

MChiro (Hons) Course Specification

Version 2.0

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Course Overview.....

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.

Courses, major changes to courses and modifications to courses are approved following consideration through the University College's Course Approval and Review processes or Course and Unit Modification policy, as appropriate. It is, however, expected that courses change over time, for example as a

MChiro (Hons)
Master of

2 Aims of the course

healthcare. The course will provide students with the skills of lifelong learning and continuing professional development to enable them to achieve the highest professional standards of clinical care.

Throughout the course students will develop clinical skills and other transferable skills through workshops and supervised interactions with patients during placement. The course also aims to develop a holistic view of healthcare so that students will be able to advise patients on a variety of public health related matters.

Those who successfully complete the

3 Intended Learning Outcomes

- B2 Demonstrate a systematic, critical approach to clinical reasoning and decision making, often in the absence of complete data, and identify appropriate solutions or questions that may reasonably achieve solutions to clinical problems.
- B3 Generate a justifiable differential diagnosis based on relevant, available data (which may be incomplete) and modify, reject or prioritise the differential in light of new or further information.
- B4 Critically challenge beliefs, preconceptions or established theories and propose alternative conclusions and solutions to a range of clinical and ethical dilemmas.

Practical skills

- C1 Demonstrate clinical competence in the systematic, critical application and performance of the skills of history taking and physical examination and interpret, appropriately, the information gathered pertinent to the topics of dermatology, fatigue, arthritides, special populations, motor and movement disorders, disorders of the central and peripheral nervous system, disorders of skeletal muscle, disorders of sensor

3 Intended Learning Outcomes

D4 Perform effectively on collaborative tasks with others.

D5 Demonstrate the ability to reflect on actions in order to improve performance.

Interim learning outcomes for level 3 (Gateway Entry) are set out in the Gateway Course Specification.

4 Outline of course content

15. Reference points including QAA Benchmark statements

- x QAA subject benchmark statements for comparable professions (Osteopathy, Biomedical Science and Medicine). There are no QAA subject specific benchmark statements for chiropractic education.

16. Regulatory & policy framework

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

Appendix 1: Course Diagram MChiro (Hons) v2.0

Entry Gateway Entry (Level 3 units)

Unit details		Version no.	Core/ Option	Pre/ co requisite units	No of credits (level in brackets)	Assessment Element Exam	Weightings (%)*	Estimated learning hours
Number	Title							

Exit qualifications:

MChiro (Hons) Master of Chiropractic requires 120 credits at Level 7, 120 credits at Level 6, 120 credits at Level 5, 120 credits at Level 4 and successful completion of the Clinical Placement unit.

MSci (Hons) Master in Science (non-registerable) requires 120 credits at Level 7, 120 credits at Level 6, 120 credits at Level 5, 120 credits at Level 4.

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

For classifying assessment elements please use the following categorisations: Exam – written exam. Coursework - Written assignment, including essay, Report, Dissertation, Portfolio, Project. Practical - Oral assessment and presentation, Practical skills assessment. The total must add up to 100%. Please add additional columns if required

Scheduled Contact hours can include any elements listed below but it must be possible to show an audit trail to demonstrate that this is a scheduled activity (for example, session should be on a student or faculty timetable)