

Course Specification

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	Master of Chiropractic (Hons) MChiro	Course Code	MCCF
FHEQ level and credit of final award	Level 7 120 Level 7 CATS, 120 Level 6 CATS, 120 Level 5 CATS and 120 Level 4 CATS		
Intermediate awards titles	Non-registerable interim awards CertHE Human Sciences DipHE Human Sciences BSc Human Sciences BSc (Hons) Human Sciences MSci (Hons) Human Sciences		
FHEQ level and credit of intermediate award	CertHE Human Sciences 120 Level 4 CATS DipHE Human Sciences 120 Level 4 CATS and 120 Level 5 CATS BSc Human Sciences 120 Level 4 CATS, 120 Level 5 CATS + 80 Level 6 CATS BSc (Hons) Human Sciences 120 Level 4 CATS, 120 Level 5 CATS + 120 Level 6 CATS Integrated Masters (Non-Registerable) MSci (Hons) Master in Science 120 Level 7 CATS, 120 Level 6 CATS, 120 Level 5 CATS and 120 Level 4 CATS (does not require successful completion of placement)		
Awarding Institution	Health Sciences University		
Teaching Institution	Health Sciences University		

Professional, Statutory and Regulatory Body (PSRB) accreditation/recognition	General Chiropractic Council European Council on Chiropractic Education
Duration of PSRB accreditation/recognition where applicable	Recognition of programmes is ongoing and managed through annual monitoring.
Mode of study	Full-Time
Variants	With Foundation Year
Standalone Units	NA
Distance Learning course	No
Standard length of course	4 years
Language of delivery	English
Location of delivery	Health Sciences University, Bournemouth Health Sciences University, London
UCAS code (where applicable)	B320
HECOS Code(s)	100241 - Chiropractic
Date Course initially approved	Initially validated as an award of Bournemouth University July 2015; approved as an award of AECC University College July 2017
Version number	3.0
Date this version approved	June 2026
Academic year from which this applies	2026/27
Author	H Jensen

Course Overview

1. Admissions regulations and entry requirements

The admissions regulations for this Course are set out in the University's Recruitment, Selection and Admission Regulations published here: <https://www.hsu.ac.uk/about/policies-and-procedures/academic-regulations-policies-and-procedures/>

These regulations include the general entry requirements and specific requirements regarding English language.

The detailed entry requirements for the course may be found from the relevant course page on the University's website.

Students who successfully complete the Chiropractic Pathway of the Foundation Year (Level 3) will be eligible to progress to Level 4 of the MChiro.

Recognition of Prior Learning (RPL)

The University has a Recognition of Prior Learning Policy which can be found in the University's Recruitment, Selection and Admission Policy and Procedure for Taught Courses published here: <https://www.hsu.ac.uk/about/policies-and-procedures/academic-regulations-policies-and-procedures>. HSU will consider through this policy, qualifications for admission with advanced standing and for exemption from elements of the taught course. For Integrated Masters provision credit based on RPL shall not exceed 240 CATS.

2. Additional entry requirements

Admission to the course is subject to meeting the University's standard entry requirements and the specific requirements of a professional healthcare programme.

In addition to the general admissions criteria:

- Applicants are required to undergo a **selection interview process** as part of the admissions procedure.
- Applicants must obtain a **satisfactory Enhanced Disclosure and Barring Service (DBS) check**, or an equivalent national police clearance for applicants residing outside the UK, in accordance with safeguarding requirements.
- Applicants are required to complete an **Occupational Health screening** prior to enrolment to ensure they are fit to undertake the demands of the course and professional training.
- Applicants must meet the University's **English language requirements** (e.g. IELTS or equivalent), where applicable, to ensure safe and effective communication in clinical and academic contexts.
- The University operates **Fitness to Practise** procedures for healthcare courses and all students are required to adhere to these throughout the course.

Further information regarding admissions policies, including procedures for complaints and appeals, is available via the University's published regulations.

3. Aims of the course

The MChiro (Hons) Master of Chiropractic is designed to prepare graduates for safe, effective, ethical and reflective practice as primary contact chiropractors within contemporary healthcare systems. The course provides an integrated academic and clinical education through which students develop the knowledge, skills, professional behaviours and judgement required for increasingly autonomous chiropractic practice within appropriate legal, ethical and governance frameworks.

The course reflects contemporary chiropractic education and is grounded in person centred, evidence informed practice, critical thinking, collaboration and lifelong professional development. It integrates biomedical, behavioural and social sciences with progressive clinical experiential learning to support the development of clinical reasoning, professional accountability, collaborative working and safe decision making in both routine and complex contexts.

Across the early stages of the course, students develop a foundation in human structure and function, public health, evidence informed practice and professional identity. As the course progresses, learning becomes increasingly applied and clinically focused, supporting the assessment and management of musculoskeletal and related presentations within the scope of chiropractic practice, together with appropriate referral or co-management where indicated. This includes the integration of psychosocial and public health perspectives and the development of competence in person centred care. At Levels 6 and 7, students engage with complexity, uncertainty, diverse populations, collaborative care, quality improvement and extended supervised clinical practice, preparing them for transition to independent professional practice and lifelong learning.

Clinical and professional capability is developed through a combination of structured skills teaching, simulation, case-based learning, supervised clinical practice, reflective learning and increasing responsibility in practice settings. The course also emphasises digital literacy, the ethical use of health technologies, prevention, health promotion, behaviour change and engagement with wider healthcare systems, preparing graduates for evolving models of musculoskeletal and primary care practice.

Professional Recognition

Graduates who successfully complete the MChiro (Hons) Master of Chiropractic will have met the educational requirements to apply for registration with the General Chiropractic Council and to practise in the UK, subject to satisfying the Council's requirements relating to health, character and fitness to practise.

3. Aims of the course

The course is designed to align with the General Chiropractic Council Education Standards and to support progression towards safe, effective, ethical and evidence informed professional practice as a primary contact chiropractor.

Graduates intending to practise outside the UK are advised to check registration, recognition and any additional licensing requirements with the relevant regulatory body in the country in which they intend to practise.

Only the full award of MChiro (Hons) Master of Chiropractic is recognised by the relevant Professional, Statutory and Regulatory Bodies for the purpose of professional registration. Interim exit awards do not confer eligibility for professional registration.

Course Aims

The aims of the course are to:

- Prepare graduates to practise as safe, competent and reflective primary contact chiropractors, able to assess, manage and appropriately refer patients presenting with musculoskeletal and related presentations within the scope of chiropractic practice, while recognising the limits of competence and the need for escalation, referral or co-management where indicated.
- Develop practitioners who can deliver high-quality, person-centred care that is responsive to individual needs, preferences, health inequalities and the wider social and healthcare context.
- Enable graduates to integrate critically appraised research evidence, clinical expertise and patient values in order to inform clinical reasoning, risk assessment and management decisions, including in complex, uncertain or multifactorial presentations.
- Foster professionalism, ethical practice and accountability, underpinned by relevant legislation, regulatory requirements and the GCC Code of Professional Practice, supporting practice with increasing autonomy within appropriate governance frameworks.
- Develop practitioners who can work effectively with patients, carers and other healthcare professionals through clear communication, shared decision making, referral and collaborative practice within integrated models of care.
- Equip graduates with the knowledge, skills and attitudes required for lifelong learning, continuing professional development, quality improvement and the ongoing delivery of safe and effective evidence informed practice across their professional careers.
- Develop graduates' understanding and application of scientific method, research literacy and critical inquiry in relation to clinical practice, service development and the wider healthcare environment.
- Support a preventive, public health informed and behaviour aware approach to care, enabling graduates to promote self-management, health promotion and wellbeing at individual and population levels.

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

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 practice	Teaching and Learning Methods Teaching and learning support progressive development from foundational knowledge to autonomous professional practice. Learning integrates biomedical, behavioural, social and professional perspectives throughout the course.

within a contemporary healthcare context, including its scientific foundations, scope of practice and role as a primary contact profession. A2 The differentiation between normal and abnormal structure and function in individuals and populations, including contemporary concepts of health, illness and disability, and recognising variation, complexity and uncertainty in clinical presentations and patient needs. A3 The place of evidence-informed practice in contemporary healthcare, including the integration of research evidence, clinical expertise and patient values, and its application to patient-centred care, prevention, and population health. A4 The assessment and management of patients presenting with a wide range of musculoskeletal and related health problems, including the biological, psychological and social dimensions of health, and the application of person-centred, evidence-informed approaches to care. A5 The mechanisms, indications, risks and clinical relevance of pharmacological agents in the context of patient assessment, co-management and referral within chiropractic practice. A6 The context and nature of chiropractic as a regulated profession in the UK, including the duties, roles and responsibilities of chiropractors as registered primary healthcare professionals working within healthcare systems. A7 The legal, moral and ethical responsibilities involved in protecting and promoting the health of individual patients, their dependants and the public, including safeguarding, consent, capacity, confidentiality, equality, diversity and inclusion, and reducing health inequalities. A8 The different methods of research, data collection and analysis available to clinical researchers, including ethical and governance considerations, and the translation and application of research evidence within clinical practice, quality improvement and service development.	At Level 4, teaching focuses on foundational knowledge, professional identity and introductory clinical skills through lectures, seminars, guided learning and structured practical sessions, supported by simulation and small-group learning. At Level 5, teaching emphasises application and integration of knowledge in clinical contexts using case-based learning, problem-based seminars, practical skills sessions and simulated patient encounters, supported by supervised clinical exposure and engagement with evidence-informed practice. At Level 6, teaching focuses on managing complexity, uncertainty and diverse patient presentations through complex case-based learning, simulation and supervised clinical practice, including interprofessional learning and application of evidence to decision-making. At Level 7, learning is predominantly experiential and practice-based, with extended clinical placement supported by supervision, case discussion, reflective practice and independent study, enabling development of autonomous, evidence-informed clinical decision-making. Learning technologies support engagement with resources, evidence and reflective learning across all levels.
	Assessment Methods Assessment is progressive and aligned to programme outcomes, enabling students to demonstrate knowledge and understanding in academic and clinical contexts. At Level 4, assessment focuses on foundational knowledge and understanding using written examinations, coursework and introductory portfolios. At Level 5, assessment evaluates the application of knowledge to clinical scenarios through case-based coursework, written assessments and practical assessments demonstrating clinical reasoning and evidence-informed decision-making. At Level 6, assessment focuses on integration and application of knowledge in complex and uncertain clinical contexts using case-based assessments, structured clinical examinations, portfolios and viva-style assessments, with significant contribution from placement-based assessment. At Level 7, assessment prioritises autonomous professional capability, requiring students to justify complex clinical decisions, integrate evidence and manage uncertainty, demonstrated through

	placement portfolios, viva voce examinations and advanced case-based assessments. Formative feedback supports development at all levels.
Cognitive Skills Having successfully completed this course students will be able to: B1 Identify, prioritise and evaluate their own learning needs, plan their learning and development, and evaluate its effectiveness in support of continuing professional development and autonomous practice. B2 Critically appraise relevant studies reported in the chiropractic, medical and scientific literature and appropriately apply evidence to answer questions raised by specific clinical problems. B3 Formulate, implement and adapt plans for the assessment, treatment and management of patients, according to established principles and best available evidence, in partnership with patients and other health professionals where appropriate. B4 Make sound clinical judgements in the absence of complete data, recognise the severity of clinical presentations and the need for urgent or emergency care, and appraise and recommend appropriate strategies for a range of ethical dilemmas encountered in chiropractic practice. B5 Acquire, assess and integrate new knowledge, demonstrating originality in the application of knowledge to clinical and professional contexts. B6 Adapt to changing circumstances and demonstrate self-direction and originality in tackling and solving problems to ensure patients receive safe, high-quality professional care. B7 Demonstrate a systematic understanding of knowledge with critical evaluation and informed insight into emerging and contemporaneous developments in healthcare and chiropractic practice. B8 Undertake data collection, analysis and presentation in ways consistent with the wider scientific and professional community, informing research activity, audit or service improvement.	Teaching and Learning Methods Cognitive skills are developed progressively from foundational critical thinking to autonomous professional judgement, with increasing emphasis on application, integration and decision-making. At Level 4, teaching introduces scientific reasoning, evidence-informed practice and structured approaches to problem-solving through lectures, seminars and guided learning, supporting development of reflective and independent learning skills. At Level 5, teaching focuses on the application of reasoning within clinical contexts using case-based learning, problem-based seminars, simulation and structured clinical reasoning activities, enabling students to integrate evidence, patient context and professional frameworks. At Level 6, learning emphasises the management of complexity and uncertainty through analysis of more complex and less well-defined clinical scenarios, requiring synthesis of evidence, clinical data and ethical considerations to inform decision-making. At Level 7, cognitive development is primarily supported through experiential and practice-based learning, including clinical placement, supervision and reflective practice, requiring students to justify decisions, manage uncertainty and demonstrate independent professional judgement. Learning technologies support access to evidence, case materials and reflective tools across all levels. Assessment Methods Assessment evaluates the progressive development of higher-order cognitive skills in line with Level 7 expectations. At Level 4, written assessments, coursework and presentations assess understanding, structured reasoning and engagement with evidence. At Level 5, case-based coursework, written assessments and practical assessments evaluate application of clinical reasoning, integration of evidence and development of differential diagnosis and management planning. At Level 6, assessment focuses on the integration and adaptation of knowledge in complex and uncertain clinical contexts using case-based

	assessments, structured clinical examinations, portfolios and viva-style assessment, requiring justification of decisions and management of risk and variability. At Level 7, assessment prioritises autonomous cognitive capability, requiring students to demonstrate sound judgement in complex and uncertain situations through placement portfolios, viva voce examinations and reflective analysis, evidencing critical evaluation, adaptation and professional decision-making. Formative feedback supports development at all stages.
Practical Skills Having successfully completed this course students will be able to: C1 Competently and confidently take, record and interpret a comprehensive patient history using appropriate methods to elicit relevant clinical, psychosocial and contextual information to inform patient-centred care. C2 Select, perform and interpret appropriate clinical assessments, diagnostic procedures and investigations relevant to chiropractic practice, including recognising indications for further investigation, referral or co-management, and accurately recording findings. C3 Perform and adapt a wide range of therapeutic and management approaches, including manual therapy, rehabilitation, patient education, behaviour change and health promotion, selecting and applying multimodal, evidence-informed interventions to meet the needs, preferences and goals of individual patients, and evaluating outcomes of care. C4 Communicate competently and effectively with patients, their relatives or carers, and colleagues from chiropractic and other healthcare professions, adapting communication to support understanding, engagement, shared decision-making and self-management, and maintaining accurate, attributable and contemporaneous clinical records. C5 Apply principles of patient safety, risk assessment and clinical governance in practice, including the use of audit, incident reporting, reflective review and quality improvement processes to support safe, effective and high-quality care. C6 Demonstrate competence in recognising and responding appropriately to urgent or emergency situations within clinical practice, including the	Teaching and Learning Methods Practical skills are developed progressively through structured skills teaching, simulation and supervised clinical learning. At Level 4, students acquire foundational skills in history-taking, physical examination and professional communication through guided practice, demonstration and simulation in controlled environments. At Level 5, teaching emphasises the application of skills in clinical contexts using simulation, case-based learning and supervised practice, supporting development of assessment, diagnostic and management skills. At Level 6, students develop competence in managing complex and variable presentations through supervised clinical practice, with increasing emphasis on integration, adaptability, risk awareness and interprofessional working. At Level 7, practical skills are refined through extended clinical placement, with increasing responsibility for patient care supported by supervision, case discussion and reflective practice, enabling safe and effective performance in complex and unpredictable situations. Assessment Methods Assessment evaluates the progressive development of clinical competence, safety and professional practice. At Level 4, practical assessments and structured tasks assess foundational skills in history-taking, examination and communication. At Level 5, structured clinical examinations, simulation and coursework assess application of skills in clinical scenarios, including selection and

delivery of basic life support and appropriate escalation, referral or coordination of care with other professionals.	performance of assessment and management techniques. At Level 6, assessment focuses on integration and adaptability in complex clinical contexts using structured clinical examinations, simulation, portfolios and placement-based assessment, requiring justification of decisions and recognition of risk and referral. At Level 7, assessment prioritises autonomous practical capability, with placement portfolios, supervised clinical assessment and viva voce examinations demonstrating safe, effective and ethical application of skills in practice. Formative feedback supports development across all levels.
Transferable skills Having successfully completed this course students will be able to: D1 Communicate clearly, sensitively and effectively with patients and others by listening, sharing and responding appropriately, regardless of individual differences, and provide explanation, advice, reassurance and support. D2 Manage time effectively, prioritise tasks, exercise initiative and work autonomously where necessary and appropriate. D3 Make effective, ethical and secure use of digital technologies and information systems, including storing, retrieving and applying information to support patient care, health promotion, research, education and professional communication. D4 Demonstrate an understanding of the importance of lifelong and independent learning required for continuing professional development, including maintaining a professional development portfolio containing reflections, achievements and identified learning needs. D5 Function effectively as a mentor and teacher, including contributing to the assessment, appraisal and development of colleagues and providing constructive, development-focused feedback to junior peers. D6 Demonstrate understanding of, and respect for, the roles and expertise of other healthcare professionals within multidisciplinary and interprofessional contexts, seeking advice and collaboration where appropriate. D7 Work collaboratively with colleagues to serve patients' best interests, including effective handover and shared decision-making,	Teaching and Learning Methods Transferable skills are developed throughout the programme alongside academic and clinical learning. At Level 4, teaching focuses on foundational skills including communication, teamwork, time management and self-directed learning, supported through lectures, seminars, small-group activities and guided reflection. At Level 5, teaching emphasises application in clinical contexts using simulation, case-based learning, group work and supervised practice to develop communication, collaboration and digital literacy. At Level 6, learning focuses on applying transferable skills in complex and variable situations, including interprofessional working, shared decision-making, use of digital systems and reflective practice within supervised clinical environments. At Level 7, transferable skills are developed primarily through experiential and placement-based learning, with increasing responsibility for communication, collaboration, leadership and professional decision-making, supported by supervision and reflective practice. Assessment Methods Assessment of transferable skills is integrated across academic and clinical units. At Level 4, coursework, presentations and reflective tasks assess communication, teamwork, organisation and engagement with feedback. At Level 5, portfolios, group and individual tasks assess application of communication, collaboration, digital skills and reflective practice within clinical and

demonstrating flexibility, adaptability and problem-solving in dynamic clinical contexts. D8 Continually and systematically reflect on professional practice and translate reflection into action using improvement methodologies and audit, particularly in complex and uncertain situations. D9 Recognise and work within the limits of personal and professional competence, seeking support, supervision or referral where appropriate to ensure patient safety and quality of care.	professional contexts. At Level 6, assessment focuses on adaptability and professional application in complex scenarios, using placement-based assessment, portfolios and reflective work to evaluate interprofessional working, communication and responsiveness to feedback. At Level 7, assessment prioritises integrated professional capability, with placement portfolios, viva voce examinations and reflective assessments demonstrating leadership, collaboration, reflective practice and recognition of professional limits.
Professional competencies Having successfully completed this course students will be able to E1 Practise as an ethically grounded, accountable and reflective professional, demonstrating integrity, insight and responsibility in all aspects of chiropractic practice, in accordance with relevant legislation, professional regulation and the GCC Code of Professional Practice. E2 Exercise professional judgement and accountability in complex, uncertain or high-risk clinical situations, including recognising limitations in evidence, weighing competing risks and benefits, and justifying decisions in a transparent and defensible manner. E3 Practise within the limits of personal competence and scope of practice, recognising when escalation, referral or co-management is required, and taking appropriate action to protect patient safety and public trust. E4 Engage in collaborative and interprofessional practice, contributing to shared clinical decision-making, effective referral pathways and continuity of care, while respecting the roles, expertise and responsibilities of other healthcare professionals. E5 Communicate professionally, sensitively and effectively with patients, carers, colleagues and stakeholders, including managing challenging conversations, shared decision-making, consent, disagreement and uncertainty in an ethical and patient-centred manner. E6 Demonstrate leadership and emerging mentorship capability within supervised and practice environments, including supporting the development of others, contributing to team-based working and modelling professional behaviours expected of regulated healthcare practitioners. E7 Uphold principles of equality, diversity and inclusion in professional practice, recognising and	Teaching and Learning Methods Professional competencies are developed throughout the programme alongside academic and clinical learning. At Level 4, teaching focuses on professional formation, ethical awareness, communication and understanding regulatory frameworks, supported through lectures, seminars, case discussion and guided reflection. At Level 5, teaching emphasises the application of professional behaviours and judgement within clinical contexts using simulation, case-based learning and supervised practice, including collaborative and interprofessional activities. At Level 6, learning focuses on applying professional judgement in complex and uncertain situations, including ethical decision-making, recognising limits of competence, safeguarding, communication and collaborative care, supported by supervision and reflective practice. At Level 7, professional competencies are developed primarily through extended clinical placement, with increasing responsibility for decision-making, leadership, governance and professional conduct, supported by supervision, mentoring and independent learning. Assessment Methods Assessment of professional competencies is integrated across the programme and focused on authentic clinical and professional contexts. At Level 4, coursework and reflective tasks assess professionalism, ethical awareness and engagement with feedback. At Level 5, portfolios, case-based coursework and supervised assessment evaluate application of professional behaviours, communication and emerging professional judgement.

addressing bias, health inequalities and barriers to access, and adapting care to meet the needs of diverse individuals and populations. E8 Maintain safe, accurate and defensible clinical records and professional communications, including the ethical and lawful use of digital systems, telehealth technologies and emerging digital tools, in line with data protection, confidentiality and information governance requirements. E9 Engage actively in quality assurance, clinical governance and service improvement processes, including audit, incident reporting, reflection on adverse events and the application of learning to improve patient safety and quality of care. E10 Commit to lifelong learning, continuing professional development and ongoing professional identity formation, using structured reflection, feedback and outcome evaluation to maintain competence, support resilience and adapt to evolving professional, regulatory and healthcare contexts.	At Level 6, assessment focuses on accountability and professional judgement in complex scenarios through placement-based assessment, portfolios and reflective work, evidencing ethical decision-making, collaboration and appropriate escalation. At Level 7, assessment prioritises autonomous professional capability, with placement portfolios, viva voce examinations and reflective assessments demonstrating leadership, governance awareness, defensible decision-making and readiness for independent practice.
--	---

Intermediate Exit Award Outcomes

Interim Intended Learning Outcomes for Level 6

Subject Knowledge and Understanding

A1 *The assessment, diagnosis and evidence-informed management of complex musculoskeletal and neuromusculoskeletal presentations, including those characterised by chronicity, comorbidity, uncertainty and variable response to care.*

A2 *The influence of population-specific factors on clinical presentation and management, including age, vulnerability, disability, comorbidity, psychosocial context and health inequalities.*

A3 *The principles of patient-centred care, behaviour change and public health, including the role of lifestyle, mental health and social determinants in shaping health outcomes and engagement with care.*

A4 *The role, justification and limitations of diagnostic imaging and clinical investigations in musculoskeletal practice, including interpretation of findings and their integration into clinical decision-making.*

A5 *The principles of risk assessment, patient safety, safeguarding, consent and capacity, and their application within clinical decision-making and supervised practice.*

A6 *The structure and organisation of healthcare systems, including referral pathways, interprofessional working and the chiropractor's role within collaborative care.*

Intellectual Skills

B1 *Apply advanced clinical reasoning to complex and evolving patient presentations, integrating clinical findings, evidence, patient context and uncertainty.*

B2 *Generate, prioritise and adapt differential diagnoses in response to emerging information, recognising risk, red flags and the need for escalation or referral.*

B3 *Critically evaluate and apply research evidence, public health perspectives and behaviour change approaches within clinical and service-level decision-making.*

B4 *Analyse and respond to complexity, uncertainty and ethical dilemmas in clinical practice, justifying decisions using defensible, evidence-informed reasoning.*

Practical Skills

C1 Demonstrate competence in the assessment, examination and interpretation of findings in complex clinical presentations under indirect supervision.

C2 Select, adapt and justify manual therapy, rehabilitation and management strategies in response to patient presentation, comorbidities, risk and response to care.

C3 Apply and interpret diagnostic imaging and investigations within clinical contexts, recognising limitations and supporting appropriate referral decisions.

C4 Adapt assessment, management and communication strategies for diverse populations, including those with increased vulnerability or altered capacity.

C5 Demonstrate safe clinical decision-making, including modification, escalation or cessation of care, within supervised practice.

Transferable Skills

D1 Communicate complex clinical information clearly and professionally to patients, carers and healthcare professionals, supporting shared decision-making.

D2 Apply patient-centred communication strategies to support engagement, adherence and self-management.

D3 Use digital systems, clinical documentation and information governance processes effectively to support safe and coordinated care.

D4 Engage critically with evidence, data and professional guidance to inform clinical reasoning and decision-making.

D5 Demonstrate increasing autonomy in learning, reflection and professional development, in preparation for Level 7 practice.

D6 Recognise and respond appropriately to the limits of personal and professional competence, seeking supervision or referral where required.

Professional Competencies

E1 Practise as a responsible and accountable student practitioner within supervised environments, in accordance with relevant legislation, institutional policies and the GCC Code of Professional Practice.

E2 Apply professional judgement in complex and uncertain clinical situations, recognising limitations and acting to ensure patient safety.

E3 Practise within scope of competence, identifying situations that require escalation, referral or co-management and taking appropriate action.

E4 Engage effectively in collaborative and interprofessional practice, contributing to shared decision-making and continuity of care.

E5 Communicate professionally and sensitively with patients, carers and colleagues, including explaining uncertainty, gaining consent and managing challenging interactions.

E6 Demonstrate professional behaviours including leadership, accountability, reflection and constructive engagement with feedback within clinical and learning environments.

E7 Apply principles of equality, diversity and inclusion in clinical practice, recognising and addressing barriers to equitable care.

E8 Maintain accurate, timely and defensible clinical records and professional communications in line with ethical and legal requirements.

E9 Engage in patient safety, quality improvement and governance activities, including reflection on incidents and clinical decision-making.

E10 Demonstrate readiness for progression to Level 7 through reflective practice, integration of feedback and increasing professional autonomy.

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 professional roles, responsibilities and behaviours expected of chiropractors within contemporary healthcare systems, including collaborative practice and ethical responsibilities.

A2 The principles and application of manual therapy, rehabilitation and exercise-based care, including the physiological, biomechanical and neurophysiological effects of therapeutic interventions.

A3 The presentation, assessment and evidence-informed management of common musculoskeletal and neuromusculoskeletal conditions across upper and lower body regions, within the scope of chiropractic practice.

A4 The structure, function and clinical relevance of the neuromusculoskeletal system, including the integration of regional anatomy, movement and functional relationships in clinical assessment and diagnosis.

A5 The pathological and pathophysiological processes underlying common conditions encountered in chiropractic practice, including the role of systemic disease, red flags and indicators for referral.

A6 The principles of evidence-informed practice, public health and healthcare systems, including the influence of behavioural, psychological and social factors on health, illness and patient outcomes.

Intellectual skills

B1 Critically appraise research evidence relevant to musculoskeletal health and chiropractic practice, recognising strengths, limitations and applicability to clinical scenarios.

B2 Apply structured clinical reasoning to patient presentations, integrating history, examination findings and contextual factors to inform decision-making.

B3 Generate, prioritise and justify differential diagnoses based on available clinical information, adapting these as new information emerges.

B4 Evaluate and apply evidence-informed management strategies, considering patient needs, preferences, risk and expected outcomes.

Practical skills

C1 Demonstrate competence in structured history-taking and physical examination for common clinical presentations, and interpret findings to inform clinical reasoning under supervision.

C2 Safely perform and justify a range of manual therapy, mobilisation, myofascial and adjunctive techniques for the spine and extremities, appropriate to Level 5 practice.

C3 Apply principles of rehabilitation and exercise-based management, including functional assessment and progression of care.

C4 Recognise and respond appropriately to psychosocial factors influencing pain, disability and recovery, integrating these into patient management.

Transferable skills

D1 Demonstrate effective, professional and patient-centred communication in clinical and learning environments.

D2 Locate, evaluate and apply information from a range of sources to support learning and clinical reasoning.

D3 Apply knowledge and skills flexibly to new and unfamiliar clinical scenarios.

D4 Engage constructively with feedback, supervision and reflective learning to support development.

D5 Demonstrate increasing independence and responsibility in managing learning and clinical skill development.

Professional Competencies

- E1** Demonstrate developing professional identity and accountability as a chiropractic student, acting in accordance with relevant legislation, institutional policies and the GCC Code of Professional Practice.
- E2** Apply developing professional judgement in supervised clinical and simulated scenarios, recognising uncertainty and limitations in knowledge and experience.
- E3** Practise safely within a defined and supervised scope, recognising when referral, escalation or supervisory input is required.
- E4** Participate constructively in collaborative and interprofessional learning and practice environments.
- E5** Communicate clearly, respectfully and professionally with patients, peers and supervisors, supporting understanding and shared decision-making in a supported context.
- E6** Demonstrate emerging leadership behaviours, including responsibility for personal conduct, engagement with feedback and support of peers.
- E7** Apply principles of equality, diversity and inclusion within clinical and professional interactions.
- E8** Produce accurate and appropriate clinical records and documentation under supervision, demonstrating awareness of confidentiality and information governance.
- E9** Engage in patient safety and quality-focused activities, including reflection on feedback and incidents to support learning.
- E10** Demonstrate reflective practice and identify learning needs to support progression to Level 6.

Interim Intended Learning Outcomes for Level 4

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

Subject knowledge and understanding

- A1** The professional role, responsibilities and expectations of chiropractic students, including fitness to practise, duty of care and the principles underpinning safe and ethical healthcare practice.
- A2** The fundamental principles of chiropractic and manual therapy, including their theoretical basis and safe introductory use within supervised learning environments.
- A3** The determinants of health and illness, including biological, psychological, social and environmental influences, and the principles of public health, health promotion and prevention.
- A4** The structure and function of the human body, including the anatomy, biomechanics and functional relationships of the spine, upper and lower limbs, and associated tissues.
- A5** The basic structure and function of major organ systems, including cardiovascular, respiratory, gastrointestinal, renal and endocrine systems, and their relevance to health and disease.
- A6** The fundamental principles of scientific enquiry, evidence-informed practice and the role of research in contemporary healthcare.

Intellectual skills

- B1** Describe and apply the principles of the scientific method to healthcare and chiropractic practice.
- B2** Explain concepts of health, illness and disability using biological, psychological and social frameworks.
- B3** Formulate simple clinical or healthcare-related questions and undertake basic literature searching to identify relevant information.
- B4** Interpret and discuss basic quantitative and qualitative data relevant to healthcare, recognising different types and levels of evidence.
- B5** Relate anatomical structure and physiological function to human movement, health and common clinical presentations.

Practical skills

C1 Demonstrate introductory competence in history-taking and patient interaction within simulated or closely supervised learning environments.

C2 Demonstrate introductory competence in musculoskeletal observation, palpation and the performance of selected basic examination procedures.

C3 Demonstrate introductory competence in manual muscle testing and functional movement assessment.

C4 Apply basic principles of safe manual handling, positioning and patient interaction within practical skills sessions.

Transferable skills

D1 Communicate clearly and respectfully with patients, peers and staff within learning environments.

D2 Identify and begin to manage personal learning needs, demonstrating responsibility for academic engagement and development.

D3 Work effectively as part of a group, contributing to shared learning activities and discussions.

D4 Recognise and respond constructively to feedback to support academic and practical skill development.

D5 Demonstrate basic reflective practice to support learning and progression.

Professional competencies

E1 Demonstrate awareness of developing professional identity as a chiropractic student, including appropriate behaviour, conduct and responsibility.

E2 Apply principles of patient safety, consent, dignity and professional boundaries within simulated and supervised learning contexts.

E3 Recognise the limits of personal knowledge and skill, and seek guidance, support or clarification appropriately.

E4 Participate constructively in collaborative learning and professional interactions with peers and staff.

E5 Communicate professionally and appropriately within academic and clinical skills settings.

E6 Demonstrate awareness of equality, diversity and inclusion, and behave in a respectful and inclusive manner.

E7 Recognise the importance of confidentiality, record-keeping and information governance in healthcare settings.

E8 Engage with reflective learning and feedback to identify strengths and areas for development in preparation for Level 5 study.

Interim outcomes for Foundation Year of MChiro with Foundation are found within the Foundation Course Specification.

Course Structure

5. Outline of course content

The MChiro (Hons) Master of Chiropractic provides an integrated course of academic and clinical study designed to develop graduates as safe, evidence-informed and person-centred primary contact musculoskeletal practitioners. The course combines biomedical, behavioural and social sciences with the progressive development of clinical reasoning, diagnostic capability, therapeutic intervention and professional judgement.

In the early stages of the course, you will develop a strong foundation in human structure and function, scientific principles, public health and evidence-informed practice. Learning focuses on the development of core professional behaviours, including communication, consent, patient safety and ethical awareness, alongside the introduction of clinical skills within structured and supervised environments. These stages establish the knowledge, values and capabilities required for safe engagement with clinical learning.

5. Outline of course content

As you progress, learning becomes increasingly integrative, supporting the application of knowledge to clinical contexts. You will develop competence in clinical assessment, diagnostic reasoning and management of a wide range of presentations, supported by study in imaging, pathology, pharmacology, pain science and clinical investigations. Simulation and supervised clinical experiences enable you to apply and adapt your skills in practice, strengthening confidence and consistency in decision-making while responding to individual patient needs.

At Level 7, the course focuses on the refinement and consolidation of clinical capability within supervised practice. You will take increasing responsibility for patient care, demonstrating consistent, safe and effective practice while critically evaluating clinical decisions and patient outcomes. Learning at this level emphasises the management of complexity and uncertainty, integration of evidence, and coordination of care within multidisciplinary and healthcare systems. Alongside clinical development, you will engage with professional judgement, ethics and governance, leadership and service improvement, and the application of research, innovation and technology within practice. Optional units provide opportunities to develop advanced capability in areas such as applied evidence synthesis, rehabilitation, complex care and technology-informed practice.

Throughout the course, you will be supported to integrate research evidence, clinical expertise and patient values in line with contemporary healthcare practice. The course prepares you for the transition to independent professional practice within regulated frameworks and for ongoing professional development, reflective practice and lifelong learning.

Level 4 Units	Credits	Placement Y/N
MCH4001 Applied Anatomy	20	N
MCH4002 Foundations of Human Physiology	10	N
MCH4003 Foundations of chiropractic practice 1	20	Y (10)
MCH4004 Foundations of Evidence- Informed Practice	10	N
MCH4005 Musculoskeletal, Neuroanatomy and Biomechanics	20	N
MCH4006 Integrated Human Body Systems	10	N
MCH4007 Foundations of chiropractic practice 2	20	Y (10)
MCH4008 Using Evidence in Chiropractic and Healthcare Contexts	10	N
TOTAL Level 4	120	

Level 5 Units	Credits	Placement Y/N
MCH5001 Clinical Diagnosis and Management 1	30	Y (24)
MCH5002 Human Dysfunction and Disease	30	N
MCH5003 Clinical Diagnosis and Management 2	30	Y (24)
MCH5004 Public Health, Evidence-Informed Practice and Clinical Reasoning	30	Y (12)
TOTAL Level 5	120	

5. Outline of course content

Level 6 Units	Credits	Placement Y/N
MCH6001 Complex Case Management 1	30	Y (28)
MCH6002 Patient-Centred Care, Behaviour Change and Applied Research	30	N
MCH6003 Complex Case Management 2	30	N
MCH6004 Collaborative Chiropractic Practice	30	Y (200)
TOTAL Level 6	120	
Level 7 Units	Credits	Placement Y/N
MCH7001 Chiropractic Practice Placement 1	30	Y (350)
MCH7002 Professional Practice and Transition to Independent Practice	20	N
MCH7003 Chiropractic Practice Placement 2	30	Y (350)
MCH7004 Leading and Managing in Chiropractic Practice	20	N
TOTAL Level 7 CORE units	100	
PLUS ONE of the below optional units		
MCH7005 Applied Research and Evidence Synthesis in Paediatric and Pregnancy Chiropractic	20	NA
MCH7006 Applied Research and Evidence Synthesis in Sports Chiropractic	20	NA
MCH7007 Applied Research and Evidence Synthesis in Complex Pain Management	20	NA
MCH7008 Evidence Informed Clinical Rehabilitation Strategies	20	Y (24)
MCH7009 Clinical Biomechanics and Exercise Science	20	Y (24)
	To total 120	

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

Clinical placement and experiential learning are integrated throughout all stages of the MChiro (Hons) Master of Chiropractic, with exposure graded across the course to support progression from observation and supported participation to independent clinical practice. Placement activity is embedded within academic units at each level of study and is underpinned by a structured educational framework that emphasises patient safety, supervision, reflective practice and progressive responsibility.

Across the programme, students complete a minimum of 1,000 hours of placement-related learning, which includes supervised clinical practice, observations, simulation and mandatory training. All placement activity is logged and quality-assured and contributes directly to unit and course learning outcomes and must be completed for successful qualification in this award.

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

Level 4 (Year 1) Foundation and observational learning

At Level 4, placement activity focuses on early professional socialisation, observational learning and safe introduction to clinical and healthcare environments, supported by simulation and mandatory training. Students develop understanding of professional behaviour, communication, patient pathways and safety within closely supervised or simulated contexts.

Minimum placement and experiential learning hours at Level 4: 20 hours

Level 5 (Year 2) – Supported participation in practice

At Level 5, students progress from observation to supported participation in clinical processes, including supervised engagement with patient pathways, administrative tasks, history-taking and structured simulation. Placement learning emphasises safe skill development, clinical reasoning foundations and professional communication, under direct or indirect supervision.

Minimum placement and experiential learning hours at Level 5: 60 hours

Level 6 (Year 3) – Applied supervised clinical practice

At Level 6, placement becomes a substantial component of learning, with students undertaking extended supervised clinical practice alongside simulation and mandatory training. Students apply assessment, examination and management skills within approved clinical settings while developing confidence, judgement and professional responsibility under indirect supervision.

Minimum placement and experiential learning hours at Level 6: 228 hours

Additional clause for Level 6:

Placement activity at Level 6 extends beyond the standard academic teaching period and continues into the third semester (May to September). This extended placement period is required to support the accumulation of placement hours and the development of clinical competence. Scheduled placement activity within this period will include defined holiday periods.

Successful completion of Level 6 is contingent upon the full completion of all required placement hours and associated competencies. A student will not be deemed to have completed Level 6, nor be eligible for progression to Level 7, until all placement requirements at Level 6 have been satisfactorily achieved, irrespective of performance in other components of assessment.

Level 7 (Years 4) – Independent clinical practice

At Level 7, students undertake extended periods of clinical placement, demonstrating increasing autonomy in assessment, management planning, documentation, interprofessional working and professional judgement within appropriate governance structures. To support completion of required clinical hours, placement activity at Level 7 may extend beyond standard academic semesters.

Minimum placement and experiential learning hours at Level 7: 700 hours

Additional clause for Level 7 progression:

Progression within Level 7 is structured, and students must successfully complete and pass unit MCH7001 before commencing unit MCH7003. MCH7001 constitutes a prerequisite component of clinical progression and ensures readiness for advanced independent clinical practice.

A student who fails MCH7001 will not be permitted to commence MCH7003. Such students must first successfully retrieve and pass MCH7001 in accordance with institutional assessment regulations before progression within Level 7 can occur.

Overall placement requirement

Across the course, students must complete a minimum of 1,000 hours of placement and experiential learning, which is mandatory for progression and award. Placement hours are logged and quality-assured throughout the course, and a unit cannot be successfully completed if associated placement requirements have not been met, regardless of performance in other assessment components.

Placement Allocation

Clinical placement may take place within HSU clinical services on site, through approved external HSU-affiliated placement providers, and within a range of wider external healthcare, voluntary and public

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

sector settings where learning outcomes can be appropriately met. Some placement experiences, particularly observational or voluntary placements, may allow students greater autonomy to identify and arrange suitable opportunities subject to approval, while other placements, including core clinical placements, will be allocated by the course to ensure appropriate supervision, learning opportunities and quality assurance.

Where appropriate, reasonable adjustments to placement arrangements may be made to support students' individual needs, in line with institutional policies and professional requirements. Requests for adjustments should normally be discussed in the first instance with the Course Leader.

7. Course structure, levels, units, credit and award

The level of study, units and credits required for the course and for final and intermediate 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 the Learning Outcomes for units and the overarching Learning Outcomes 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

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 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.

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 week, students on this course will normally have around 12 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. Students will have around 12 hours of tutor guided time, that may include directed reading, review of lecture presentation on the VLE in advance of scheduled 'flipped classroom' sessions.

8. Learning hours/student workload

In addition to contact time and guided non-contact hours, students are expected to undertake around 12-15 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.

Students will also undertake graded placement exposures throughout the course. With substantive time in placement across Level 6 and 7 of the course. Level 7 placements take place outside of standard semester time. Placement operation hours may also be outside of standard office hours in some instances. This approach to experiential learning is authentic to contemporary chiropractic practice.

More detail about student workload is provided in Unit Specifications.

9. Staff delivering the course

Students are taught by Health Sciences University academic staff and qualified professional practitioners with relevant subject, clinical and educational expertise, including staff within the AECC School of Chiropractic. All chiropractic teaching staff involved in the delivery, supervision and assessment of clinical learning are registered with the General Chiropractic Council and maintain current professional practice and continuing professional development in line with regulatory requirements.

Clinical placement learning is supervised by appropriately qualified and experienced registered chiropractors, who provide oversight, guidance and feedback in accordance with course requirements and professional standards. Placement supervisors are approved by Health Sciences University and contribute to the assessment and support of students' clinical, professional and ethical development within practice environments.

External lecturers and specialist contributors may also contribute to the delivery of specific areas of the curriculum where additional expertise is required. In all cases, contributors' qualifications, professional background and experience are appropriate to the subject matter delivered, and their involvement is subject to the University's quality assurance processes.

10. Progression and assessment regulations

The regulations for this course are the University's standard Assessment Regulations which are published here:

<https://www.hsu.ac.uk/about/policies-and-procedures/academic-regulations-policies-and-procedures/>

Completion of units containing placement is contingent on successful completion of the required placement hours and achievement of unit learning outcomes.

Students must pass MCH7001 Chiropractic Practice Placement 1 before progressing to MCH7003 Chiropractic Practice Placement 2.

11. Employment progression routes

Graduates of the MChiro (Hons) Master of Chiropractic are prepared for entry into professional chiropractic practice and related roles within healthcare settings. Successful completion of the course meets the educational requirements to apply for registration with the General Chiropractic Council (GCC) in the UK, subject to satisfying health and character requirements. Completion of the full award also supports professional recognition internationally, with eligibility to apply for registration in a range of jurisdictions, subject to local regulatory requirements.

The course is aligned with the Royal College of Chiropractors (RCC) graduate competency framework, including those developed by the, supporting graduates' professional readiness and ongoing development. Graduates are well placed and encouraged to engage with the RCC PRT scheme, providing

11. Employment progression routes

structured support in the transition from student to independent practitioner and supporting safe, reflective and high-quality early career practice.

The course is designed to maximise graduate employability through its strong emphasis on clinical skills, professional capability, interprofessional working and extended placement-based learning. Students gain substantial real-world clinical experience across a range of settings, supporting readiness for employment in chiropractic clinics, multidisciplinary healthcare environments, sports and occupational health contexts, and broader health and wellbeing services.

The course also supports onward academic progression, with graduates eligible to pursue postgraduate study and research-informed routes, including Master's-level specialist awards, professional doctoral study, research degrees and continuing professional development pathways.

The AECC School of Chiropractic maintains well-established links with a wide network of external chiropractic clinics and providers. In the later stages of the course, students are supported through employability-focused activities, including exposure to potential employers, professional networking opportunities and guidance on recruitment into associate and employed roles, helping facilitate transition into professional practice following graduation.

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 Course 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 and Additional Costs MCHIRO** document available via the University website.

Indicative and expected additional costs include:

- Enhanced Disclosure and Barring Service (DBS) criminal record check
- Occupational Health screening
- Immunisations and vaccination requirements where identified through Occupational Health processes or placement requirements
- Placement travel, including travel to and from University clinics and approved placement settings
- Placement activity extending beyond standard academic semesters, which may incur additional costs such as accommodation, travel and other placement-related requirements
- Additional articles of uniform beyond those provided as part of the course, including placement clothing and associated laundering and maintenance
- Additional placement-specific requirements, including Occupational Health, vaccination or other health clearance requirements specified by placement providers

Please refer to the full document referenced above for further details and up-to-date cost estimates.

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.
- Completing the National Student Survey in the final year of the course.

- Taking part in student focus groups and consultation activities as arranged by the course team or the University.
- Engaging with the Student Union through nomination as a student representative or through informal engagement with elected representatives.
- Serving as a student representative on Course Consideration or course approval and review panels, where applicable.
- 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).
- Engaging with embedded student voice mechanisms across the University, including regular opportunities for dialogue with academic staff, course leaders and School leadership.

The ways in which the quality of the University'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

The University is committed to being an institution where students and staff from all backgrounds can flourish. We recognise the importance of equality of opportunity and promoting diversity, in accordance with our [Equality, Diversity, Inclusion and Belonging 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.

The 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

The MChiro (Hons) Master of Chiropractic has been designed and developed at academic Level 7, with explicit reference to national frameworks and guidance that define the characteristics of master's-level study. These external reference points have informed the course aims, learning outcomes, teaching, learning and assessment strategies to ensure alignment with expectations of graduates at the point of award.

The course is referenced to the following academic quality and credit frameworks:

- UK Quality Code for Higher Education: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) (February 2024)
- QAA Characteristics Statement: Master's Degrees (February 2020)
- SEEC Credit Level Descriptors for Higher Education (February 2021)

15. External reference points

These frameworks ensure that the course reflects the depth of knowledge, intellectual autonomy, critical judgement and professional capability expected of graduates at Level 7.

There is no published QAA Subject Benchmark Statement for chiropractic. In the absence of a subject-specific benchmark, the course has been designed with reference to related healthcare benchmark guidance and professional standards, ensuring that learning outcomes are consistent with comparable first-contact, regulated healthcare professions.

In addition, the course aligns with a range of professional and sector-specific reference points, including:

- General Chiropractic Council (GCC) Education Standards (March 2023), which define the knowledge, skills, behaviours and professional capabilities required for safe and effective chiropractic practice in the UK
- European Council on Chiropractic Education (ECCE) Accreditation Procedures and Standards in First Qualification Chiropractic Education and Training (November 2019), supporting international comparability and recognition of educational standards
- Musculoskeletal Core Capabilities Framework for First Point of Contact Practitioners (2018), informing development of clinical reasoning, professionalism and interprofessional working
- Royal College of Chiropractors (RCC) Graduate Competencies, which articulate the expected professional, clinical and ethical capabilities of newly-qualified chiropractors and support progression into structured post-qualification development, including the RCC Preceptorship Training (PRT) scheme

Collectively, these external reference points ensure that the course is academically robust, professionally relevant and aligned with current regulatory, professional and sector expectations, supporting graduates' readiness for registration, employment, further professional development and ongoing academic progression.

16. Internal reference points and policy frameworks

University Strategic Plan

University Course Design Framework

University Assessment Feedback Policy

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

Record of Modifications

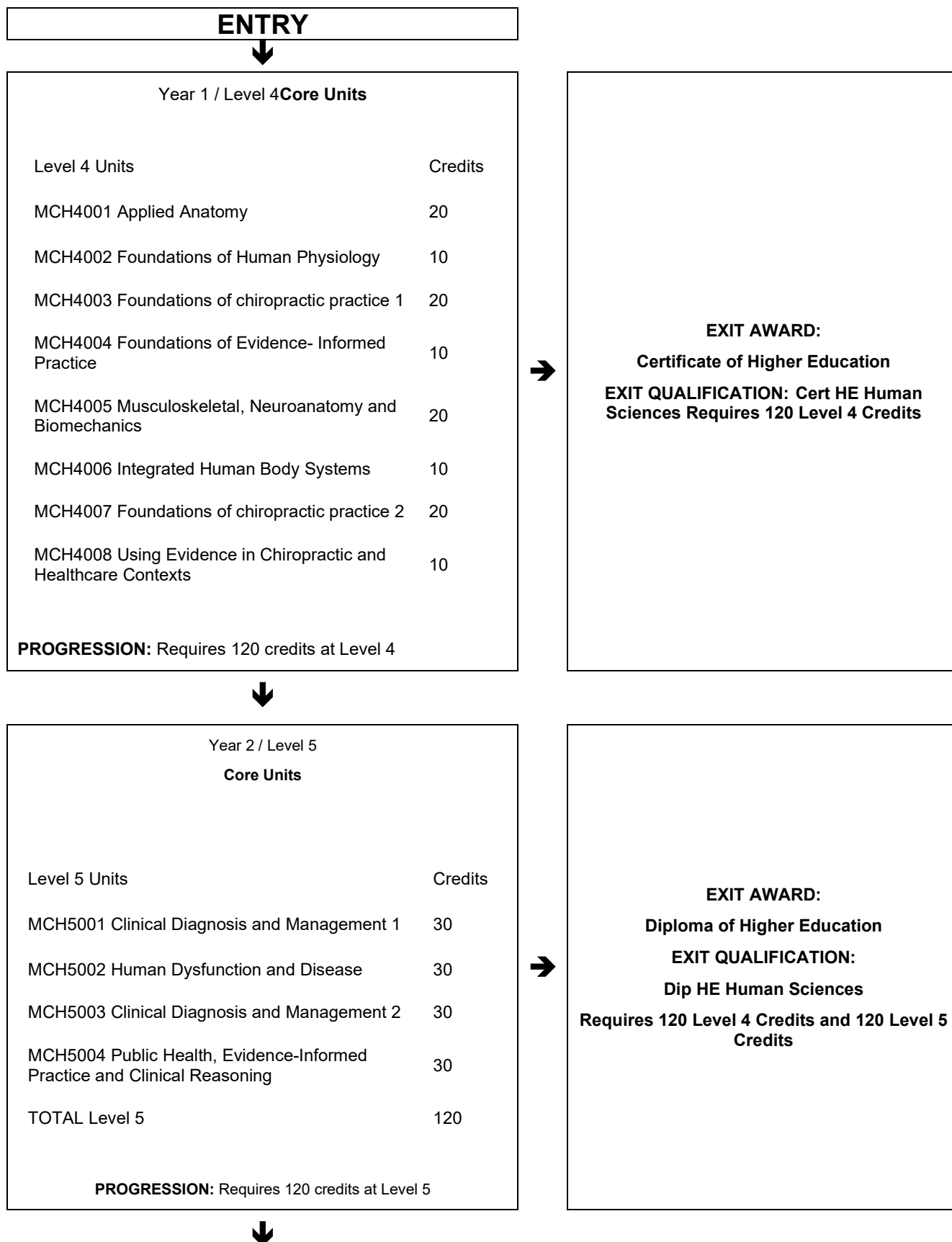
Course level

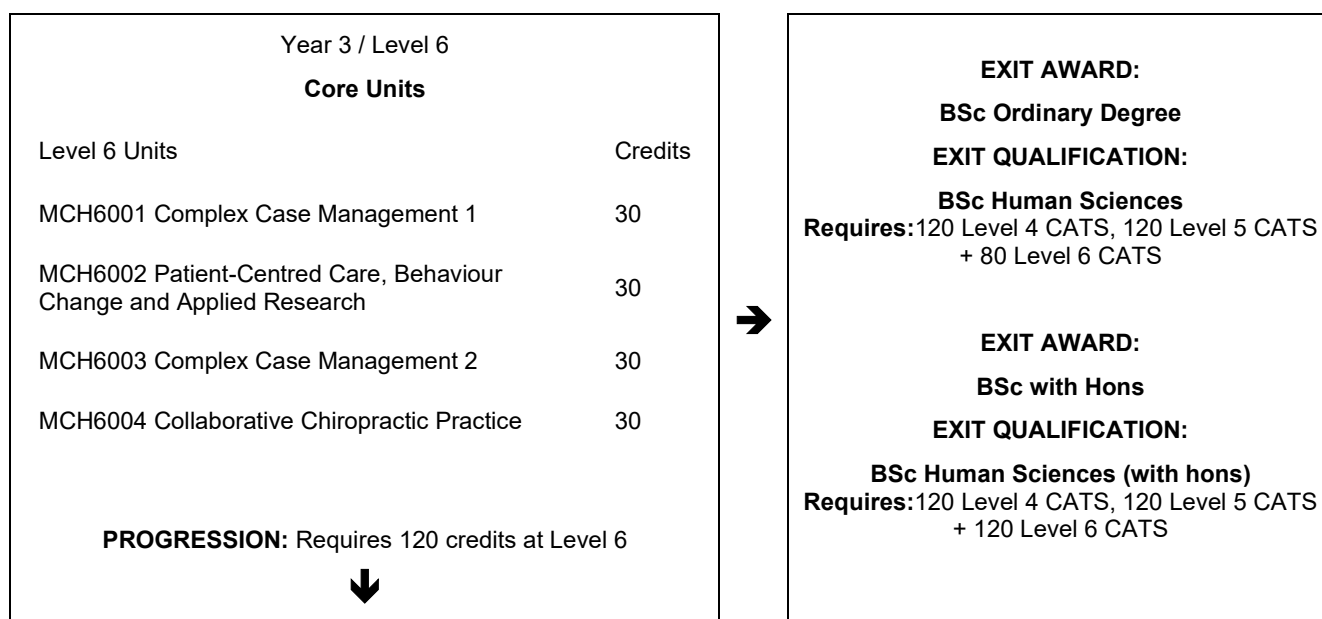
Description of Modification	Date approved	Intake to which modification applies

Unit level

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

Appendix 1: Course Diagram Master of Chiropractic





Year 4 / Level 7				
TOTAL Level 7 CORE units – 100 credits, OPTION units- 20 credits				
Core Level 7 Placement Unit	Credits	Core Level 7 Units	Credits	
MCH7001 Chiropractic Practice Placement 1	30	MCH7002 Professional Practice and Transition to Independent Practice	20	
		MCH7004 Leading and Managing in Chiropractic Practice	20	
		Plus ONE of the below option units	Credits	
		MCH7005 Applied Research and Evidence Synthesis in Paediatric and Pregnancy Chiropractic	20	
		MCH7006 Applied Research and Evidence Synthesis in Sports Chiropractic	20	
		MCH7007 Applied Research and Evidence Synthesis in Complex Pain Management	20	
		MCH7008 Evidence Informed Clinical Rehabilitation Strategies	20	
		MCH7009 Clinical Biomechanics and Exercise Science	20	
PROGRESSION: Requires successful completion of MCH7001 ↓				➔
Core Level 7 Placement Unit	Credits			
MCH7003 Chiropractic Practice Placement 2	30			EXIT AWARD: Integrated Masters (non-registrable) Exit qualification: MSci (Hons) Master in Science Requires: 120 Level 7 CATS, 120 Level 6 CATS, 120 Level 5 CATS and 120 Level 4 CATS (does not require successful completion of placement)

Conferment of Award/Graduation
MChiro (Hons) Master of Chiropractic Requires 120 Level 7 CATS, 120 Level 6 CATS, 120 Level 5 CATS and 120 Level 4 CATS, <i>and successful completion of the Clinical Placement Units</i>

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](#)).

Unit Code	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7
MCH4001		TD										TD		T	
MCH4002		TD										TD		T	
MCH4003	TDA			T		TDA	TDA					TD	T	T	
MCH4004			TDA					TDA		TDA		TDA		TDA	T
MCH4005		TD										TD		T	
MCH4006		TD										TD		T	
MCH4007	DA		T	TDA		DA	DA				T	D	T		
MCH4008			TDA					TDA		TDA		D		D	TDA
MCH5001	D	D	D	TDA	TD	D	D			D	TDA	D	D	D	
MCH5002		DA		D	TDA		D			D	D	TDA		TDA	
MCH5003	D	D	D	TDA	TD	D	D			D	TDA	D	D	D	
MCH5004			TDA	D		D	D	TDA	TDA	TDA		D		D	TDA
MCH6001		DA	D	TDA	D	D	DA	D		D	TDA	D	TDA	D	D
MCH6002			TDA	D		D	TDA	TDA	D	TDA	D	TDA	D	D	TDA
MCH6003		DA	D	TDA	D	D	TDA	D		D	TDA	D	TDA	D	D
MCH6004	D		D	D		TDA	TDA	D	D		D	D	D	D	DA
MCH7001	DA	DA	DA	DA	D	DA	DA	D	D	DA	DA	D	DA	D	D
MCH7002	TDA		D		D	TDA	TDA	D	D	D	DA	D	D	D	D
MCH7003	DA	DA	DA	DA	D	DA	DA	D	D	DA	DA	D	DA	D	D
MCH7004	D		D	D		TDA	TDA	DA	D	D	DA	D	D	DA	DA

Course Outcomes															
	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	D8	D9
MCH4001															
MCH4002															
MCH4003	TDA			T	T		TDA	T		D		T	T	D	T
MCH4004										D				T	
MCH4005															
MCH4006															
MCH4007	D	TDA	T	TDA	T		TDA	D		D		T	T	D	T
MCH4008							D			D				D	
MCH5001	TDA	TDA	DA	DA	D	D	DA	D	D	D		D	DA	D	DA
MCH5002		D			D					D				T	T
MCH5003	TDA	TDA	DA	DA	D	D	DA	D	D	D		D	DA	D	DA
MCH5004			D	DA	DA		DA		DA	DA	T	DA	DA	DA	D
MCH6001	DA	DA	DA	DA	TDA	D	DA	D	DA	D		D	DA	DA	DA
MCH6002			DA	DA	DA		DA		D	DA	T	D	D	DA	D
MCH6003	DA	DA	DA	DA	TDA	D	DA	D	DA	D		D	DA	DA	DA
MCH6004	D	D	D	DA	TDA	DA	TDA	D	TDA	D	D	TDA	TDA	TDA	TDA
MCH7001	DA	DA	DA	DA	DA	DA	DA	D	DA	D	D	DA	DA	DA	DA
MCH7002			D	DA	DA	D	DA	D	DA	DA	D	D	DA	DA	DA
MCH7003	DA	DA	DA	DA	DA	DA	DA	D	DA	D	DA	DA	DA	DA	DA
MCH7004				DA	DA	D	DA	D	DA	DA	TDA	DA	DA	TDA	DA

Course Outcomes															
Unit Code	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10					
MCH4001															
MCH4002															
MCH4003	TDA	T	T	T	TDA	T	TDA	T	T	D					
MCH4004															
MCH4005															
MCH4006															
MCH4007	D	D	D	D	DA	D	D	D	D	D					
MCH4008	D						D			DA					
MCH5001	DA	DA	DA	D	DA	D	D	DA	D	D					
MCH5002	D	D	D				D			D					
MCH5003	DA	DA	DA	D	DA	D	D	DA	D	D					
MCH5004	D			DA	DA	D	DA	D	DA	DA					
MCH6001	DA	TDA	TDA	D	DA	D	D	DA	DA	D					
MCH6002	D	D		D	DA	D	TDA	D	DA	DA					
MCH6003	DA	TDA	TDA	D	DA	D	D	DA	DA	D					
MCH6004	TDA	DA	DA	TDA	DA	DA	D	DA	TDA	DA					
MCH7001	DA	DA	DA	DA	DA	D	D	DA	DA	DA					
MCH7002	TDA	TDA	DA	D	DA	D	D	DA	DA	DA					
MCH7003	DA	DA	DA	DA	DA	DA	D	DA	DA	DA					
MCH7004	DA	DA	D	DA	DA	TDA	D	DA	TDA	DA					

Appendix 3: Course Summary

Course title: Master of Chiropractic MChiro (hons) Level 4

Unit details						Assessment Component Weightings (%) (Formal elements only)						Prof. body requirement applies*	Indicative learning hours			
Code	Title	Version	Credits	Core/ Option	Pre/ co requisites	Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Prac 2		Student contact time	Independent study	Tutor-guided learning time	Placement
MCH4001	Applied Anatomy	3.0	20	C	None			100				N	42	100	58	0
MCH4002	Foundations of Human Physiology	3.0	10	C	None	100						N	24	50	26	0
MCH4003	Foundations of chiropractic practice 1	3.0	20	C	None			100				N	36	100	54	10
MCH4004	Foundations of Evidence-Informed Practice	3.0	10	C	None			100				N	36	32	32	0
MCH4005	Musculoskeletal, Neuroanatomy and Biomechanics	3.0	20	C	None			100				N	42	100	58	0
MCH4006	Integrated Human Body Systems	3.0	10	C	None	100						N	24	50	26	0
MCH4007	Foundations of chiropractic practice 2	3.0	20	C	None			100				N	48	100	42	10
MCH4008	Using Evidence in Chiropractic and Healthcare Contexts	3.0	10	C	None			100				N	24	50	26	0
Progression requirements: Requires 120 credits at Level 4 Exit qualification: Cert HE Human Sciences * If this box is marked 'yes,' then a requirement is set by the relevant professional body which must be applied in the assessment of the component and/ or unit. See relevant Unit Specification for further information.																

Level 5

Unit details						Assessment Component Weightings (%) (Formal elements only)						Prof. body requiremen t applies*	Indicative learning hours			
Code	Title	Version	Credits	Core/ Option	Pre/ co requisites	Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Prac 2		Student contact time	Independent study	Tutor-guided learning time	Placement
MCH5001	Clinical Diagnosis and Management 1	3.0	30	C	None				100			N	72	110	94	24
MCH5002	Human Dysfunction and Disease	3.0	30	C	None	60		40				N	48	152	100	0
MCH5003	Clinical Diagnosis and Management 2	3.0	30	C	None				100			N	72	110	94	24
MCH5004	Public Health, Evidence-Informed Practice and Clinical Reasoning	3.0	30	C	None			60		40		N	48	140	100	12
Progression requirements: Requires 120 credits at Level 5 + 120 credits at Level 4 EXIT AWARD: DIP HE Human Sciences * If this box is marked 'yes,' then a requirement is set by the relevant professional body which must be applied in the assessment of the component and/ or unit. See relevant Unit Specification for further information.																

Level 6

Unit details						Assessment Component Weightings (%) (Formal elements only)						Prof. body requirement applies*	Indicative learning hours			
Code	Title	Version	Credits	Core/ Option	Pre/ co requisites	Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Prac 2		Student contact time	Indepen dent study	Tutor- guided learning time	Place ment
MCH6001	Complex Case Management 1	3.0	30	C	None			100		P/F		N	72	100	100	28
MCH6002	Patient-Centred Care, Behaviour Change and Applied Research	3.0	30	C	None			100				N	48	152	100	0
MCH6003	Complex Case Management 2	3.0	30	C	None			100		P/F		N	72	100	128	0
MCH6004	Collaborative Chiropractic Practice	3.0	30	C	None			P/F		100		N	36	100	64	200
Progression requirements: Requires 120 credits as Level 6 +120 credits at Level 5 + 120 credits at Level 4 EXIT AWARD: BSc Human Sciences Requires:120 Level 4 CATS, 120 Level 5 CATS + 80 Level 6 CATS EXIT QUALIFICATION: BSc Human Sciences (with honours) Requires:120 Level 4 CATS, 120 Level 5 CATS + 120 Level 6 CATS * If this box is marked 'yes,' then a requirement is set by the relevant professional body which must be applied in the assessment of the component and/ or unit. See relevant Unit Specification for further information.																

Level 7

Unit details						Assessment Component Weightings (%) (Formal elements only)						Prof. body requirement applies*	Indicative learning hours			
Code	Title	Version	Credits	Core/ Option	Pre/ co requisites	Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Prac 2		Student contact time	Independent study	Tutor-guided learning time	Placement
MCH7001	Chiropractic Practice Placement 1	3.0	30	C				100				N	24	76	100	350
MCH7002	Professional Practice and Transition to Independent Practice	3.0	20	C				100				N	24	100	76	0
MCH7003	Chiropractic Practice Placement 2	3.0	30	C	MCH7001 Pre Req			100				N	24	76	100	350
MCH7004	Leading and Managing in Chiropractic Practice	3.0	20	C				100				N	24	100	76	0
MCH7005	Applied Research and Evidence Synthesis in Paediatric and Pregnancy Chiropractic	3.0	20	O				100				N	10	130	60	0
MCH7006	Applied Research and Evidence Synthesis in Sports Chiropractic	3.0	20	O				100				N	10	130	60	0
MCH7007	Applied Research and Evidence Synthesis in Complex Pain Management	3.0	20	O				100				N	10	130	60	0
MCH7008	Evidence Informed Clinical Rehabilitation Strategies	3.0	20	O				100				N	24	76	76	24
MCH7009	Clinical Biomechanics and Exercise Science	3.0	20	O				100				N	24	76	76	24

Interim EXIT AWARD: Integrated Masters (non- registrable) Exit qualification: MSci (Hons) Master in Science

Requires: 120 Level 7 CATS, 120 Level 6 CATS, 120 Level 5 CATS and 120 Level 4 CATS (does not require successful completion of placement)

Conferment of Award/Graduation- MChiro (Hons) Master of Chiropractic

Requires 120 Level 7 CATS, 120 Level 6 CATS, 120 Level 5 CATS and 120 Level 4 CATS, including successful completion of all Clinical Placement Units