



**AECC**  
University College

# **MChiro (Hons)**

# **Master of Chiropractic**

# **Course Specification**

Version 1.0

Document date: July 2017

Applies to students entering the MChiro (Hons) course as an  
AECC University College award  
September 2017 and thereafter

## MChiro Course Specification Contents

Basic Programme Information.....	3
Programme Overview .....	4
1. Admissions regulations and entry requirements .....	4
2. Aims of the programme .....	4
3. Intended Learning Outcomes.....	5
3. Intended Learning Outcomes.....	6
Programme Structure .....	11
4. Outline of programme content.....	11
5. Placements, work-based learning or other special features of the programme .....	11
6. Programme structure, levels, units credit and award.....	12
Learning, Teaching and Assessment .....	12
7. Learning and teaching strategies and methods.....	12
8. Assessment strategies and methods .....	12
9. Learning hours.....	13
10 Staff delivering the programme.....	13
11. Progression and assessment regulations.....	13
12. Additional costs.....	14
13. Methods for evaluating the quality of learning and teaching.....	14
14. Inclusivity statement .....	14
15 Reference points including QAA Benchmark Statements .....	14
16 Regulatory & policy framework .....	15
Appendix 1: Programme Diagram MChiro (Hons) Master of Chiropractic .....	16
Appendix 2: Programme Skills Matrix .....	17
Appendix 3: SEEC (2010). Credit level descriptors for Higher Education. Southern England Consortium for Credit Accumulation and Transfer: Descriptors: for Level 3.....	19

### Record of Modifications

Description of Modification	Date approved	Cohort(s) to which modification applies

## Title: MChiro (Hons) Master of Chiropractic

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

Programmes, major changes to programmes and modifications to programmes are approved following consideration through the AECC University College's programme approval and review processes or Programme and Unit Modification procedure, as appropriate. It is, however, expected that programmes change over time, for example as a result of changes to professional accreditation requirements, in response to feedback from faculty and students, and through annual review processes. Any such changes will be discussed with and communicated to students in an appropriate and timely manner.

### Basic Programme Information

Awarding Institution	AECC University College
Final award, title and credits	MChiro (Hons) Master of Chiropractic
Interim exit awards, titles and credits	BSc (Hons) Human Sciences DipHE Human Sciences CertHE Human Sciences  Year 0: 120 credits (60ECTS) level 3 Year 1: 120 credits (60ECTS) level 4 Year 2: 120 credits (60ECTS) level 5 Year 3: 120 credits (60ECTS) level 6 Year 4: 120 credits (60ECTS) level 7
FHEQ level of final award	level 7
Mode of study	Full time
Accreditation details	General Chiropractic Council accreditation European Council on Chiropractic Council accreditation
Standard length of programme	4 years for students entering year 1 5 years for students entering year 0
Maximum periods of study	<b>Full-time maximum (years)</b> CertHE Human Sciences 3 DipHE Human Sciences 4 BSc (Hons) Human Sciences 5 MChiro (Hons) Master of Chiropractic 7 Maximum periods of study may be extended by the Assessment Board
Language of delivery	English
Place of delivery	AECC University College
UCAS code (where applicable)	B320
HESA JACS (Joint Academic Coding System) Code(s) per programme/pathway	B320
Date Programme initially validated	Programme initially approved as award of Bournemouth University July 2015. Approved as award of the AECC University College July 2017
Date of first intake	September 2017 for year 0 and year 1 for award of the AECC University College
Version number of this Programme Specification	Version 1.0
Date this version approved/intake to which this applies	July 2017/September 2017 intake
Author	Amanda Jones-Harris, Programme Leader

## Programme Overview

### 1. Admissions regulations and entry requirements

The regulations for this programme are the AECC University College Standard Admission Regulations and the Undergraduate Schedule to the Admissions Policy which may be found at the Policies for Students webpage <http://www.aecc.ac.uk/student-life/policies-for-students/>. These regulations include the entry requirements and specific requirements regarding English language. Information the requirement for Disclosure and Barring Service (DBS) checks is also included in these regulations.

The programme has two entry points, Year 0 and Year 1. The entry requirements for each point of entry are stated in the Undergraduate Schedule to the Admissions Policy.

There are no formally agreed Articulation, Recognition or internal/external Progression Agreements for this programme.

#### Recognition of Prior Learning (RPL)

AECC University College has a Recognition of Prior Learning Policy which can be found at the Policies for Students webpage <http://www.aecc.ac.uk/student-life/policies-for-students/>. AECC University College will consider through this policy, and its Recognition of Prior Certificated Learning (RPCL) procedures, qualifications for admission with advanced standing and for exemption from elements of the taught programme. For Integrated Masters provision credit based on RPL shall not exceed 240 credits.

### 2. Aims of the programme

The practice of chiropractic emphasises manual treatments to relieve pain, discomfort and disability and to restore optimal function within a patient-centred, biopsychosocial, healthcare model. Chiropractors traditionally operate as independent practitioners within the private sector, either through primary contact or referral, but they can also treat NHS-funded patients through the Any Qualified Practitioner (AQP) scheme

The aims of the programme are to:

- prepare graduates to act as safe and competent primary contact clinicians
- produce graduates who can deliver the highest standards of care in the context of and responding to their community needs and the wider healthcare environment
- produce graduates capable of practicing within a patient-centered model with the skills and approach that enable the integration of critically evaluated research evidence, clinical expertise and patient choice
- produce graduates with attitudes and skills that engender lifelong learning and continuing professional development with a view to achieving the highest professional standards
- provide graduates with an understanding of the scientific method in the context of modern healthcare and the knowledge and skills that underpin this
- produce graduates with effective skills of listening, interpreting and communicating within the healthcare arena with emphasis on the psychosocial issues inherent with this activity.

Those who successfully complete this programme will be eligible for General Chiropractic Council (GCC) registration as a chiropractor and thus will be qualified to work as a private healthcare practitioner within the UK.

### 3. Intended Learning Outcomes

#### Level 7

#### Subject Knowledge and Understanding

Having successfully completed this programme students will be able to demonstrate knowledge and understanding of:

- A1** The history, theory, basis and principles of chiropractic in a contemporary context.
- A2** The differentiation between normal and abnormal structure and function relating to the human body and what constitutes “health” in the context of society and populations, how health and disease outcomes are measured and the place of evidence informed practice in contemporary health care.
- A3** The range of conditions that present to chiropractors as independent primary contact practitioners, the scientific basis for their presentations and the nature and impact of their physical, psychological and social aspects.
- A4** Selected drug actions appropriate to the management or co-management of musculoskeletal conditions: therapeutics and pharmacology; drug side effects and interactions.
- A5** The context and nature of chiropractic as a regulated profession in the UK, and the duties of chiropractors as registered primary healthcare professionals.
- A6** The legal, moral and ethical responsibilities involved in protecting and promoting the health of individual patients, their dependents and the public– including vulnerable groups such as children, older people, people with learning disabilities and people with mental illnesses.
- A7** The different research methods related to clinical decision-making, related ethical and governance issues and the ways in which the outcomes of research are transferred to practice.

#### Intellectual Skills

Having successfully completed this programme students will be able to:

- B1** Identify their own learning needs, plan their own learning and development and evaluate its effectiveness, required for continuing professional development.
- B2** Critically appraise the results of relevant studies as reported in the chiropractic, medical and scientific literature and appropriately apply findings from the literature to answer questions raised by specific clinical problems.
- B3** Formulate a plan for the appropriate assessment, treatment and management of patients, according to established principles and best evidence, in partnership with the patient and other health professionals as appropriate.
- B4** Make sound clinical judgments in the absence of complete data, assess and recognise the severity of a clinical presentation and the need for immediate emergency care and appraise and recommend appropriate strategies for a range of ethical dilemmas that might affect chiropractors.
- B5** Acquire, assess and integrate new knowledge, demonstrating originality in the application of knowledge.
- B6** Learn to adapt to changing circumstances and demonstrate self-direction and originality in tackling and solving problems to ensure that patients receive the highest level of professional care.
- B7** Demonstrate a systematic understanding of knowledge with critical evaluation and insight of emerging contemporaneous knowledge.

### 3. Intended Learning Outcomes

#### Practical Skills

Having successfully completed this programme students will be able to:

- C1** Confidently take and record a patient's medical history using appropriate methods to draw out the necessary information.
- C2** Perform and interpret a range of diagnostic procedures, appropriate to the conditions that commonly present to chiropractors as well as those that may masquerade as musculoskeletal complaints, and measure and record the findings.
- C3** Perform a wide range of therapeutic psychomotor and condition management skills, selecting and applying each of them to meet the needs of individual patients, utilising the best available evidence and/or patient preferences, and managing patients in a manner that is in consonance with ethical professional practice.
- C4** Communicate appropriately (both verbally and in writing) with patients, their relatives or other carers, and colleagues from the medical and other professions and keep accurate, attributable, legible and complete clinical records, which are representative of the interaction with the patient.
- C5** Employ the principles and methods of improvement, including audit, adverse incident reporting and quality improvement and gain experience in how to use the results of audit to apply continuous quality improvement in their practice.
- C6** Provide basic first aid and life support including cardio-pulmonary resuscitation and/or directing other team members to carry out resuscitation.

#### Transferable skills

Having successfully completed this programme students will be able to:

- D1** Communicate clearly, sensitively and effectively with patients and others, by listening, sharing and responding, regardless of their age, social, cultural or ethnic backgrounds or their disabilities, including when English is not the patient's first language and provide explanation, advice, reassurance and support.
- D2** Manage time, prioritise tasks, exercise initiative and work autonomously when necessary and appropriate.
- D3** Make effective use of computers and other information systems, including storing and retrieving information and access these sources to use the information in relation to patient care, health promotion, giving advice and information to patients and for research and education.
- D4** Understand the importance of lifelong and independent learning required for continuing professional development, including the demonstration of intellectual progression with a professional development portfolio containing reflections, achievements and learning needs.
- D5** Function effectively as a mentor and teacher including contributing to the appraisal, assessment and review of colleagues and giving effective, constructive feedback to junior colleagues.
- D6** Understand and respect the roles and expertise of other healthcare professionals in the context of working and learning in a multi-disciplinary approach, seeking their advice when necessary.
- D7** Work with colleagues, and not in isolation from them, in ways that best serve the interests of patients, passing on information and handing over care, demonstrating flexibility, adaptability and a problem-solving approach.
- D8** Continually and systematically reflect on practice and, whenever necessary, translate that reflection into action, using improvement techniques and audit appropriately, especially in

### 3. Intended Learning Outcomes

complex and unpredictable situations.

- D9** Recognise and work within the limits of their own personal and professional knowledge, skills and experience and seek help from colleagues and others when necessary.

#### Interim Intended Learning Outcomes

##### Interim Intended Learning Outcomes for Level 6

Level 6 provides opportunities for students to develop and demonstrate knowledge, understanding and skills as follows:

##### Subject knowledge and understanding

- A1** The diagnosis and evidence-informed management for various clinical manifestations of disease and dysfunction pertinent to the topics of dermatology, fatigue, arthritides, the older patient, motor and movement disorders, disorders of the central and peripheral nervous system, disorders of skeletal muscle, disorders of sensation, balance, dizziness, headache, head pain and disorders of the lumbar spine, pelvis, lower limbs and abdomen.
- A2** The principles of patient management as they pertain to the AECC University College out-patient Clinic and the GCC's Code: Standards of conduct, performance and ethics for chiropractors (effective from 30 June 2016; 'Code of Practice and Standard of Proficiency' at the time of initial approval of the programme as a Bournemouth University award).
- A3** The principles of medical imaging, the risks and benefits of common imaging modalities used in musculoskeletal disorders and the clinical and professional responsibilities associated with each.
- A4** The interpretation of medical images to arrive at a working diagnosis, or differential diagnosis list, and understand how this informs patient management.

##### Intellectual skills

- B1** Demonstrate an ability to formulate a research question, design an appropriate protocol to address the question, provide its context through searching and critically appraising relevant literature, and write an ethics proposal.
- B2** Demonstrate a systematic, critical approach to clinical reasoning and decision making, often in the absence of complete data, and identify appropriate solutions or questions that may reasonably achieve solutions to clinical problems.
- B3** Generate a justifiable differential diagnosis based on relevant, available data (which may be incomplete) and modify, reject or prioritise the differential in light of new or further information.
- B4** Effectively manage uncertainty and ambiguity and formulate personal learning outcomes for a variety of learning opportunities.
- B5** Critically challenge beliefs, preconceptions or established theories and propose alternative conclusions and solutions to a range of clinical and ethical dilemmas.

##### Practical skills

- C1** Demonstrate clinical competence in the systematic, critical application and performance of the skills of history taking and physical examination and interpret, appropriately, the information gathered pertinent to the topics of dermatology, fatigue, arthritides, the older patient, motor and movement disorders, disorders of the central and peripheral nervous system, disorders of skeletal muscle, disorders of sensation, balance, dizziness, headache, head pain and disorders of the lumbar spine, pelvis, lower limbs and abdomen.
- C2** Demonstrate clinical competence in the performance, selection and justification of a variety of manipulative, mobilisation, myofascial and manual muscle testing procedures for the joints of the spine and extremities under indirect supervision.
- C3** Demonstrate clinical competence in the performance, selection and justification of assessment and management procedures employed in functional management under indirect



### 3. Intended Learning Outcomes

supervision.

- C4** Demonstrate clinical competence in the performance, selection and justification of assessment and therapeutic approaches to the management of the psychosocial aspects of musculoskeletal pain under indirect supervision.
- C5** Demonstrate the skills of basic first aid and life support including cardiopulmonary resuscitation and/or directing other team members to carry out resuscitation.

#### Transferable skills

- D1** Appropriately apply the principles of professional behaviour, conduct and practice expected of registered chiropractors.
- D2** Demonstrate methods of good communication in order to better identify patients' problems, provide greater patient satisfaction and reduce patient distress and anxiety.
- D3** Demonstrate proficiency in the communication of information, ideas, problems and solutions to both specialist and non-specialist audiences in a variety of different formats.
- D4** Make effective use of computers and other information systems in relation to patient care.
- D5** Understand the importance of lifelong and independent learning required for continuing professional development.
- D6** Demonstrate the ability to interpret and critically evaluate primary and secondary research sources in the context of relevant clinical scenarios.
- D6** Demonstrate the ability to exercise initiative and personal responsibility and show a reflective approach to learning and clinical practice.
- D7** Recognise and work within the limits of their own personal and professional knowledge, skills and experience and seek help from colleagues and others when necessary.

#### Interim Intended Learning Outcomes for Level 5

Level 5 provides opportunities for students to develop and demonstrate knowledge, understanding and skills as follows:

#### Subject knowledge and understanding

- A1** The personal and co-operative attributes of healthcare professionals and the philosophical ideas pertinent to the comprehension of professional practice in chiropractic.
- A2** The rationale for manual therapy and the local and peripheral effects of mechanical stimuli.
- A3** The diagnosis and management of various clinical manifestations of disease and dysfunction pertinent to the topics of pain and disorders of the cervical spine, upper limb and thorax.
- A4** Tumour formation, growth and spread throughout different tissues of the body and the common signs and symptoms associated with them.
- A5** The physiology, pathology and pharmacology of the gastrointestinal, renal, reproductive and endocrine systems.
- A6** The gross anatomy and functional relationships of the head, neck, nervous system (central and peripheral) and surrounding tissues.
- A7** Clinical research methods, including critical appraisal skills and an evidence informed approach to clinical practice.

#### Intellectual skills

- B1** Evaluate the appropriateness of a range of commonly used research designs with respect to musculoskeletal medicine.
- B2** Demonstrate a systematic, critical approach to the assessment of quality in appraisal of



### 3. Intended Learning Outcomes

relevant research studies.

- B3** Demonstrate a systematic, critical approach to clinical reasoning and decision making.
- B4** Generate and justify a differential diagnosis based on relevant initial data and modify, reject or prioritise the differential in light of new or further information.

#### Practical skills

- C1** Demonstrate technical competence in the systematic, critical application and performance of the skills of history taking and physical examination and interpret, appropriately, the information gathered pertinent to the topics of pain and disorders of the cervical spine, upper limb and thorax.
- C2** Demonstrate technical competence in a variety of manipulative, mobilisation, myofascial and manual muscle testing procedures for the tissues of the spine and extremities.
- C3** Demonstrate technical competence in the assessment and management procedures employed in functional rehabilitation.
- C4** Demonstrate technical competence in the assessment and management of the psychosocial dimensions of musculoskeletal pain.

#### Transferable skills

- D1** Recognise and understand the fundamental benchmarks in conduct and practice that patients can expect from chiropractors and the key elements of professional behaviour.
- D2** Demonstrate an essential understanding of the benefits and methods of effective communication in chiropractic practice and the role it plays in patient management.
- D3** Effectively gather and appraise evidence/information from a variety of sources.
- D4** Apply learned concepts and principles to novel situations outside of the context in which they were first studied.
- D5** Demonstrate a willingness to learn from experience and the knowledge of others.

#### Interim Intended Learning Outcomes for Level 4

Level 4 provides opportunities for students to develop and demonstrate knowledge, understanding and skills as follows:

#### Subject knowledge and understanding

- A1** The requirements of student fitness to practice, the fundamental responsibilities of chiropractors and the duty of care associated with the practice of chiropractic in today's healthcare environment and an understanding of the nature of chiropractic in a contemporary and historical context.
- A2** The basic theory behind manual therapies and their safe use, and an understanding of basic physical examination skills.
- A3** The determinants of health and the fundamental principles of health improvement.
- A4** Basic physiology, biochemistry and pathology relating to the neuromusculoskeletal, cardiovascular, respiratory, renal and gastrointestinal systems.
- A5** The relevant pharmacology associated with disease and dysfunction of the aforementioned systems.
- A6** Normal and abnormal responses to tissue damage and infective agents.
- A7** The anatomy, normal appearance, imaging characteristics and biomechanical properties of the tissues of the human spine, trunk, upper and lower limbs.
- A8** Basic structural anatomy of the central nervous system, visceral organs, tissues and

### 3. Intended Learning Outcomes

innervations of the thoracic, abdominal and pelvic cavities.

#### Intellectual skills

- B1** Assess the role of the scientific method in the development of modern healthcare and, in particular, its impact on the history, evolution and future of the chiropractic profession.
- B2** Present arguments on the nature of health and disease from biological, psychosocial and cultural perspectives and debate the role and limitations of chiropractic care.
- B3** Select quantitative and qualitative data pertaining to human health and dysfunction and discuss its value in the context of levels of evidence.
- B4** Recognise the functional relationships and clinical significance of a variety of anatomical structures and physiological processes in terms of their evolutionary advantage to human development.

#### Practical skills

- C1** Demonstrate a basic level of competence in history taking and physical examination.
- C2** Demonstrate a basic level of competence in musculoskeletal observation skills, palpatory skills and spinal orthopaedic tests.
- C3** Demonstrate a basic level of competence in manual muscle testing.
- C4** Demonstrate a basic level of competence in therapeutic massage and some manipulative and mobilisation techniques.
- C5** Prepare and present written reports using a variety of laboratory data.

#### Transferable skills

- D1** Develop basic competence in communicating effectively with patients and others.
- D2** Take personal responsibility for identifying and managing their own learning needs.
- D3** Recognise and respect the views and opinions of others.
- D4** Perform effectively on collaborative tasks with others.
- D5** Demonstrate the ability to reflect on actions in order to improve performance.

#### Interim Intended Learning Outcomes for Level 3

Level 3 provides opportunities for students to develop and demonstrate knowledge, understanding and skills as follows:

#### Subject knowledge and understanding

- A1** The basic principles of chiropractic in a contemporary context.
- A2** Human biology, rudimentary physiology and the meaning of "health".
- A3** Surface anatomy, the motion of joints and normal posture.
- A4** The nature of chiropractic as a regulated profession in the UK, the Code as it applies to observation of patients and student fitness to practise. (Code of Practice and Standard of Proficiency at the time of initial approval of the programme as a Bournemouth University award).
- A5** The legal, moral and ethical responsibilities associated with healthcare professions.
- A6** Basic statistics relevant to clinical research and evidence-based medicine, the concepts of clinical reasoning and the role of probability theory in clinical diagnosis.

#### Intellectual skills

- B1** Identify their own learning needs, plan their own learning and reflect on this process at a

### 3. Intended Learning Outcomes

rudimentary level.

- B2** Integrate the information from straight forward clinical presentations in making a clinical diagnosis.
- B3** Make clinical judgments in straight forward clinical presentations to recognise the severity of a clinical presentation and the need for immediate emergency care.
- B4** Demonstrate self-direction in tackling and solving straight forward clinical problems.

#### Practical skills

- C1** Demonstrate a basic level of competence in taking a medical history of a presenting pain complaint.
- C2** Demonstrate a rudimentary level of competence in musculoskeletal observation, palpation and testing joint range of motion.
- C3** Demonstrate a basic level of competence in verbal communication of simple concepts to peers.

#### Transferable skills

- D1** Begin to learn to communicate clearly, sensitively and effectively with others.
- D2** Begin to learn how to identify and manage their own learning needs.
- D3** Begin to learn how to make effective use of computers and other information systems, including how to search the internet for reliable sources of information.

## Programme Structure

### 4. Outline of programme content

The MChiro (Hons) programme was designed to comply with the 'Degree Recognition Criteria' published by the General Chiropractic Council (GCC) and with the 'Accreditation Procedures and Standards in First Qualification Chiropractic Education and Training' published by the European Council on Chiropractic Education' (ECCE). The level of intended learning outcomes for the MChiro (Hons) programme conforms to the standards set out in the QAA document 'Framework for Higher Qualifications in England, Wales and Northern Ireland'.

The programme incorporates and integrates knowledge from the informing disciplines with the knowledge and skills of diagnostic and therapeutic disciplines necessary for the safe and competent practice of chiropractic. As such practical skills are developed right from the start of the programme. Self-directed learning is increasingly emphasised as students progress through the programme. At the point of graduation students will be equipped for and capable of independent practice which includes the ability to integrate knowledge from a variety of sources, critically appraise relevant information and effectively apply this to various clinical scenarios in the management of individual patients within the framework of a modern, regulated healthcare profession.

### 5. Placements, work-based learning or other special features of the programme

During the second semester of level 6 and in level 7, clinical students are provided with the opportunity for direct experiential learning. The compulsory clinical internship normally lasts for 70 weeks (including allocated leave periods) during which time students are normally expected to complete: the assessment of 40 new patients (with appropriate management), and 2 community outreach events. Completion of the clinical requirements for this internship is mandatory to exit with the qualification of MChiro (Hons) Master of Chiropractic.

The teaching clinic is a primary contact health care facility offering high-quality, diagnostic and musculoskeletal care to the public. This affords students a broad range of hands-on clinical experience under direct supervision of experienced registered clinicians, including chiropractors and other health

## 5. Placements, work-based learning or other special features of the programme

care providers. This experience further enhances the development of autonomous practitioners who will interact, engage and work with other health care practitioners.

## 6. Programme structure, levels, units credit and award

The level of study, units and credits required for the programme and for final and exit awards are set out in the **programme diagram** provided as [Appendix 1](#).

The **learning outcomes mapping document** at [Appendix 2](#) shows the relationship between ILOs for units and the overarching ILOs of the programme.

## Learning, Teaching and Assessment

### 7. Learning and teaching strategies and methods

In a modern healthcare profession it is vital that clinicians have not only technical knowledge, but also a wide range of transferable skills including critical thinking, research skills, IT skills, communication skills and the ability to undertake continuing professional development. Therefore the teaching and learning strategies for this programme provide a blended learning approach that encourages students to develop as independent learners and to contextualise their knowledge within clinical scenarios. A mix of traditional and innovative learning and teaching methods, such as lectures, seminars, workshops, laboratory classes, tutorials, practical skills classes, e-learning, interactive presentations with audience responses devices, videos, quizzes and self-directed study, are blended to provide the best learning experience as is suited to each individual subject under study.

The programme utilises spiral learning, where earlier learning is revisited and contextualized in increasingly complex clinical scenarios and developed throughout the programme. The early levels (levels 3 and 4) of the programme are more heavily weighted towards the acquisition of technical and factual knowledge in the informing disciplines whilst levels 5 and 6 are more focused on the development of clinical diagnostic and management skills. During the second semester of level 6 and in level 7 students undertake a clinical internship under the supervision, guidance and support of a multidisciplinary team of experienced chiropractic, medical and other relevant healthcare professionals, where they continue their learning through experiential and reflective clinical practice. During the internship students are required to discuss and defend their patient management in a reasoned manner supporting their choices with the best available evidence where appropriate. In this way the students are continuously challenged to demonstrate a critical awareness of their beliefs and opinions, reflect on these in light of contemporary clinical research and communicate their conclusions concisely and coherently. In levels 6 and 7 students apply enquiry and research skills and explore the meaning of professional practice; concepts that are developed throughout their programme.

### 8. Assessment strategies and methods

The assessment strategies and methods used throughout this programme have been chosen to reflect those most appropriate to the knowledge, understanding or skill under assessment as well as the level of study. Some examples of the progression of assessment and rationale are as follows:

- Written examinations will normally combine Multiple Choice Questions (MCQ), Extended Matching Questions (EMQ) and narrative style questions, with a mix appropriate to the subject matter being assessed and the level of study. For example, MCQs will be used more in the early levels of the programme, whilst key feature problems will be used from level 5 onwards. Script concordance questions, which are designed to test whether examinees can interpret clinical data and make clinical decisions, are most suited to level 7 of the programme.
- Coursework will include both individual and group work, and a range of different assessment types. Although reflection is encouraged early within the programme, its use in assessment is more heavily weighted towards the latter part of the programme where it is combined with professional development portfolios to demonstrate reflective clinical practice.

## 8. Assessment strategies and methods

- Competence in the performance of practical skills will be assessed in levels 3-6 by the demonstration of skills during pass/fail practical vivas. However, at level 7 objective structured long examination record (OSLER), direct observation of procedural skills (DOPs), and assessment of clinical competence (ACCs) will be used to assess clinical skills competence in practice.

The types of assessment and the levels in which they may be used during the programme are summarised in the table below:

Level	Assessment type																
	Examination			Coursework													
	MCO / EMQ	Narrative style written	Script concordance	Group poster	Group presentation	Laboratory report	Logbook of reflective reports	Practical skills viva	Reflective essay / report	Portfolio	Written long clinical case	Essay	Group marketing & business plan	Evidence-based case report	OSLER	DOPs***	ACCs***
3	*	*		*	*	*	*	*	*								
4	*	*			*	*	*	*									
5	*	*				*		*	*	*	*						
6	*	*						*	*	*		*					
7	*	*	*		*				*	*			*	*	*	*	*

\*\* Narrative style written assessment may include short answer questions, long answer question, key feature problems and essays.

\*\*\* DOPs and ACCs are designed to feed-forward enabling the students to reflect on their clinical skills, and plan and undertake further development to improve on their performance. The learning cycle undertaken as a result is formally assessed within the level 7 clinical portfolio.

Feedback provided by academics, clinicians and peers on formative and summative assessments throughout the programme is designed to stimulate reflection and enhance personal development planning.

## 9. Learning hours

AECC University College programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits. 20 credits is the equivalent of 200 student study hours, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The amount of study time a student needs to achieve the learning outcomes associated with any given unit will vary with each individual. 200 student study hours per unit is therefore only meant as a guide to assist students in planning their study.

## 10 Staff delivering the programme

Students will be taught by AECC University College academic staff and qualified professional practitioners with relevant expertise. All chiropractic teaching staff will be registered with the GCC. External lecturers may be used to deliver specific topics in the curriculum. Where this is the case their background and expertise will always be appropriate to the topics delivered.

## 11. Progression and assessment regulations

The regulations for this programme are the University College's Standard Assessment Regulations which may be found at <http://www.aecc.ac.uk/student-life/policies-for-students/>. Please refer to section 15 Specific regulations for Master of Chiropractic (MChiro) (Hons).

## 12. Additional costs

There are additional mandatory costs which students will need to meet in order to fully participate in and complete their programme. Students will need to budget for these costs separately as they are not included in the overall Tuition Fee they are charged. Information about additional costs applying to students on this programme can be found in the document [Important information to take into account when choosing your programme](#). There are also optional costs that apply to the programme. These are however not required in order to complete the programme.

## 13. Methods for evaluating the quality of learning and teaching

Students have the opportunity to engage in the quality assurance and enhancement of their programmes in a number of ways, which may include:

- Completing student surveys annually to give feedback on individual units and on the programme as a whole
- Completing the National Student Survey in the final year of the programme
- Taking part in focus groups as arranged
- Seeking nomination as a Student Union representative OR engaging with these elected student representatives
- Serving as a student representative on Evaluation panels for programme approval/review
- Taking part in programme approval or professional body meetings by joining a group of students to meet with the panel
- Taking part in meetings with the external examiner(s) for the programme (such meetings may take place virtually where programmes are part-time).

The ways in which the quality of the University College's programmes are monitored and assured, both inside and outside the institution, are:

- Annual monitoring of units and programmes
- Periodic Programme review, at least every six years.
- External examiners, who produce an annual report
- Oversight by Academic Development and Quality Committee (which includes student representation), reporting to Academic Board
- Professional body accreditation and annual reports to these bodies
- External Quality Assurance Reviews and annual monitoring.

## 14. Inclusivity statement

AECC University College is committed to being an institution where students and staff from all backgrounds can flourish. AECC University College recognises the importance of equality of opportunity and promoting diversity, in accordance with our Dignity Diversity and Equality Policy. We are committed to a working and learning environment that is free from physical, verbal and non-verbal harassment and bullying of individuals on any grounds, and where everyone is treated with dignity and respect, within a positive and satisfying learning and working environment.

AECC University College seeks to ensure that all students admitted to our programmes have the opportunity to fulfil their educational potential. The interests of students with protected characteristics will be taken into consideration and reasonable adjustments will be made provided that these do not compromise academic or professional standards as expressed through the learning outcomes.

## 15 Reference points including QAA Benchmark Statements

The following reference points were used to inform the development of this programme:

- The UK Quality Code for Higher Education Chapter A1: The National Level (incorporating the

## 15 Reference points including QAA Benchmark Statements

Framework for Higher Education Qualifications (FHEQ))

- QAA subject benchmark statements for comparable professions (Osteopathy, Physiotherapy, Biomedical Science and Medicine)
- General Chiropractic Council (UK) Degree Recognition Criteria, and The Code: Standards of conduct, performance and ethics for chiropractors (effective from 30 June 2016; 'Code of Practice and Standard of Proficiency' at the time of initial approval of the programme as a Bournemouth University award)
- European Council on Chiropractic Education; Accreditation Procedures and Standards in First Qualification Chiropractic Education and Training
- QAA Master's degree characteristics (March 2010)
- SEEC (2010). [Credit level descriptors for Higher Education. Southern England Consortium for Credit Accumulation and Transfer](#)

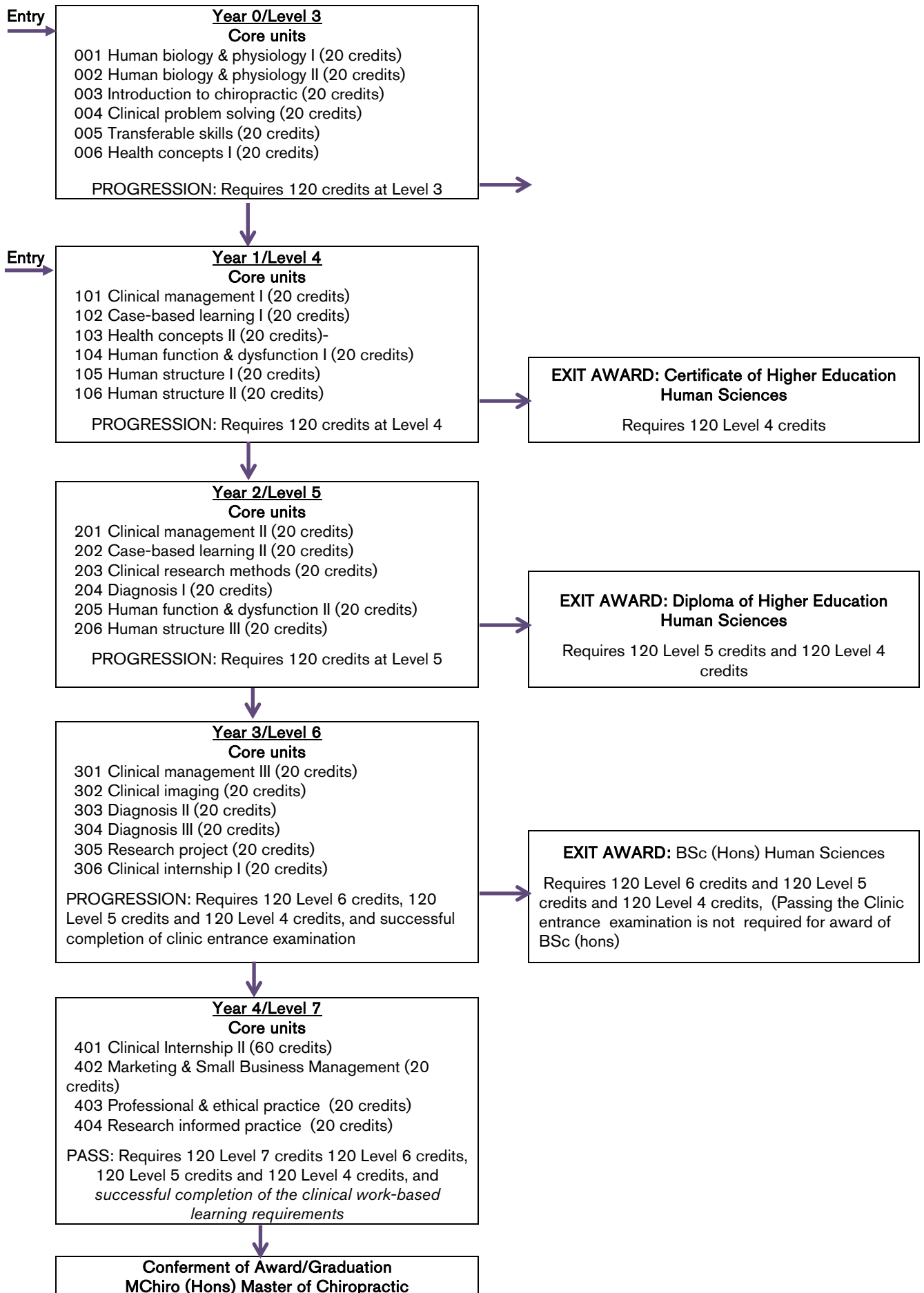
There are no subject specific benchmark statements for chiropractic education. The QAA document Master's degree characteristics (March 2010), was used to inform the development of the integrated masters, level 7, year of the Programme. The SEEC document Credit Level Descriptors for Higher Education (2010), was used to inform the development of year 0, level 3, of the Programme. (The SEEC level 3 descriptors are attached as an appendix for information).

## 16 Regulatory & policy framework

The programme conforms fully with the University College's Academic Regulations and Policies for Taught Programmes.



## Appendix 1: Programme Diagram MChiro (Hons) Master of Chiropractic



## Appendix 2: Programme Skills Matrix

This table shows where a learning outcome referenced in the programme specification may be demonstrated by successful completion of a unit.

		Programme Intended Learning Outcomes																												
		Subject Knowledge & Understanding						Intellectual Skills							Practical Skills						Transferrable skills									
Unit Code		A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	D8	D9
LEVEL 7	401	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	402					*	*	*					*	*					*				*	*						*
	403					*	*	*			*	*						*					*	*		*	*			*
	404		*					*	*	*			*	*	*				*				*	*	*			*	*	
LEVEL 6	301			*				*			*	*		*			*	*	*	*		*		*		*	*		*	
	302		*	*							*	*					*	*	*	*			*		*	*		*	*	
	303		*	*	*			*			*	*			*	*	*	*	*	*		*		*		*	*		*	
	304		*	*	*		*	*			*	*				*	*	*	*	*		*		*		*	*		*	
	305							*	*	*			*	*	*								*	*						
	306	*	*	*	*	*	*		*		*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
LEVEL 5	201	*		*		*	*	*			*	*		*		*	*	*	*	*		*		*		*	*		*	
	202		*	*	*		*	*	*	*	*	*	*	*			*	*	*	*			*		*		*	*		*
	203							*		*					*								*							
	204		*	*	*			*			*	*		*		*	*	*	*	*		*		*		*	*		*	
	205		*	*	*																			*						
	206		*	*																				*						
LEVEL 4	101	*		*		*	*				*	*			*	*	*	*	*	*		*		*						
	102		*	*	*		*		*		*	*		*			*	*	*	*			*		*					
	103		*	*			*				*	*											*							
	104		*	*	*																		*							
	105		*	*																			*							
	106		*	*																			*							
LEVEL 3	001		*																				*							
	002		*																				*							
	003	*				*	*				*	*			*	*	*	*	*	*		*		*						
	004		*	*					*		*			*		*	*	*	*	*			*	*	*					
	005						*		*					*		*	*	*	*	*		*	*	*						
	006		*				*																*		*					

A - Subject Knowledge & Understanding		C - Practical Skills	
A1	The history, theory, basis and principles of chiropractic in a contemporary context.	C1	Confidently take and record a patient's medical history using appropriate methods to draw out the necessary information.
A2	The differentiation between normal and abnormal structure and function relating to the human body and what constitutes "health" in the context of society and populations, how health and disease outcomes are measured and the place of evidence informed practice in contemporary health care.	C2	Perform and interpret a range of diagnostic procedures, appropriate to the conditions that commonly present to chiropractors as well as those that may masquerade as musculoskeletal complaints and measure and record the findings.
A3	The range of conditions that present to chiropractors as independent primary contact practitioners, the scientific bases for their presentations and the nature and impact of their physical, psychological and social aspects.	C3	Perform a wide range of therapeutic psychomotor and condition management skills, selecting and applying each of them to meet the needs of individual patients, utilising the best available evidence and/or patient preferences, and managing patients in a manner that is in consonance with ethical professional practice.
A4	Selected drug actions appropriate to the management or co-management of musculoskeletal conditions: therapeutics and pharmacology; drug side effects and interactions.	C4	Communicate appropriately (both verbally and in writing) with patients, their relatives or other carers, and colleagues from the medical and other professions and keep accurate, attributable, legible and complete clinical records, which are representative of the interaction with the patient.
A5	The context and nature of chiropractic as a regulated profession in the UK, and the duties of chiropractors as registered primary healthcare professionals.	C5	Employ the principles and methods of improvement, including audit, adverse incident reporting and quality improvement and gain experience in how to use the results of audit to apply continuous quality improvement in their practice.
A6	The legal, moral and ethical responsibilities involved in protecting and promoting the health of individual patients, their dependents and the public– including vulnerable groups such as children, older people, people with learning disabilities and people with mental illnesses.	C6	Provide basic first aid and life support including cardio-pulmonary resuscitation and/or directing other team members to carry out resuscitation.
A7	The different research methods related to clinical decision-making, related ethical and governance issues and the ways in which the outcomes of research are transferred to practice.		
B - Intellectual Skills		D - Transferrable Skills	
B1	Identify their own learning needs, plan their own learning and development and evaluate its effectiveness, required for continuing professional development.	D1	Communicate clearly, sensitively and effectively with patients and others, by listening, sharing and responding, regardless of their age, social, cultural or ethnic backgrounds or their disabilities, including when English is not the patient's first language and provide explanation, advice, reassurance and support.
B2	Critically appraise the results of relevant studies as reported in the chiropractic, medical and scientific literature and appropriately apply findings from the literature to answer questions raised by specific clinical problems.	D2	Manage time, prioritise tasks, exercise initiative and work autonomously when necessary and appropriate.
B3	Formulate a plan for the appropriate assessment, treatment and management of patients, according to established principles and best evidence, in partnership with the patient and other health professionals as appropriate.	D3	Make effective use of computers and other information systems, including storing and retrieving information and access these sources to use the information in relation to patient care, health promotion, giving advice and information to patients and for research and education.
B4	Make sound clinical judgments in the absence of complete data, assess and recognise the severity of a clinical presentation and the need for immediate emergency care and appraise and recommend appropriate strategies for a range of ethical dilemmas that might affect chiropractors.	D4	Understand the importance of lifelong and independent learning required for continuing professional development, including the demonstration of intellectual progression with a professional development portfolio containing reflections, achievements and learning needs.
B5	Acquire, assess and integrate new knowledge, demonstrating originality in the application of knowledge.	D5	Function effectively as a mentor and teacher including contributing to the appraisal, assessment and review of colleagues and giving effective, constructive feedback to junior colleagues.
B6	Learn to adapt to changing circumstances and demonstrate self-direction and originality in tackling and solving problems to ensure that patients receive the highest level of professional care.	D6	Understand and respect the roles and expertise of other healthcare professionals in the context of working and learning in a multi-disciplinary approach, seeking their advice when necessary.
B7	Demonstrate a systematic understanding of knowledge with critical evaluation and insight of emerging contemporaneous knowledge.	D7	Work with colleagues, and not in isolation from them, in ways that best serve the interests of patients, passing on information and handing over care, demonstrating flexibility, adaptability and a problem-solving approach.
		D8	Continually and systematically reflect on practice and, whenever necessary, translate that reflection into action, using improvement techniques and audit appropriately, especially in complex and unpredictable situations.
		D9	Recognise and work within the limits of their own personal and professional knowledge, skills and experience and seek help from colleagues and others when necessary.

### Appendix 3: SEEC (2010). Credit level descriptors for Higher Education. Southern England Consortium for Credit Accumulation and Transfer: Descriptors: for Level 3

Setting	
Operational context	Operates in predictable and defined contexts that require the use of given techniques and information sources.
Autonomy and responsibility for actions	Acts largely under direction or supervision, within defined guidelines. Takes responsibility for initiating and completing tasks and procedures.
Knowledge and Understanding	
Knowledge & Understanding	Has an understanding of defined areas of the knowledge base. Demonstrates an awareness of current areas of debate in the field of study
Cognitive skills	
Conceptualisation and Critical Thinking	Relates principles and concepts to underlying theoretical frameworks and approaches.
Problem Solving, Research & Enquiry	Carries out defined investigative strategies and communicates results effectively in a given format.
Synthesis and Creativity	Collects information to inform a choice of solutions to standard problems in familiar contexts.
Analysis and evaluation	Analyses a range of information using pre-defined principles, frameworks or criteria.
Performance and practice	
Adaptation to Context	Undertakes a given and clearly defined role.
Performance	Undertakes given performance tasks that may be complex.
Team and organisational working	Adapts own behaviour to meet obligations to others.
Ethical awareness & application	Has an awareness of the ethical issues in the main areas of study.
Personal and enabling skills	
Personal evaluation and development	Assesses own capabilities against given criteria. Engages in guided development activity.
Interpersonal and communication skills	Uses interpersonal and communication skills to clarify tasks and communicate outcomes in narrowly defined contexts.

SEEC 2010). Credit level descriptors for Higher Education page 10.

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