

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'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	Course Code	MSCF
FHEQ level and credit of final award	FHEQ Level 7, 180 credits (90 ECTS) and successful completion of units CHI7410 and CHI7411		
Intermediate awards titles	MSc Human Sciences (awarded to those who complete 180 Level 7 credits, but do not complete one or both of the Clinical Placement units) PGCert Human Sciences PGDip Human Sciences Intermediate awards do not convey eligibility to apply for registration with the GCC or to practice as a chiropractor.		
FHEQ level and credit of intermediate award	MSc Human Sciences 180 Credits (90 ECTS) level 7 PGDip Human Sciences 120 Credits (60 ECTS) level 7 PGCert Human Sciences 60 Credits (30 ECTS) level 7		
Awarding Institution	Health Sciences University		
Teaching Institution	Health Sciences University		
Professional, Statutory and Regulatory Body (PSRB) accreditation/recognition	GCC approval/Privy Council Recognition 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	Health Sciences University, Bournemouth		

UCAS code (where applicable)	NA
HECOS Code(s)	Chiropractic - 100241
Date Course initially approved	17 th January 2018
Version number	v2.1
Date this version approved	21 May 2025
Academic year from which this applies	2024/25 – intake September 2024
Author	Mike Kondracki

Course Overview

1. Admissions regulations and entry requirements

Standard admissions regulations do not apply to this course.

Students are normally expected to have successfully met all the learning outcomes at level 6 (or its international equivalent) of a pre-registration chiropractic degree with at least a 2:ii classification.

2. Additional entry requirements

Additional entry requirements for this course are available from the course page on the University website.

3. Aims of the course

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 Provider (AQP) scheme.

The aims of the course are to:

- Prepare graduates to act as safe and competent primary contact clinicians who have practical experience of research methodology and application.
- 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-centred 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 of clinical care.
- Provide graduates with an understanding of the scientific method and experience of designing, undertaking, analysing and present primary research within the context of modern healthcare.
- Produce graduates with effective skills of listening, interpreting and communicating within the healthcare arena with emphasis on the psychosocial issues inherent with this activity.

Subject to GCC approval of the programme, those who successfully complete this course will be eligible for General Chiropractic Council (GCC) registration (GCC & Privy Council approval pending) as a chiropractor and thus will be qualified to work as a private healthcare practitioner within the UK.

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

The primary goal of the MSc Chiropractic course is to prepare graduates to act as safe and competent primary contact chiropractic clinicians within the wider health care community.

Graduates should be capable of delivering the highest standards of care and respond to the health needs of their community and current health systems, cognisant of evidence-based practice and patient-centred models.

Students are expected to develop the attitudes and transferable skills that will enable them to become effective professionals with a commitment to life-long learning and continuing professional development. Students will be expected to operate in complex and unpredictable clinical situations in which judgements of a scientific, clinical, moral and ethical nature must be made. Students will be able to demonstrate the knowledge and skills necessary to be able to design and carry out primary research, analyse & publish it.

This course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

The methods used to enable outcomes to be achieved and demonstrated are as follows:

Subject Knowledge and Understanding

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

- A1 The basis and principles of chiropractic in a contemporary context.
- A2 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 nature and impact of their physical, psychological and social aspects.
- A4 Selected drug actions appropriate to the management or co-management of musculoskeletal conditions and patients who present to chiropractors.
- 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.
- 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.
- 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.

Teaching and Learning Methods

Learning outcomes A1-A7 are achieved by integration of theory and practise. 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 emphasising the utilisation 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. Learning will be applied and developed further during the clinical placement.

Assessment Methods

Learning outcomes A1-A7 are assessed throughout the course in a variety of formats as demonstrated in Appendix 2. 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).

Cognitive Skills Having successfully completed this course students will be able to: B1 Identify their own learning needs, plan their own learning and development and evaluate its effectiveness, as required for continuing professional development. 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. 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, critically assess and integrate new knowledge, demonstrating originality in the application of knowledge within professional practice. B6 Monitor patient progress through evaluation of outcome measures, and modify management care plans. B7 Critically analyse and reflect on clinical decisions in light of current best evidence, clinical guidelines, legal and statutory requirements.	Teaching and Learning Methods Learning outcomes B1-B7 are achieved through development of autonomous and reflective thinking. 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 in clinical placements. Assessment Methods Learning outcomes B1-B7 are assessed throughout the course in a variety of formats as demonstrated in Appendix 2. 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).
Practical Skills Having successfully completed this course students will be able to:	Teaching and Learning Methods Practical skills C1-C6 are developed by students throughout the course. Teaching and learning methods include, but are not limited to, online video demonstrations of practical skills, practical skills classes, simulated clinical

C1 Competently and 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 mimic musculoskeletal complaints, and measure and record the findings. C3 Perform a wide range of therapeutic and condition management skills, selecting and applying each of them to meet the needs of individual patients, utilising the best available evidence and patient preferences, and managing patients in a manner that is in consonance with ethical professional practice. 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. C5 Use tools such as clinical audit and adverse incident reporting as a means of 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.	cases, role playing, OSCE/ISCE practise and other simulation activities. Students will have the opportunity to practise and develop their clinical skills within the clinical placement unit. Assessment Methods Students' practical skills and learning outcomes C1-C6 are assessed throughout the course across different units as demonstrated in Appendix 2. 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). 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). The ability to perform therapeutic and management skills (C3) are examined through 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. Clinical audit skills (C5) are demonstrated via presentation and adverse incident reporting (C5) within the clinical portfolio.
Transferable skills Having successfully completed this course students will be able to: D1 Learn, think and problem solve independently in familiar and unfamiliar situations with an open mind. 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.	Teaching and Learning Methods Students will be supported to develop transferable skills through directed learning, small group learning, seminars and through work-based learning. Seminars offer an opportunity for students to practise 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

D3 Manage time, prioritise tasks, exercise initiative and work autonomously when necessary and appropriate. 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. D5 Understand and apply the philosophy and processes involved in quality improvement including audit, research, clinical governance and engaging with patients. 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. D7 Effectively apply research methods to design, carry out and write-up primary scientific research or a service improvement project.	professionals. Students will learn clinical research methods through asynchronous learning materials and application during seminars, and through either a supervised dissertation or service improvement project. Assessment Methods 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). Students' research skills (D7) 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.
Professional competencies Having successfully completed this course students will be able to E1 Demonstrate 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 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. E3 Demonstrate 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.	Teaching and Learning Methods 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. Throughout the course students are expected to reflect on their learning and practice to develop as a professional and maintain their own fitness to practise. They will understand the importance of lifelong learning and continuing professional development as a healthcare professional. Assessment Methods All Professional competencies will be assessed by portfolios, written coursework and an oral presentation.

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. 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. 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.	
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Intermediate exit award outcomes

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

ILOs achieved:

- A2-A7 Subject Knowledge and Understanding
- B1-B7 Cognitive Skill
- 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 course has been designed to comply with the 'Education Standards' published by the General Chiropractic Council (GCC, 2023).

The level of intended learning outcomes for the MSc Chiropractic course conforms to the standards set out in the QAA document 'Framework for Higher Qualifications in England, Wales and Northern Ireland'.

The course 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. The course contains a clinical placement, research methods and professional development units, opportunities for data collection and primary research, as well as teaching and mentoring junior colleagues. 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, or to further a career in clinical research or academia.

An extended clinical placement provides the student with the opportunity to assess and manage patients in the out-patient chiropractic clinic setting and a new, optional, clinical interest experience will allow students to develop knowledge and skills in a defined clinical specialism. All cases which the student sees within the placement, are managed by a qualified chiropractor who provides guidance in management decisions; nevertheless, the student is expected to identify and carry out their own learning and reflection for each case. The student must also complete the relevant clinical requirements necessary to produce their own clinical portfolio of cases.

The clinical placement provides experiential learning which can be applied to the units which aim to develop the student's ethical and professional practice, leadership and interprofessional working skills and their use of research in daily practice.

An optional unit will be available to cover the principles of business management and marketing necessary to enable graduates to start a small business when they enter practice.

A Research Methods in Health Science unit (PPR7009) will build on existing research methodology knowledge and develop the skills necessary to collect both quantitative and qualitative data necessary for producing high quality research studies. These skills can be used in the Dissertation module (PPR7010), where students are expected to research, design, carry out and produce their own piece of written research work, suitable for publication in an academic peer-reviewed journal. These skills and experience are crucial for students wishing to progress to a career in research or academia.

Deeper reflection and critical evaluation can be undertaken in a unit designed to instill in the student skills of self-evaluation and reflective practice. Students are encouraged to assess and critique their decision-making skills and actions against recognised frameworks and models, to allow significant in-depth evaluation of their development to enable professional and personal growth.

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

Throughout the course, clinical students are provided with the opportunity for direct experiential learning. The standard clinical placement is divided into two, zero credited units, Clinical Placement I and II, running over both years of the programme. The first of the two units will cover the basic skills and knowledge, e.g., principles of good record-keeping, reflective practice, legislation and regulatory standards, required for successful, ethical practice.

Clinical Placement II will focus more on developing and extending skills, knowledge and attitudes of professionalism, leadership and inter-professional management. Students in this unit will be encouraged to mentor and teach junior colleagues and demonstrate effective team working, recognising the skills and values of other healthcare providers in patient services.

As mentioned above, an additional placement unit will be provided to allow students to gain practical experience in a chosen field of clinical interest. This unit will commence in the Spring Semester of Year 2 and will focus on developing competencies and expertise in offered care to, for example, a specific patient population.

During the entirety of the clinical placement experience, students will be expected to undertake the appropriate management of patients under their care utilising the facilities and resources available to them and through effective communication with colleagues and other professionals.

Completion of 180 credit weighted units (to include all core units), and the zero credit weighted Clinical Placement units is mandatory to exit with the qualification of MSc Chiropractic. This includes (but is not limited to) obtaining formative feedback on your own skills, engaging with the rehabilitation of patients and the community outreach programme. All Health Sciences University Clinic processes and procedures are clearly outlined in the Placement Manual, which is an online document available to all students. The processes and procedures outlined in the Placement Manual must always be followed during placement. Failure to do so may lead to disciplinary action being taken.

Health Sciences University Clinical Services operates a primary contact health care facility offering high-quality, diagnostic and therapeutic 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 care providers. This experience further enhances the development of autonomous practitioners who will interact, engage and work with other health care practitioners.

Observations are arranged in allied health profession situations, to allow the student to contextualise the role of chiropractic within the wider health community. Students will also be supported in attending offsite chiropractic clinics to aid this learning.

Training will be given on the use of specialist equipment which can be used to collect data employed in clinical and MSK rehabilitative research.

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 at [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

Health Sciences University 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

8. Learning hours/student workload

hours, including student contact time, tutor guided learning time, and independent study (including assessment). Ten University credits are equivalent to five European Credit Transfer System (ECTS) credits.

In addition to this, the MSc Chiropractic 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, in simulation learning and clinical problem-solving exercises using authentic clinical cases. Simulation learning will also make use of the Health Sciences University 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 spent on placement.

Student contact time is a broad term, referring to the amount of time students can expect to engage with University 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 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 characterised by personalised 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 personalised 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 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 emphasises 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 8-16 hours of contact time, that may include lectures, seminars, labs, practicals, 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 15 hours of independent study per week. This includes time for revisions/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 Health Sciences University 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 Health Sciences University 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's Assessment Regulations which may be found from the [Policies and Procedures webpage](#).

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 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 practise as a chiropractor.

11. Employment progression routes

Graduates of this course with the award of MSc Chiropractic will be eligible to apply to join the GCC register as a chiropractor within the UK. Graduates may be able to practice 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, go into research or a career in 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 [Policies and Procedures 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 take place virtually)

The ways in which the quality of the University's courses is 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

Health Sciences University is committed to being an institution where students and staff from all backgrounds can flourish. Health Sciences University 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.

Health Sciences University 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 FHEQ 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)
- Royal College of Chiropractors 'Outcomes for Chiropractic Graduates' (2022)
- 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)

15. External reference points

There is no QAA Subject Benchmark Statement for chiropractic.

16. Internal reference points and policy frameworks

Health Sciences University Strategic Plan

Health Sciences University Course Design Framework

Health Sciences University Feedback on Assessments policy

Health Sciences University Placement Learning Policy

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

Record of Modifications**Course level**

Description of Modification	Date approved	Intake to which modification applies

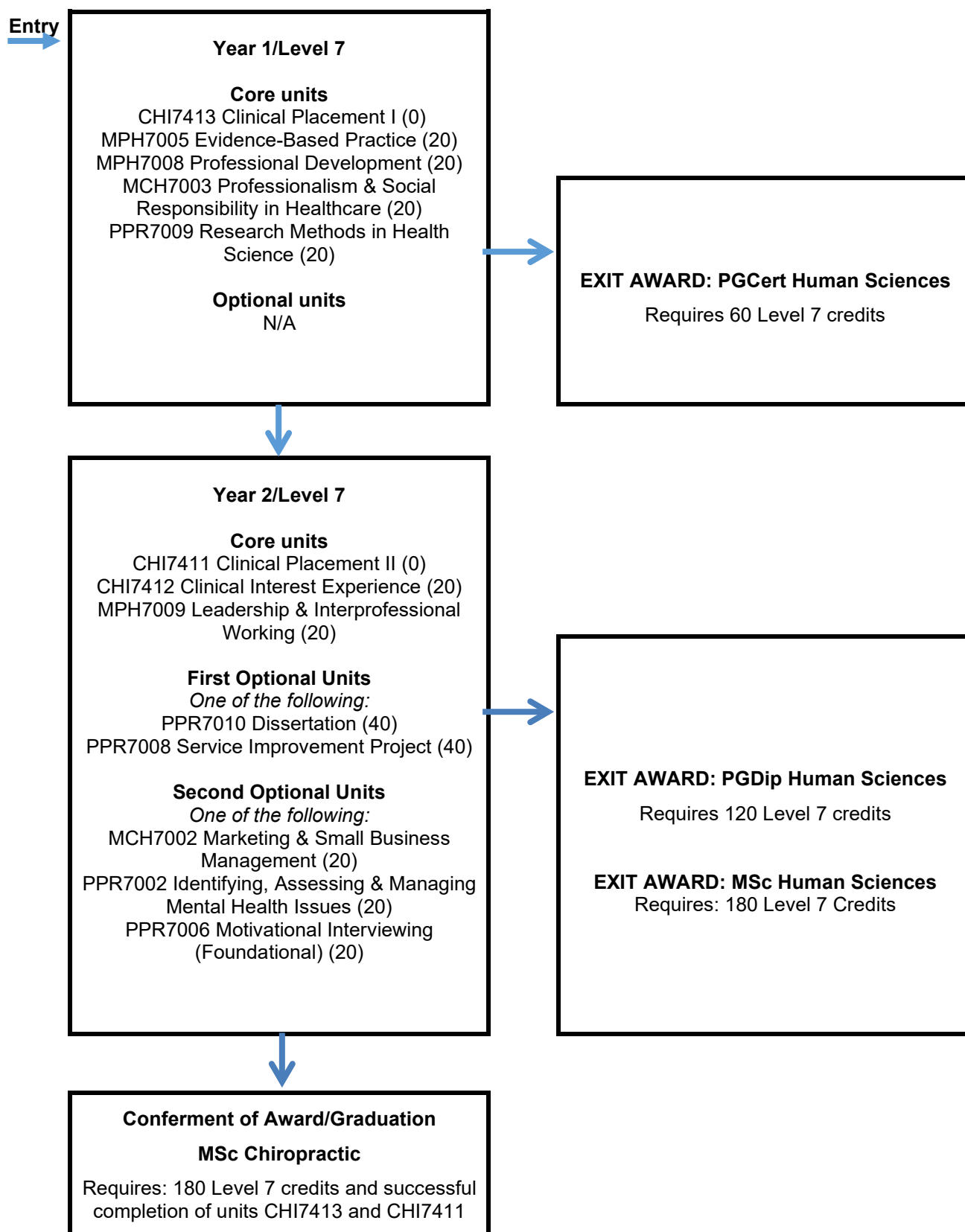
NB- Unit coding amendment made post External Panel, pre-publication updated CHI7410 to CHI7413 [July 2024]

NB- Unit coding amendments made post External Panel, pre-publication, to CPD and PGT-coded units [August 2024]

Unit level

Unit code and title	Nature of modification	Date of approval/ approving body	Intake to which modification applies
MCH7003 Professionalism and Social Responsibility in Healthcare	Minor amendment to indicative unit content	Course Steering Committee- September 2024	Current and all future
CHI7412 Special Interest Clinical Placement	Change to unit title- now Clinical Interest Experience	ASQC- 21.05.2025	Current and all future
CHI7411 Clinical Placement II	Editorial correction to unit code ref. mentoring of junior colleagues (to CHI7413)	N/A- Correction- applied October 2025	Current and all future

Appendix One - Course Diagram [MSc Chiropractic]



Appendix 2: Learning outcomes mapping document template

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](#)).

Insert unit codes and levels and mark in each box where a learning outcome referenced in the course specification may be taught (T), developed (D) and/or assessed (A) within a unit. Add rows /delete columns as needed.

		Course Outcomes																			
		Subject Knowledge & 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
CHI7413	7	TA	TA	TDA	DA	TDA	TDA	DA	TA	DA	TDA	TDA		DA	DA	TDA	DA		TDA	DA	TA
CHI7411	7	DA	TDA	DA	DA	TDA	TDA	TDA	DA	DA	TDA	TDA	DA	TDA	TDA	DA	DA	DA	DA	TDA	DA
CHI7412	7		DA	DA				DA	DA	TDA			TDA		TA						
MPH7005	7		TA					TDA	TDA	TA		DA	DA		TDA			DA		DA	
MPH7009	7												DA								
MPH7008	7	TDA		DA	DA	TDA	TDA	DA	TDA		DA		DA	DA	TDA	DA		DA	DA		
MCH7002	7																				
MCH7003	7					TDA	TDA						TDA		TDA						
PPR7002	7																				
PPR7006	7																				
PPR7008	7							DA		DA										TA	
PPR7009	7		DA					TDA	DA	DA			DA								
PPR7010	7		DA					DA		DA			DA							DA	

		Course Outcomes												
		Transferable Skills							Professional Competencies					
Unit Code	Level	D1	D2	D3	D4	D5	D6	D7	E1	E2	E3	E4	E5	E6
CHI7413	7	TA	TDA	DA	DA	TDA			TA	TA	TA		DA	DA
CHI7411	7	TDA	DA	TDA	DA	DA	TDA		DA	DA	TDA	TDA	DA	TDA
CHI7412	7	DA			DA	DA				DA		DA		
MPH7005	7				DA			TDA						
MPH7009	7	DA					TDA				TDA	DA		
MPH7008	7			DA					TDA	TDA			DA	DA
MCH7002	7													
MCH7003	7	DA							TDA		DA		TDA	DA
PPR7002	7													
PPR7006	7													
PPR7008	7			DA		TDA							TDA	
PPR7009	7				TDA	TDA		TDA						
PPR7010	7				DA	DA		TDA						

Appendix 3 Course summary

This must be consistent with information provided in each unit specification.

Course title: MSc Chiropractic

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
CHI7413	Clinical Placement I	1.0	0	Core				P/F	P/F			No	350	48	96
CHI7411	Clinical Placement II	1.0	0	Core				P/F	P/F	P/F		No	350	48	96
CHI7412	Clinical Interest Experience	1.1	20	Core				40%		60%		No	60	40	100
MPH7005	Evidence-Based Practice	1.1	20	Core				100%				No	9	41	150
MPH7009	Leadership and Interprofessional Working	1.1	20	Core				100%				No	9	41	150
MPH7008	Professional Development	1.1	20	Core				100%				No	9	41	150
MCH7003	Professionalism and social responsibility in healthcare	1.1	20	Core		60%		40%				No	24	10	166
PPR7008	Service Improvement Project	1.1	40	Option				100%				No	36	36	328
MCH7002	Marketing and Small Business Management	1.1	20	Option				100%				No	24	6	170
PPR7002	Identifying, Assessing and Managing Mental Health Issues	1.1	20	Option				100%				No	42	60	98
PPR7006	Motivational Interviewing (Foundational)	1.1	20	Option				100%				No	42	60	98
PPR7009	Research Methods in Health Science	1.1	20	Core				100%		P/F		No	36	48	116
PPR7010	Dissertation	1.1	40	Option				100%				No	12	36	352
Exit qualifications: MSc Chiropractic - requires 180 credits at Level 7, plus a pass in units CHI7410 Clinical Placement I and CHI7411 Clinical Placement II MSc Human Sciences – requires 180 credits at Level 7 (to include either the Dissertation or the Service Improvement Project) 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) 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.															