of Semester 2</p> <p>40- minute OSCE end of Semester 2</p>	<p>Formative-Online MCQ practice tests</p> <p>Mock OSCE given at beginning of Semester 2</p> <p>Summative- 2 hour written exam end of Semester 2</p> <p>40- minute OSCE end of Semester 2</p>
MCH_4_002 Clinical Physiology and Pathophysiology	<p>Formative-Group presentation of a clinical scenario.</p> <p>Self- assessment MCQ quizzes</p> <p>Summative- Online MCQ exam- Semester 2</p>	<p>Formative- Group presentation of a clinical scenario.</p> <p>Self- assessment MCQ quizzes</p> <p>Summative- Online MCQ exam- Semester 2</p>
MCH_4_003 Chiropractic I	<p>Formative- In class peer review manual therapy skill and reflective review of learning.</p> <p>Summative- Completion of PDP task: 1200- word reflective essay of learning from clinical observation and shadowing to include application of chiropractic clinical skills.</p> <p>40- minute OSCE exploring clinical skills application and demonstration</p>	<p>Formative- in class peer review of manual skill therapy skills moved to Semester 2</p> <p>Summative- Clinical observation and shadowing moved to Semester 2.</p> <p>40 -minute OSCE- exploring clinical skills application and demonstration Semester 2</p>
MCH_4_004 Normal Radiographic Anatomy	<p>Formative- In class quizzes</p> <p>Summative- Online MCQ</p> <p>Online Matching and imaging identification</p>	<p>Formative- online quizzes</p> <p>Summative- Online MCQ</p> <p>Online Matching and imaging identification</p>

MCH_4_005 Psychology and Behavioural Science	Formative- In Class small group use of reflective diaries and models. Completion of self-reflective Professional Development Portfolio. Summative- 3,000 word Written case study (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 End of Semester 2.	Formative- On line small group use of reflective diaries and models. Completion of self-reflective Professional Development Portfolio. Summative- 3,000 word Written case study (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. End of Semester 2.
MCH_5_001 General Diagnosis- History and Physical Examination	Formative- Mock Practical Tests Summative- Sign off of level 5 basic clinical skills competencies in log book situated in Professional Development Portfolio Pass/Fail Moved to Semester 2 Online MCQ and extended MCQ Final OSCE	Formative- Mock OSCEs in Semester 2 Summative-online Professional Development Portfolio- Take full history of designated person. 1200 word reflective account of health history taking Online MCQ and Extended MCQ. Final OSCE in Semester 2
MCH_5_006 Anatomy and Physiology of the Head, Neck and Nervous System	Formative- Mock OSCE Weekly quizzes Summative- 1 MCQ in-class based on clinical cases 40 Minute OSCE Assessing anatomical and clinical knowledge 2 hour written examination	Weekly online quizzes Online MCQ based on clinical cases 40- minute OSCE - Assessing anatomical and clinical knowledge end of semester 2 2 hour written exam – end of semester 2
MCH_5_003 Chiropractic II	Formative- In class peer review manual therapy skill and reflective review of learning. Summative- Completion of PDP task: 1200- word reflective essay of learning from clinical observation and shadowing to include application of chiropractic clinical skills. 40- minute OSCE exploring clinical skills application and demonstration	Formative- in class peer review of manual skill therapy skills moved to Semester 2 Summative- Clinical observation and shadowing moved to Semester 2. 40 minute OSCE- exploring clinical skills application and demonstration Semester 2
MCH_5_005 Pathological Radiology	Formative- on-going in class and online radiological interpretation and case study scenarios. Summative- Online MCQ 25 questions, 60 minutes Writing radiology reports Online matching and illustration	Formative- on-going online radiological interpretation and case study scenarios. Summative- Online MCQ 25 questions, 60 minutes Online-writing radiology reports Online matching and illustration

<p>MCH_5_007 Orthopaedics and Neurology (New Module)</p>	<p>Formative- Mock MCQs Mock practical sessions 1 - 15 min Group presentation reviewing specific disorder commonly seen in chiropractic practice. Summative- 1 40 min. OSCE assessing basic orthopaedic and neurological skills. 1- 2 hour final written exam</p>	<p>Formative- online mock MCQ Mock practical sessions moved to semester 2 Group presentation moved to Semester 2 Summative- 40 min. OSCE in Semester 2 2. hour written final in Semester 2</p>
<p>MCH_6_001 Clinical Diagnosis-Systems (New Module)</p>	<p>Formative-Practical exam preparation and short essay practice papers. Summative- 1 x 40-minute OSCE assessing practical history taking and physical assessment techniques. Part 2 Short answer essay questions (choice of 3 clinical scenarios out of 5 - 1 hour) Semester 2</p>	<p>Formative- Online short essay practice papers Summative- Part 1 1 x 40-minute OSCE assessing practical history taking and physical assessment techniques. Part 2 Short answer essay questions (choice of 3 clinical scenarios out of 5 - 1 hour) Semester 2</p>
<p>MCH_6_002 Nutrition and Public Health (New Module)</p>	<p>Formative- In-class discussion and debate of nutritional or public health impact on clinical practice. Summative- Short essay questions on nutrition and chiropractic practice, choice of 3 out of 5 (1 hour) 1500 word written assignment: Critical evaluation of the impact that public health challenges have on contemporary chiropractic practice.</p>	<p>Formative- online discussion and debate of nutritional or public health impact on clinical practice. Summative- Short essay questions on nutrition and chiropractic practice, choice of 3 out of 5 (1 hour) online 1500 word written assignment: Critical evaluation of the impact that public health challenges have on contemporary chiropractic practice- submitted online</p>
<p>MCH_6_004 Chiropractic III (New Module)</p>	<p>Formative- In class peer review manual therapy skill and reflective review of learning. Summative- Completion of PDP task: 1200- word reflective essay of learning from clinical observation and shadowing to include application of chiropractic clinical skills. 40 minute OSCE exploring clinical skills application and demonstration</p>	<p>Formative- in class peer review of manual skill therapy skills moved to Semester 2 Summative- Clinical observation and shadowing moved to Semester 2. 40 - minute OSCE- exploring clinical skills application and demonstration Semester 2</p>
<p>MCH_6_005 Rehabilitation and Functional Management (New Module)</p>	<p>Formative In-class mock OSCE and presentation Summative</p>	<p>Formative In-class mock OSCE and presentation Summative</p>

	<p>Part 1: 1 x OSCE (40 minutes) 2 stations – one rehabilitation focused and 1 physical therapies focused. Assessment and treatment planning explored at each station</p> <p>Part 2: 15 minute presentation on the evidence base for physical therapy and functional rehabilitation in chiropractic. Including 5 minute Q&A.</p>	<p>Part 1: 1 x OSCE (40 minutes) 2 stations – one rehabilitation focused and 1 physical therapies focused. Assessment and treatment planning explored at each station End of Semester 2</p> <p>Part 2: 15 minute presentation on the evidence base for physical therapy and functional rehabilitation in chiropractic. Including 5 minute Q&A. End of Semester 2</p>
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Removal / Alterations of placements

No change required	None required
Module or course and name	Change / alteration to placement
MCH_4_003 Chiropractic I	All placements in Semester 2
MCH_5_003 Chiropractic II	All placements in Semester 2
MCH_6_004 Chiropractic III	All placements in Semester 2

Additional information

Any additional information
<p>Contact Information: Course Director- Mark Langweiler, DC, DAAPM- langweim@lsbu.ac.uk Recruitment- Danny Clegg- cleggd@lsbu.ac.uk</p>

Original Course Specification

For reference, the following pages contain the original teaching and learning schedule of this course, prior to the changes implemented in response to Covid-19.

A. Course Information			
Final award title(s)	Integrated Masters in Chiropractic (MChiro) – Pre-registration	Course Code(s)	5008
Intermediate award title(s)	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		
Awarding Institution	London South Bank University		
School	<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		
Division	Allied Health Science		
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input checked="" type="checkbox"/> Havering <input type="checkbox"/> Other: <i>please specify</i>		
Mode(s) of delivery	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Both		
Length of course	4 years		
Approval dates:	Course(s) validated	No	
	Course specification last updated and signed off	Feb 2017	
	Version number	V1.0	
Professional, Statutory & Regulatory Body accreditation	General Chiropractic Council		
Reference points:	Internal	LSBU Corporate Strategy 2015-2020. LSBU Academic Regulations 2017-18 School of Health and Social Care Local Delivery Plan (2016-17)	
	External	General Chiropractic Council.UK. GCC: Quality Assurance Handbook (2017) GCC:The Chiropractic Code: Standards of conduct, performance and ethics (2016) GCC Education Standards (2017) QAA QAA The Frameworks for Higher Education Other SEEC Credit Level Descriptors for Higher Education (2016)	

B. Course Aims, Features and Outcomes	
Distinctive features of course	<p>The distinctive features of the Masters in Chiropractic course include:</p> <ul style="list-style-type: none"> • Meeting the GCC Education Framework (2017) enabling successful students to be eligible to apply for registration with the General Chiropractic Council, UK. • 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
Course Aims	<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"> 1. Demonstrate strong professional role identity, autonomy, accountability and resilience 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 3. Act as ambassadors for the chiropractic profession; 4. Be independent in learning and commitment to continued professional development and lifelong learning 5. Develop the qualities and transferable skills necessary for employment on graduation
Course Outcomes	<p>A) Students will have knowledge and understanding 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>Students exiting with the non-GCC Certificate in Higher Education Health Studies will have achieved A1-A3</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>Students exiting with the non-GCC Diploma in Higher Education Health Studies will have achieved A1-A5</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>Students exiting with the non-GCC BSc in Health Studies will have achieved A1-A7</p> <p>A8 effective interprofessional and collaborative working as applied to chiropractic practice</p> <p>a) Teaching and learning strategy:</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"> • Simulated learning opportunities • Seminars, discussions and small group exercises will allow the sharing of ideas, critical analysis and discussion • Tutorials and small group work <p>b) Assessment:</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"> • Written Examination • Written Assignment • Practical examination • E-activities • Presentations <p>B) Students will develop their intellectual skills 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

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
- Poster presentations

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)

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>Students exiting with the non-GCC BSc in Health Studies will have achieved D1-D6</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>a) Teaching and learning strategy:</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) Assessment:</p> <p>A variety of assessment methods are used to assess transferable skills.</p> <ul style="list-style-type: none"> • Written Examination • Written Assignment • Practical Examination • Clinical Portfolio • Poster presentation • Group presentation • Activity class delivery
C. Entry Requirements	
<p>Pre-requisites for this course</p>	<p>Applicants to this course will need to meet the following entry criteria (or recognised equivalents).</p> <p>Integrated Masters in Chiropractic (MChiropractic) registration.</p> <p>1. ABB or above at A level, normally at least 2 sciences, preferably biology. General studies and key skills not accepted, or</p> <p>2. BTEC Level 3 Extended Diploma (18 unit award, formerly ND): DDD, Applied Science or Medical Science, or</p> <p>3. Pass in a recognized Access to HE course in Science or Health Studies or similar (60 credits of which 45 credits will be at Level 3 including 30 at Distinction grade, 15 at merit grade), or</p> <p>4. An Honours degree (minimum 2:2 Classification) in a subject related to science or health, for example, physics, biology, health sciences, or</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>

D. Additional Information			
Course Modules, Structure and Awards			
Module Code	Module title		Credits
	Semester 1	Semester 2	
Masters in Chiropractic (MChiro)			
(Year 1)			
	Concepts of Interprofessional and Collaborative Practice (IPL1)		20
	Clinical Anatomy		20
	Clinical Physiology 1		20
	Chiropractic 1		20
	Normal Radiographic Anatomy		20
		Psychology & Behavioural Science	20
Exit Qualification – Cert HE In Health Studies (120 L4 credits)			
(Year 2)			
	Semester 1	Semester 2	
	Appraising Evidence for Research-informed Practice		20
	General Diagnosis – (History & Physical Examination)		20
	Clinical Anatomy – Head, Neck & Neuroanatomy		20
	Chiropractic II		20
	Clinical Physiology II - (Pathophysiology)		20
		Clinical Imaging – Pathological Radiographic Anatomy	20
Exit Qualification – Dip HE Health Studies (240 Credits – 120 at L4 and 120 at L5)			
(Year 3)			
	Semester 1	Semester 2	
	Research in Health and Social Care (Level 7)		20
	Clinical Diagnosis (General Diagnosis – systems)		20
	Clinical Nutrition & Public Health		20
		Contemporary Issues in Chiropractic Practice	20
	Chiropractic III		20
	Rehabilitation and Functional Management		20
Exit Qualification – BSc Health Studies (300 Credits – 120 at L4, 120 at L5, 60 at L6)			
(Year 4)			
	Semester 1	Semester 2	
	Clinical Practice and Placement		60
	Dissertation		60
Exit Qualification – Integrated Masters in Chiropractic			

LEVEL 4		SEMESTER 1	Week	SEMESTER 2	Week
Concepts of interprofessional and collaborative practice (IPL1) (20)	Formative	Group presentation of information resource	25	3000-word reflective account Weighting 100%	33
	Summative				
Clinical Anatomy	Formative	MCQ online practice tests Mock practical exams in groups with peer feedback			
	Summative	1 x MCQ on-line tests. 30 minutes (20 questions) Weighting 30%	25	1 x 40-minute OSCE ¹ assessing practical anatomical knowledge Weighting 70%	43
Clinical Physiology 1	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
		1 x MCQ online test - 1 hour (20 questions) Weighting 50%	25	1 x Extended MCQ questions – 1 hour (4 questions) Weighting 50%	43
Chiropractic 1	Formative	Reflective practice in small groups Practice short answer essay questions. Mock practical tests.			
	Summative	Professional Development portfolio • Completion of appropriate skill sets in Clinical Assessment. • Pass/Fail •			43
	Summative	Part 2 - 500-word reflective summary of clinic observation Weighting – 20% Part 3 - OSCE (40 mins) assessing clinical skills Weighting 80%			43
Normal Radiographic Anatomy	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%	25		
Psychology & Behavioural Sciences	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	

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

	Summative		3,000 word Written case study (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
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LEVEL 5		SEMESTER 1	Week	SEMESTER 2	Week
General Diagnosis – history and physical examination	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
Appraising Evidence for informed practice (IPL) (20)	Formative	Critique a chosen research article and present to group	24		
	Summative	3000-word critical appraisal (100%)			40
Clinical Anatomy (Head, Neck & Neuroanatomy)	Formative	Practice short answer essay questions. Mock practical tests.			
	Summative	Short answer essay questions (choice of 3 clinical scenarios out of 5) 1 hour Weighting 50%	25	1 x 40-minute OSCE assessing clinical skills Weighting 50%	43
Clinical Physiology II - Pathophysiology	Formative	IN Class skills practice related to case scenarios			
	Summative	Clinical assessment of skills practice in-class (abnormal presentations) and sign-off clinical assessment skills section in Professional Development Portfolio.			43
	Summative	Part 1: 1 x MCQ & Extended MCQ questions (10 MCQ and 5 extended MCQ) – 1 hour Weighting = 50%	25	Part 2: Short answer essay questions (choice of 3 clinical scenarios out of 5) - 1 hour Weighting = 50%	41
Chiropractic II	Formative	In class peer review palpatory skills and manual therapy skills. Practical exam practice sessions			
	Summative	Part 1 : Professional Development Portfolio Tasks: <ul style="list-style-type: none"> ● 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%			
Clinical Imaging - Pathological Radiographic Anatomy	Formative	In class and online radiological interpretation and case study scenarios and tests. Across year			
	Summative	Part 1 2 x online MCQ exam – (each exam-30 mins 10 Qs). Weighting 50% (25% each exam)	24	Part2 1 x Online matching and illustration exams (4 questions - 1 hour) Weighting 50 %	38

LEVEL 6		SEMESTER 1	Week	SEMESTER 2	Week
Clinical Nutrition & Public Health	Formative	In-class discussion of nutritional or public health impacts			
	Summative	Part 1: Short answer essay questions on nutrition and chiropractic practice. Choice of 3 out of 5. 1 hour. Weighting 50% Part 2: 1,500 word written assignment: 'Critical evaluation of the impact that public health challenges have on contemporary chiropractic practice'. Weighting 50% Both parts need to be passed to pass this module			40
Chiropractic III	Formative	In class peer review manual therapy skills Reflective review of learning, strengths and weaknesses for professional development portfolio.			
	Summative	Part 1: Completion of PDP task: 1,000 word reflective review of learning. Weighting 25%	25	1x OSCE (40 minutes) Weighting 100%	43
Rehabilitation & Functional Management	Formative	In-class practical OSCE preparation and presentation practice			
	Summative	Part 1: 1 x OSCE (40 minutes) assessment and treatment planning. Weighting 50% Part 2: 15-minute presentation on evidence base for physical therapy and rehabilitation in chiropractic and 5 min Q&A. Weighting 50%			43
Clinical Diagnosis- (General Diagnosis – systems)	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	Part 2 Short answer essay questions (choice of 3 clinical scenarios out of 5 - 1 hour) Weighting – 50%	43
Contemporary Issues in Chiropractic Practice	Formative	IN-class OSCE practice			
	Summative	Summative - Practical Examination (90 minutes total) 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%			43
Research in Health & Social Care LEVEL 7	Summative	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%			40

LEVEL 7		SEMESTER 1	Week	SEMESTER 2	Week
Clinical Practice/Placement	Formative	Clinical Supervision and feedback in-clinic			
	Summative	<p>Part 1 - Professional Development Portfolio – completion and sign off of a minimum of 40 individual new patient clinical cases across a range of conditions. Pass/Fail</p> <p>Part 2 2 x clinical viva focusing on clinical understanding and competencies Weighting 40% (20 % per viva) 1 x in-house clinic, 1x external clinic.</p> <p>Part 3 2 x Clinical placement assessments (detailed in Professional Development Portfolio) to cover 1x in-house clinic and 1x external clinic. Weighting 40% (20% per assessment)</p> <p>Level 7 Pass mark - 50%</p> <p>Students must pass all components to pass the module. 40 Clinical Cases must be evidenced in Professional Development Portfolio for full award and eligibility for GCC registration</p>			43
Dissertation Module	Formative	Tutor feedback and guidance.			
	Summative	<p>The assessment has two options:</p> <ol style="list-style-type: none"> 1. A primary research or work-based project (e.g. a service evaluation or audit or evaluation of a workplace intervention) OR 2. A mini-systematic review – a review that aspires to the rigor of a Cochrane review but recognises the student has time limits. <p>Each option can be presented for assessment as either</p> <ul style="list-style-type: none"> • a traditional 12,000-word dissertation OR • 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). <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

- Clinical Anatomy – Head, Neck and Neuroanatomy.
- Clinical Physiology II – Pathophysiology
- 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 year 3 students will shadow qualified chiropractors as part of their professional development in the Contemporary Issues Module 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 600 Hours attached to its delivery; 500 of which are logged clinical hours. In addition to the GCC requirement of at least 40 new cases forming part of the clinical experience, 2 formal placement assessments are required to be signed off and a clinical viva passed and evidenced in the Professional Development Portfolio. These placement assessments are effectively an assessment of practice within clinical settings and act as a guide for professional and personal development.

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	Clinical Anatomy (Head Neck & Neuroanatomy)	20	TA	TDA		TDA	TA				TDA	TDA	DA	DA				TA	TA
5	Clinical Physiology II - (pathophysiology)	20	TA	TDA		TDA	DA	D			TDA	TDA			TDA		TDA	TDA	D
5	Chiropractic II	20	TA	TDA		TDA	TA	TDA			TDA	DA	DA	DA			TDA	TDA	DA
5	Clinical Imaging – Pathological Radiographic Anatomy	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	Clinical Nutrition and 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	Clinical Anatomy (Head Neck & Neuroanatomy)	20	TA		TDA		TA	TDA	D	D		DA			DA				
5	Clinical Physiology II (pathophysiology)	20	TS	DA	TDA			TDA		D		TA			DA				
5	Chiropractic II	20	TA	D	TDA	TDA	TDA	TDA	D	DA				D	DA	D			
5	Clinical Imaging – Pathological Radiographic Anatomy	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	Clinical Nutrition and 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
1. Supporting the development and recognition of skills through the personal tutor system.	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.
2. Supporting the development and recognition of skills in academic modules.	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.	
3. Supporting the development and recognition of skills through purpose designed modules.	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.		

