

Course Specification Template

This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

We undertake continuous review of our courses to ensure quality enhancement and professional relevance, in response to student and other stakeholder feedback and to manage our resources. As a result, this course may be revised during a student's period of registration. Major changes to courses and modifications to courses are approved following consideration through the University College's Course Approval and Review processes or Course and Unit Modification policy, as appropriate; Any changes will be balanced against our obligations to students as set out in our Student Agreement and will be discussed with and communicated to students in an appropriate and timely manner.

Basic Course Information

Final award and title	MSc Chiropractic (Pre-registration)	Course Code	MSCPRF
FHEQ level and credit of final award	FHEQ Level 7, 180 credits (90 ECTS)		
Intermediate awards titles	<p>MSc Human Sciences (awarded to those who complete 180 Level 7 credits, but do not complete one or both of the Clinical Placement units)</p> <p>Postgraduate Diploma (PGDip) Human Sciences</p> <p>Postgraduate Certification (PGCert) Human Sciences</p> <p>Intermediate awards do not convey eligibility to apply for registration with the GCC or to practice as a chiropractor.</p>		
FHEQ level and credit of intermediate award	<p>MSc Human Sciences – Level 7, 180 credits (90 ECTS)</p> <p>Postgraduate Diploma (PGDip) Human Sciences – Level 7, 120 Credits (60 ECTS)</p> <p>Postgraduate Certification (PGCert) Human Sciences – Level 7, 60 Credits (30 ECTS)</p>		
Awarding Institution	AECC University College		
Teaching Institution	AECC University College		
Professional, Statutory and, Regulatory Body (PSRB) accreditation/recognition	GCC approval/Privy Council Recognition (confirmed 18 June 2020) under the former course name of MSc Chiropractic (Graduate Entry)		

	Periodic Review outcomes will be reported to the GCC via submission of a substantive change form and evidence of mapping to the GCC Education Standards.
Duration of PSRB accreditation/ recognition where applicable)	To be confirmed after reporting the outcome of Periodic Review.
Mode of study	Full-time
Distance Learning course	No
Standard length of course	24 months
Language of delivery	English
Place of delivery	AECC University College
UCAS code (where applicable)	Not applicable
HECOS Code(s)	Chiropractic - 100241
Date Course initially approved	February 2020
Version number	2.0
Date this version approved	September 2023
Academic year from which this applies	2023/24
Author	Amanda Jones-Harris

Course Overview

1. Admissions regulations and entry requirements
<p>This course follows the University College's Standard Admission Regulations, which may be found from the Latest Policies webpage, except for the requirements regarding English language. Specific course entry requirements are available from the course page on the University College website.</p> <p>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. An occupational health assessment may be required.</p> <p>Recognition of Prior Learning (RPL) Applicants who have completed a level 7 qualification may be eligible to apply for aspects of their former education to be recognized towards this degree.</p> <p>AECC University College has a Recognition of Prior Learning Policy which can be found from the Latest Policies webpage</p>
2. Additional entry requirements
<p>Additional entry requirements for this course are available from the course page on the University College website.</p>

3. Aims of the course

The aims of the course are to:

- Develop competent evidence-based chiropractors who are fit for award, practice, and the profession.
- Develop chiropractors with a strong professional role, identity, autonomy, accountability, and resilience.
- Develop chiropractors who are able to work autonomously in order to manage people using an evidence-informed, patient-centred and inclusive approach, when planning, implementing, monitoring and evaluating care.
- Develop chiropractors who can work collaboratively with other healthcare professionals, including within multidisciplinary settings.
- Equip students with critical and analytical competence so that they are able to use, and create, research evidence to complement their professional practice.
- Equip students with the skills to act as confident, competent, and reflective practitioners, who practise autonomously, compassionately, skilfully, safely, and ethically, whilst maintaining dignity, promoting health and wellbeing.
- Create graduates who act as ambassadors for the chiropractic profession and AECC University College.
- To foster independence in learning and commitment to continued professional development and lifelong learning.

Students who obtain the MSc Chiropractic (Pre-registration) course qualification will be eligible to apply for GCC registration and practise as a chiropractor in the UK. Graduates wishing to work in other countries are responsible for checking the specific requirements for those countries.

4. Course Learning Outcomes – what students will be expected to achieve

<p>This course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:</p>	<p>The methods used to enable outcomes to be achieved and demonstrated are as follows:</p>
<p>Subject Knowledge and Understanding Having successfully completed this course students will be able to demonstrate knowledge and understanding of:</p> <p>A1 The basis and principles of chiropractic in a contemporary context.</p> <p>A2 The place of evidence-informed practice in contemporary health care.</p> <p>A3 The range of conditions that present to chiropractors as independent primary contact practitioners, the nature and impact of their physical, psychological and social aspects.</p> <p>A4 Selected drug actions</p>	<p>Teaching and Learning Methods Learning outcomes A1-A7 are achieved by integration of theory and practice.</p> <p>Theoretical content will be covered in asynchronous online material and through other directed learning such as, but not limited to, researching conditions and their management. This will be supported with group learning and face-to-face synchronous sessions emphasizing the utilization and integration of subject knowledge. Synchronous seminars may include a variety of activities, including but not limited to case-based problem-solving, group discussions, group presentations and critical reflection.</p> <p>Learning will be applied and developed further during the clinical placement.</p>

<p>appropriate to the management or co-management of musculoskeletal conditions and patients who present to chiropractors.</p> <p>A5 The context and nature of chiropractic as a regulated profession in the UK, as well as chiropractors' duties as registered healthcare professionals and compare the UK context with others around the world.</p> <p>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.</p> <p>A7 The different methods of research, data collection & analysis available to clinical researchers, related ethical and governance issues and the ways in which the outcomes of research are transferred to practice.</p>	<p>Assessment Methods Learning outcomes A1-A7 are assessed throughout the course in a variety of formats as demonstrated in Appendix 2.</p> <p>Students' systematic understanding and application of knowledge is assessed through assessments such as, but not limited to, written examinations, written coursework, portfolios, presentations, Objective Structured Clinical Examination (OSCE) and Integrated Structured Clinical Examination (ISCE).</p>
<p>Cognitive Skills Having successfully completed this course students will be able to:</p> <p>B1 Identify their own learning needs, plan their own learning and development and evaluate its effectiveness, as required for continuing professional development.</p> <p>B2 Critically appraise 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.</p> <p>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.</p> <p>B4 Make sound clinical judgments in the absence of complete data, assess and recognize the severity of a clinical presentation and the need for</p>	<p>Teaching and Learning Methods Learning outcomes B1-B7 are achieved through development of autonomous and reflective thinking.</p> <p>Students will be provided with asynchronous material in a variety of units, they will then be supported by synchronous face-to-face seminars, where they will have the opportunity to reflect on and apply their learning. Learning will be developed further throughout the clinical placements.</p> <p>Assessment Methods Learning outcomes B1-B7 are assessed throughout the course in a variety of formats as demonstrated in Appendix 2.</p> <p>Students' cognitive skills are examined through assessments such as, but not limited to, written examinations, written coursework, portfolios, presentations, Objective Structured Clinical Examination (OSCE) and Integrated Structured Clinical Examination (ISCE).</p>

<p>immediate emergency care and appraise and recommend appropriate strategies for a range of ethical dilemmas that might affect chiropractors.</p> <p>B5 Acquire, critically assess and integrate new knowledge, demonstrating originality in the application of knowledge within professional practice.</p> <p>B6 Monitor patient progress through evaluation of outcome measures, and modify management care plans.</p> <p>B7 Critically analyse and reflect on clinical decisions in light of current best evidence, clinical guidelines, legal and statutory requirements.</p>	
<p>Practical Skills</p> <p>Having successfully completed this course students will be able to:</p> <p>C1 Competently and confidently take and record a patient's medical history using appropriate methods to draw out the necessary information.</p> <p>C2 Perform and interpret a range of diagnostic procedures, appropriate to the conditions that commonly present to chiropractors as well as those that may mimic musculoskeletal complaints, and measure and record the findings.</p> <p>C3 Perform a wide range of therapeutic and condition management skills, selecting and applying each of them to meet the needs of individual patients, utilizing the best available evidence and patient preferences, and managing patients in a manner that is in consonance with ethical professional practice.</p> <p>C4 Communicate competently and confidently with patients, their relatives or other carers and colleagues from the medical and other professions. Keep accurate, attributable, legible and complete clinical records, which are representative of the interaction with the patient.</p> <p>C5 Use tools such as clinical audit and</p>	<p>Teaching and Learning Methods</p> <p>Practical skills C1-C7 are developed by students throughout the course.</p> <p>Teaching and learning methods include, but are not limited to, online video demonstrations of practical skills, practical skills classes, simulated clinical cases, role playing, clinical OSCE and ISCE practice, and other simulation activities.</p> <p>Students will have the opportunity to practice and develop their clinical skills within the clinical placement unit.</p> <p>Assessment Methods</p> <p>Students' practical skills and learning outcomes C1-C6 are assessed throughout the course across different units as demonstrated in Appendix 2.</p> <p>Students' verbal communication skills (C1) are examined through assessments such as Objective Structured Clinical Examination (OSCE), Mini-CEX, Clinical Placement Portfolio and Integrated Structured Clinical Examination (ISCE).</p> <p>The ability to perform and interpret diagnostic procedures (C2) are examined through assessments such as written examinations, written coursework, portfolios, Objective Structured Clinical Examination (OSCE), Direct Observation of Procedural Skills (DOPs) and Integrated Structured Clinical Examination (ISCE).</p> <p>The ability to perform therapeutic and management skills (C3) are examined through</p>

<p>adverse incident reporting as a means of quality improvement in their practice.</p> <p>C6 Provide basic first aid and life support including cardio-pulmonary resuscitation and/or directing other team members to carry out resuscitation.</p>	<p>assessments such as written examinations, written coursework, case-based demonstration of skills, portfolios, Objective Structured Clinical Examination (OSCE), Direct Observation of Procedural Skills (DOPs) and Integrated Structured Clinical Examination (ISCE). Communication skills in practice and medical record keeping (C4), and evidence of first aid and life support skills (C6) are demonstrated within portfolios.</p> <p>Clinical audit skills (C5) are demonstrated via presentation and adverse incident reporting (C5) within the clinical portfolio.</p>
<p>Transferable skills</p> <p>Having successfully completed this course students will be able to:</p> <p>D1 Learn, think and problem solve independently in familiar and unfamiliar situations with an open mind</p> <p>D2 Communicate clearly, sensitively, and effectively with patients and others, by listening, sharing and responding, regardless of individual differences and provide explanation, advice, reassurance and support.</p> <p>D3 Manage time, prioritise tasks, exercise initiative and work autonomously when necessary and appropriate.</p> <p>D4 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.</p> <p>D5 Understand and apply the philosophy and processes involved in quality improvement including audit, research, clinical governance and engaging with patients.</p> <p>D6 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.</p> <p>D7 Effectively apply research methods to design, carry out and write-up primary</p>	<p>Teaching and Learning Methods</p> <p>Students will be supported to develop transferable skills through directed learning, small group learning, seminars and through work-based learning.</p> <p>Seminars offer an opportunity for students to practice their skills, gain peer feedback, and formative feedback on their work. Work-based learning then provides further opportunities to develop their skills in a safe clinical learning environment, whilst gaining feedback from experienced clinical mentors. In addition, interprofessional learning provides opportunities for students to work with others, see skills in practice that are transferable across professions, and actively seek out feedback from other healthcare professionals.</p> <p>Students will learn clinical research methods through asynchronous learning materials and application during seminars, and through either a supervised dissertation or service improvement project.</p> <p>Assessment Methods</p> <p>Transferable skills (D1-6) are examined through a range of assessments through the course such as written examinations, written coursework, portfolios, presentations, Objective Structured Clinical Examination (OSCE), Direct Observation of Procedural Skills (DOPs), Mini-CEX and Integrated Structured Clinical Examination (ISCE).</p> <p>Students' research skills (C7) are assessed through a portfolio of research tasks and presentation of a research proposal, and in the completion of a Dissertation or Service Improvement Project.</p>

<p>scientific research or a service improvement project.</p>	
<p>Professional competencies</p> <p>Having successfully completed this course students will be able to:</p> <p>E1 Ddemonstrate an understanding of, and work in accordance with, the requirements of the professional regulator, exercising a duty of candour, an equal and inclusive approach to practice, and maintaining their own fitness to practise</p> <p>E2 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.</p> <p>E3 Ddemonstrate understanding and respect of 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.</p> <p>E4 Work collaboratively with colleagues, in ways that best serve the interests of patients, passing on information and handing over care, demonstrating flexibility, adaptability and a problem-solving approach.</p> <p>E5 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.</p> <p>E6 Recognise and work within the limits of their own personal and professional knowledge, skills and experience and share and seek help from colleagues and others when necessary.</p>	<p>Teaching and Learning Methods</p> <p>This course is designed to develop competent evidence-based and reflective clinicians with a strong professional role, who are able to work autonomously and in multidisciplinary settings and who are committed to continued professional development. The foundations of this are laid during teaching and learning within the first year of the course, and developed through work-based learning and interprofessional learning, during the clinical placements.</p> <p>Throughout the course students are expected to reflect on their learning and practice to develop as a professional and maintain their own fitness to practice. They will understand the importance of lifelong learning and continuing professional development as a healthcare professional.</p> <p>Assessment Methods</p> <p>Professional competencies will be assessed by portfolios, written coursework and an oral presentation.</p>

Intermediate exit award outcomes

MSc Human Sciences – Level 7, 180 credits (90 ECTS)

ILOs achieved:

- A2-A7 Subject Knowledge and Understanding
- B1-B7 Cognitive Skills

- C1-C5 Practical Skills
- D1-D5, & D7 Transferable Skills
- E1 & E5 Professional Competencies

Postgraduate Diploma (PGDip) Human Sciences – Level 7, 120 Credits (60 ECTS) from any units therefore ILOs achieved may vary for this award

Postgraduate Certification (PGCert) Human Sciences – Level 7, 60 Credits (30 ECTS) from any units therefore ILOs may vary for this award

Course Structure

5. Outline of course content

The MSc Chiropractic (Pre-registration) is a qualifying course for graduates with a suitable and relevant first degree seeking to train as a chiropractor. The course is two calendar years full-time, starting in January. It is an intensive course of study in which self-directed learning is necessary to complement time spent in class. The course will focus on the development of the key competencies required for safe and effective clinical practice which will be built upon the knowledge students have acquired through previous study. The aim of the course is to provide students with a challenging and rewarding educational experience that enables them to develop as competent, evidence-based and patient-centered chiropractors, capable of making a valuable contribution to the workplace and the chiropractic profession.

The course has been designed to meet the requirements of the General Chiropractic Council. Students will develop their knowledge through seminars and small group working and their practical skills through hands on practical teaching and clinical placement. Students will develop their professional identity and an understanding of their role in the healthcare workforce through placements as well as through interprofessional learning. In addition, students will develop an understanding of how to use research for their own professional practice and the process of how to collect and analyze primary data in the context of modern healthcare in order to support patient care and advancement of the profession. The course will engender lifelong learning and continuing professional development with a view to students achieving the highest professional standards of clinical care.

The MSc Chiropractic (Pre-registration) course consists of the following units. A full course diagram can be seen in Appendix 1.

- Fundamental Diagnostic Skills and Clinical Reasoning (20)
- Fundamental Therapeutic Skills (20)
- Integrated Diagnostic Skills and Complex Clinical Reasoning (20)
- Integrated Therapeutic Skills (20)
- Clinical Placement I (0)
- Research Methods in Health Science (20)
- Clinical Placement II (0)
- Professionalism and Social Responsibility in Healthcare (20)
- Dissertation (40)*
- Service Improvement Project (40)*
- Marketing and Small Business Management (20)**
- Identifying, Assessing and Managing Mental Health Issues (20)**
- Motivational Interviewing (Foundational) (20)**

* Students will choose one of these units

** Students will choose one of these units, availability and options of units may vary by year

6. Placements, work-based learning or other special features of the course

Placement based learning is integral to this course to enable students to develop and demonstrate their skills in chiropractic practice. These placements will take place in the summer of the first year, between Spring and Autumn semesters, and throughout the second year of the course. During the first-year clinical placement experience, students will learn from observing and reflecting on the conditions seen in chiropractic practice and undertake limited history, physical examination and therapeutic tasks under direct supervision. During the second-year clinical placement, students will be responsible for managing patients under the supervision of qualified chiropractors. This second-year clinical placement normally lasts for 52 weeks (with allocated leave periods).

An interprofessional collaborative approach to the care of patients is expected and students will also be encouraged to spend time in other clinical settings, alongside colleagues from allied health professions, in order to help contextualize the role of chiropractors within the wider community. AECC University College will provide a number of these interprofessional opportunities and will support students to initiate their own contacts through the Placement Lead and Clinical Placement Supervisor.

To be awarded the MSc Chiropractic (Pre-registration) degree, students must successfully complete both the Clinical Placement I unit and Clinical Placement II unit as well as all credit weighted academic units. Students who do not successfully complete the Clinical Placement I unit and/or the Clinical Placement II unit, but who do complete all credit weighted academic units, will be awarded the degree MSc Human Sciences. The degree MSc Human Sciences does not enable registration or practice as a chiropractor.

7. Course structure, levels, units credit and award

The level of study, units and credits required for the course and for final and exit awards are set out in the **course 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 course.

The **Course summary document** at [Appendix 3](#) shows the structure of each unit in terms of summative assessment and gives an indication of learning hours/student workload for each unit.

8. Learning hours/student workload

AECC University College courses are made up of units of study, which are given a credit value indicating the notional amount of learning undertaken. One credit equates to ten student study hours, including student contact time, tutor guided learning time, and independent study (including assessment). 10 University credits are equivalent to five European Credit Transfer System (ECTS) credits.

In addition to this, the MSc Chiropractic (Pre-registration) employs 0 credit units for Clinical Placement I and Clinical Placement II. In these units, students integrate and apply the theoretical knowledge and practical skills acquired through study with patients in the clinical environment, and in simulation learning including clinical problem solving using authentic clinical cases. Simulation learning will also make use of the AECC University College's Simulated Learning and Practice Hub which features many items of leading-edge technology for the clinical training and assessment of students. The hours for these units include the typical hours of contact and learning as expected for an academic unit, plus the hours of spent on placement.

Student contact time is a broad term, referring to the amount of time students can expect to engage with University College staff in relation to teaching and learning. It includes scheduled teaching sessions (sessions on a student and/or staff timetable), specific academic guidance (i.e., not broader pastoral support/guidance) and feedback. Contact time can take a wide variety of forms depending on the subject and the mode of study. It can include engagement both face-to face (in

8. Learning hours/student workload

person) through on-campus seminars, labs, studios, and workshops - and online, for example through Teams seminars, online discussion forums, webinars, e-mail, or live chat. Online contact time can be synchronous or asynchronous. Online contact time is always characterized by personalized tutor presence and input within a specified timeframe.

Opportunities for one-to-one interaction with members of staff, during which students can receive individual help or personalized feedback on their progress, may not always present themselves as formal scheduled sessions. 'Office hours' for example are a frequent feature where members of staff are available for one-to-one sessions at set times. Interactions via email for e.g., is another example of contact time.

Independent study incorporates student-led activities (without the guidance of a member of teaching staff), such as preparation for scheduled sessions, reflecting on feedback received and planning for future tasks, follow-up work, wider reading (including reading beyond set topics), or practice, revision, and completion of assessment tasks,

Independent study helps students learn to manage their own learning as preparation for the expectations of a professional life that emphasizes continuing professional development and life-long learning

Tutor-guided learning covers specific learning activities that students are asked to undertake by a tutor, such as directed reading, review of learning materials on the Virtual Learning Environment (VLE) in advance of scheduled 'flipped classroom' sessions.

In a typical semester week, students on this course will normally have around 9-16 hours of contact time that may include lectures, seminars, labs, practicals and workshops. Contact time may be face-to-face or on-line activities that are tutor-led or mediated. Additional contact time is spent in the clinical placement setting throughout the course, including the summer period between the Spring and Autumn semesters, and throughout the second year of the course. Students will have around 12 hours per week of tutor guided study time that may include directed reading and review of pre-recorded lecture presentations on the VLE in advance of scheduled 'flipped classroom' sessions.

In addition to contact time and guided non-contact hours, students are expected to undertake around 20 hours of independent study per week. This includes time for revision/preparation for assessments, as well as activities such as private reading and researching. More detail about student workload is provided in unit specifications.

9. Staff delivering the course

Students will be taught by AECC University College academic staff and qualified professional practitioners with relevant expertise.

Staff will deliver subjects within their area of expertise and will carry appropriate professional registration for their profession where appropriate. For example, all chiropractors employed as academic staff members will be registered with the GCC.

Whilst on placement students will be supervised by appropriately qualified chiropractors who are registered with the GCC and operate within the University College's placement policy. Any additional external placement opportunities outside of a chiropractic setting will be supervised by qualified professional practitioners with relevant expertise and registration where appropriate.

10. Progression and assessment regulations

The regulations for this course are the University College's Assessment Regulations which may be found from the [Latest Policies webpage](#).

10. Progression and assessment regulations

Specific regulations for the MSc Chiropractic (Pre-registration) require that students successfully complete units: CHP7001 Fundamental Diagnostic Skills and Clinical Reasoning, CHP7002 Fundamental Therapeutic Skills, CHP7003 Integrated Diagnostic Skills and Complex Clinical Reasoning, CHP7004 Integrated Therapeutic Skills and CHP7005 Clinical Placement I to be eligible to undertake the CHP7006 Clinical Placement II unit and the associated clinical placement.

Where specific requirements apply – for example, where Professional, Statutory and Regulatory bodies have additional or alternative requirements this is specified in the relevant course-specific section of the Assessment regulations.

The award of MSc Chiropractic (Pre-registration) leads to eligibility to apply for registration with the GCC. Aegrotat awards and the awards of MSc Human Sciences, PG Dip Human Sciences and PG Cert Human Sciences will not confer eligibility to register and do not allow practice as a chiropractor.

11. Employment progression routes

Graduates of this course with the award of MSc Chiropractic (Pre-registration) will be eligible to apply to join the GCC register as a chiropractor within the UK. Graduates may be able to practise internationally, dependent on the local regulations. Those graduates wishing to work in other countries are responsible for checking the specific requirements and regulations for those countries.

Graduates typically work in private practice, either within a chiropractic or multidisciplinary setting. Some may go on to further studies to advance their knowledge in a specific field or go into research or education. Graduates will be eligible to apply for further study at doctoral level.

12. Additional costs and special or unusual conditions which apply to this course

Additional costs are mandatory or optional costs which students will need to meet in order to fully participate in and complete their course. Students will need to budget for these costs separately as they are not included in the overall Tuition Fee they are charged.

‘Special or unusual conditions’ are aspects of the course which students may not be expecting and which may therefore have an impact on whether or not they wish to undertake the course.

Information about additional costs and special or unusual conditions applying to students on this course can be found in the **Important information to take into account when choosing your course** available from the [Latest Policies webpage](#)

13. Methods for evaluating the quality of learning and teaching

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

- Completing student surveys annually to give feedback on individual units and on the course as a whole
- 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 Course Consideration panels for course approval/review

- Taking part in Course Consideration 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 course (such meetings may be take place virtually)

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

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

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 Equality, Diversity and Inclusion 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 courses 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. External reference points

This course has been designed at academic Level 7 and is referenced to the following external benchmarks to ensure the course aims and learning outcomes were developed appropriately to match the characteristics of master's graduates:

- UK Quality Code for Higher Education: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (October 2014)
- QAA Characteristics Statement: Master's Degree (February 2020)
- SEEC Credit Level Descriptors for Higher Education (February 2021)

In addition, the course has been designed to align with key guidance from the healthcare sector and professional body guidance:

- General Chiropractic Council (GCC) Education Standards (March 2023)
- European Council on Chiropractic Education' (ECCE) Accreditation Procedures and Standards in First Qualification Chiropractic Education and Training (November 2019)
- Musculoskeletal core capabilities framework for first point of contact practitioners (2018)

There is no QAA Subject Benchmark Statement for chiropractic.

16. Internal reference points and policy frameworks

AECC University College Strategic Plan

AECC University College Course Design Framework

AECC University College Feedback on Assessments policy

The course conforms fully with the University College's academic policies and procedures applicable to Taught Courses.

Record of Modifications

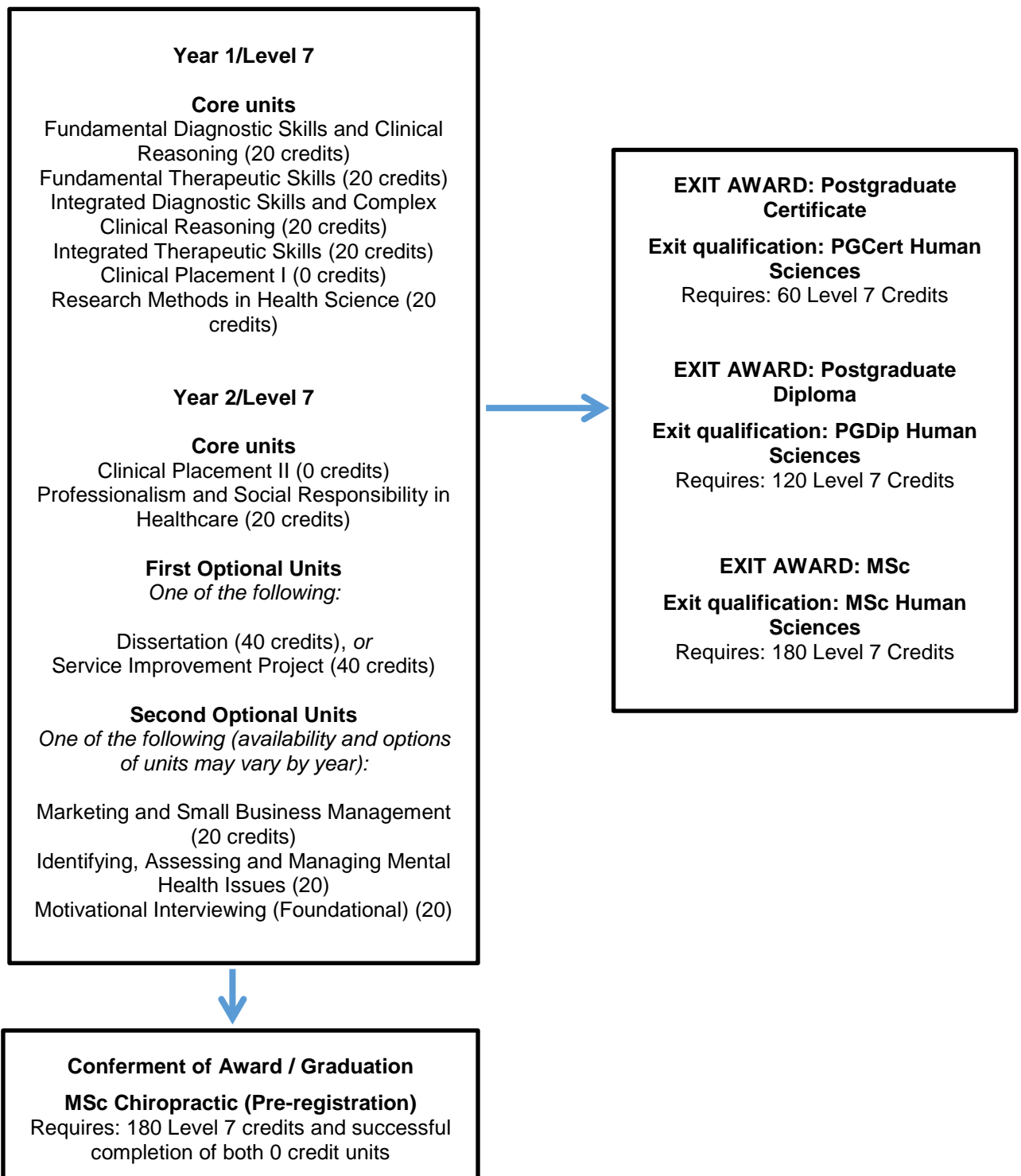
Course level

Description of Modification	Date approved	Intake to which modification applies

Unit level

Unit code and title	Nature of modification	Date of approval/ approving body	Intake to which modification applies

Appendix 1: Course Diagram



Appendix 2: Learning outcomes mapping document

This table shows where a learning outcome referenced in the course specification may be **taught (T)**, **developed (D)** and/or **assessed (A)** within a unit. The numbers A1 A2 B1 B2 etc refer back to the learning outcomes listed under Subject Knowledge and Understanding, Cognitive Skills, Practical Skills, Transferable skills and Professional Competencies in this course specification template (Course [Intended Learning Outcomes](#)).

		Course Outcomes																			
		Subject Knowledge and Understanding							Cognitive Skills							Practical Skills					
Unit Code	Level	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6
CHP7001	7		DA	TDA	TDA						TDA	TDA			TDA	TDA	TDA		TDA		
CHP7002	7		DA						DA	DA	TDA		TDA	TDA		DA		TDA	TDA		
CHP7003	7		DA	TDA	TDA						TDA	TDA			TDA	TDA	TDA		TDA		
CHP7004	7		DA						DA	DA	TDA		TDA	TDA		DA		TDA	TDA		
CHP7005	7	TA	TA	DA	DA	TA	TA		TDA	TA	DA	TDA	DA		TDA	DA	DA		TDA		TDA
CPD7015	7							TDA		TDA											
CHP7006	7	DA	DA	DA	DA	DA	D	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	TDA	
MDT7005	7					DA	DA					DA			DA			DA		TDA	
CPD7016	7							DA					DA								
CPD7014	7							DA					DA								

		Course Outcomes												
		Transferable Skills							Professional Competencies					
Unit Code	Level	D1	D2	D3	D4	D5	D6	D7	E1	E2	E3	E4	E5	E6
CHP7001	7	TDA	TDA								T	T		T
CHP7002	7	TDA	TDA										DA	
CHP7003	7	TDA	TDA								T	T		T
CHP7004	7	TDA	TDA										DA	
CHP7005	7	DA	DA	TDA	T				T	TDA	T		TA	TA
CPD7015	7			TDA	TDA			TDA						
CHP7006	7	DA	DA	DA	DA	TDA	TDA		D		DA	DA	TDA	DA
MDT7005	7	DA							TDA				DA	
CPD7016	7	DA		DA	DA	DA		DA						
CPD7014	7	DA		DA	DA	DA		DA						

Please note:

- Units CPD7016 and CPD7014 are mapped, but cover the same course ILOs and therefore no matter which option students choose, there is no difference in the learning outcomes met
- The remaining optional units are not mapped as they enrich student learning in a specific area, but do not uniquely contribute to the course ILOs

Appendix 3: Course summary

Course title: MSc Chiropractic (Pre-reg)

Unit details						Assessment Component Weightings (%)*						Prof. body requirement applies*	Estimated learning hours		
Code	Title	Version	Credits	Core/Option	Pre/ co requisites	Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Prac 2		Scheduled contact	Directed non-contact	Self-directed
CHP7001	Fundamental Diagnostic Skills and Clinical Reasoning	1.0	20	Core		100%				P/F		No	78	48	74
CHP7002	Fundamental Therapeutic Skills	1.0	20	Core				100%		P/F		No	55	48	97
CHP7003	Integrated Diagnostic Skills and Complex Clinical Reasoning	1.0	20	Core		100%				P/F		No	78	48	74
CHP7004	Integrated Therapeutic Skills	1.0	20	Core				100%		P/F		No	55	48	97
CHP7005	Clinical Placement I	1.0	0	Core				P/F		P/F		No	200	48	96
CPD7015	Research Methods in Health Science	1.0	20	Core				100%		P/F		No	36	60	104
CHP7006	Clinical Placement II	1.0	0	Core	CHP7001 CHP7002 CHP7003 CHP7004 CHP7005			P/F	P/F	P/F		No	800	48	352
MDT7005	Professionalism and Social Responsibility in Healthcare	1.0	20	Core				60%		40%		No	36	48	116
CPD7016	Dissertation	1.0	40	Option				100%				No	36	36	328
CPD7014	Service Improvement Project	1.0	40	Option				100%				No	36	36	328
MCH7402	Marketing & Small Business Management	1.1	20	Option				100%				No	24	6	170
CPD7005	Identifying, Assessing and Managing Mental Health Issues	1.0	20	Option				100%				No	42	60	98
CPD7010	Motivational Interviewing (Foundational)	1.0	20	Option				100%				No	42	60	98

Exit qualifications:

MSc Chiropractic (Pre-registration) - requires 180 credits at Level 7, plus a pass in units CHP7005 Clinical Placement I and CHP7006 Clinical Placement II

MSc Human Sciences - requires 180 credits at Level 7, with no requirement to complete CHP7005 Clinical Placement I or CHP7006 Clinical Placement II

PG Dip Human Sciences - requires 120 credits at Level 7 (any credit weighted units)

PG Cert Human Science - requires 60 credits at Level 7 (any credit weighted units)

* If this box is marked 'yes,' then it is a requirement set by the relevant professional body that the pass mark must be achieved in all components of assessment to pass the unit, regardless of the overall aggregated mark.

PLEASE NOTE that the hours spent on clinical placement are included within the estimated scheduled contact hours for the Clinical Placement I and Clinical Placement II units.