PROGRAMME SPECIFICATION: JUNE 2023

COURSE OR HONOURS SUBJECT TITLE: Master of Chiropractic (MChiro)

ASSOCIATE AWARD(S): Not applicable

EXIT AWARD(S): Certificate of Higher Education in Health Studies
Associate Bachelor's degree in Health Studies
Bachelor's degree with honours in Health Studies

PLEASE NOTE: 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 he or she takes full advantage of the learning opportunities provided.

1. **AWARDING BODY: University of Ulster**
2. **TEACHING INSTITUTION: McTimoney College of Chiropractic (Part of the College of Health)**
3. **LOCATION: Madrid**
4. **ACCREDITED BY: Not applicable**
5. **FINAL AWARD: Master of Chiropractic**
6. **MODE OF ATTENDANCE: Full-time**
7. **SPECIALISMS: Chiropractic**
8. **EFFECTIVE FROM: Sept 2022 (4yr/FT)**

9. EDUCATIONAL AIMS OF THE COURSE

The educational aim of the programme team in the delivery of the Master of Chiropractic is to produce chiropractic graduate professionals who are able to deliver chiropractic care competently and safely within the standards of the profession.

The Programme offers an active learning environment where students are encouraged to:

- Take responsibility for their own learning
- Search for meaning and understanding
- Have a concern for skills as well as knowledge
- approach the curriculum with an attitude to go beyond graduation and embody the philosophy of lifelong learning
- Become reflective practitioners

The educational environment offered by the programme aims to develop:

- Discipline of mind
- An understanding of, and commitment to, the ethos of professionalism and ethical behaviour
- An attitude that enables you to adapt to developments in health care in general and chiropractic in particular
- A commitment to lifelong learning and development.

The MChiro curriculum is modular with the modules falling into 3 broad categories: basic sciences, clinical sciences and practical/clinical studies. Each subject area provides a foundation for the next throughout the programme.

The MChiro degree programme has been developed to address the contemporary needs of the chiropractic profession, out of a desire to improve the delivery of knowledge and skills necessary to produce primary contact graduate chiropractors.

Programme Aims

The aims of the programme are

- To educate and train students in the philosophy, science, and practice of safe and effective chiropractic management of patients
- To enhance students' knowledge of health, health promotion and other health related issues
- To prepare students for their role as primary contact practitioners
- To develop skills that will enable students to think critically and to evaluate the current research evidence base
- To produce competent chiropractors capable of safe and effective chiropractic care

10. MAIN LEARNING OUTCOMES

The aims and objectives of the programmes, their learning outcomes, the teaching and learning methods and the forms of assessment adopted are in accordance with:

- The University's Vision and core strategic aims, Learning and Teaching Strategy and policies
- The College's mission statement of uncompromised excellence, innovation and development of practitioners
- Current research or other advanced scholarship carried out by academic staff
- In addition, the content and curriculum is aligned to the: The Educational Standards for the General Chiropractic Council and the European Council for Chiropractic Education

The course provides opportunities for students to achieve and demonstrate the following learning. Successful students will be able to:

K KNOWLEDGE AND UNDERSTANDING OF SUBJECT

K1 Demonstrate comprehensive knowledge of the normal and abnormal functions of human body, the musculoskeletal system and the nervous system
K2 Demonstrate comprehensive knowledge of mechanical disorders of the joint, pain syndromes and other associated disturbances
K3 Demonstrate comprehensive knowledge of psychological and social aspects of pain and mechanical disorders of the joints and associated symptoms
K4 Demonstrate comprehensive knowledge of common imaging techniques and their relevance to chiropractic
K5 Demonstrate comprehensive knowledge of health and hygiene including microbiology and epidemiology relevant to chiropractic
K6 Demonstrate comprehensive knowledge of general pathology and clinical pathology relevant to chiropractic

I INTELLECTUAL/COGNITIVE QUALITIES

I1 Demonstrate systematic understanding of clinical medicine in terms of differential diagnosis of common presenting symptoms, including orthopaedic and rheumatological disorders
I2 Demonstrate systematic understanding of the history, theory and principles of chiropractic in a contemporary context
I3 Make complex decisions based on novel evidence and findings to assess the health and health needs of patients
I4 Undertake and critically interpret the results of a relevant and systematic physical examination in a sensitive manner, appropriate for age and gender, culture and clinical condition
I5 Define complex problems and formulate a differential diagnosis and rationale for care, identifying appropriate further investigations, including appropriate referral for imaging under relevant legislation, and incorporate these findings into clinical decision-making
I6 Complete an original research project that critically evaluates and appraises the research literature, advances knowledge and presents new insights

P PROFESSIONAL/PRACTICAL SKILLS

P1 Treat and manage patients competently, safely and ethically within the regulations of the chiropractic profession
P2 Communicate with patients and communicate and establish professional relationships with other health professionals
P3 Take a novel history which is legible, attributable, patient centred, sensitive, structured and relevant, which represents the critical interaction with the patient
P4 Take responsibility for devising a patient management plan
P5 select and apply appropriate chiropractic skills competently and proficiently, including the identification of reasons to halt assessment or treatment and the implications of medications on the provision of care, to improve patients' health and to address patients' health needs
P6 Develop the skills to manage a practice as an independent healthcare practitioner who is accountable for their actions and who acts to promote and protect the interests of patients, including referral or co-management with another healthcare professional

T TRANSFERABLE SKILLS

T1 Develop and apply the skills of self-reflection and lifelong learning quality and audit all aspects of professional activities
T2 Develop and apply research methodologies include the current state of research relevant to chiropractic and how these outcomes are transferred to practice

CERT HE																			
MODULE TITLE	**LEARNING OUTCOMES**																		
Year 1 Level: 4	K1	K2	K3	K4	K5	K6	I1	I2	I3	I4	I5	I6	P1	P2	P3	P4	P5	P6	T1	T2
Human Function I	X	X	X	X																
Human Function II	X																			
Philosophy I								X											X	
Chiropractic Studies I	X	X													X	X	X		X	
Research I																			X	X
Clinic Studies I				X		X		X		X	X			X	X	X	X	X	X	
ASSOCIATE BACHELOR'S DEGREE																				
MODULE TITLE	**LEARNING OUTCOMES**																			
Year 1 Level: 4	K1	K2	K3	K4	K5	K6	I1	I2	I3	I4	I5	I6	P1	P2	P3	P4	P5	P6	T1	T2
Human Function I	X	X	X	X																
Human Function II	X																			
Philosophy I								X											X	
Chiropractic Studies I	X	X													X	X	X		X	
Research I																			X	X
Clinic Studies I				X		X		X		X	X			X	X	X	X	X	X	
Year 2 Level: 5	K1	K2	K3	K4	K5	K6	I1	I2	I3	I4	I5	I6	P1	P2	P3	P4	P5	P6	T1	T2
Neuroscience	X																			
Biomedical Sciences	X				X	X														
Behavioural Sciences				X															X	
Philosophy II			X		X			X												
Chiropractic Studies II	X	X	X												X	X			X	
Research II																			X	X
Clinic Studies II					X	X		X	X	X	X			X	X	X	X	X	X	

BACHELOR'S DEGREE WITH HONOURS																				
MODULE TITLE	**LEARNING OUTCOMES**																			
Year 1 Level: 4	K1	K2	K3	K4	K5	K6	I1	I2	I3	I4	I5	I6	P1	P2	P3	P4	P5	P6	T1	T2
Human Function I	X	X	X	X																
Human Function II	X																			
Philosophy I								X											X	
Chiropractic Studies I	X	X													X	X	X		X	
Research I																			X	X
Clinic Studies I				X		X		X		X	X			X	X	X	X	X	X	
Year 2 Level: 5	K1	K2	K3	K4	K5	K6	I1	I2	I3	I4	I5	I6	P1	P2	P3	P4	P5	P6	T1	T2
Neuroscience	X																			
Biomedical Sciences	X				X	X														
Behavioural Sciences				X															X	
Philosophy II			X		X			X												
Chiropractic Studies II	X	X	X												X	X			X	
Research II																			X	X
Clinic Studies II					X	X		X	X	X	X			X	X	X	X	X	X	
Year 3 Level: 6	K1	K2	K3	K4	K5	K6	I1	I2	I3	I4	I5	I6	P1	P2	P3	P4	P5	P6	T1	T2
Musculoskeletal Medicine	X			X		X	X			X	X									
Clinical Neurology	X			X		X	X			X	X									
Clinical Medicine I	X			X		X	X			X	X									
Clinical Medicine II	X			X		X	X			X	X									
Philosophy III			X		X			X											X	
Chiropractic Studies III	X	X	X						X						X	X	X	X	X	
Research III																			X	X
Clinic Studies III					X	X	X	X	X	X	X			X	X	X	X	X	X	

MASTER OF CHIROPRACTIC

MODULE CODE	MODULE TITLE																			
Year: 1 Level: 4		K1	K2	K3	K4	K5	K6	I1	I2	I3	I4	I5	I6	P1	P2	P3	P4	P5	P6	T1	T2
	Human Function I	X	X	X	X																
	Human Function II	X																			
	Philosophy I								X											X	
	Chiropractic Studies I	X	X													X	X	X		X	
	Research I																			X	X
	Clinic Studies I				X		X		X		X	X			X	X	X	X	X	X	
Year: 2 Level: 5																					
	Neuroscience	X																			
	Biomedical Sciences	X				X	X														
	Behavioural Sciences				X															X	
	Philosophy II			X		X			X												
	Chiropractic Studies II	X	X	X												X	X			X	
	Research II																			X	X
	Clinic Studies II					X	X		X	X	X	X			X	X	X	X	X	X	
Year: 3 Level: 6																					
	Musculoskeletal Medicine	X			X		X	X			X	X									
	Clinical Neurology	X			X		X	X			X	X									
	Clinical Medicine I	X			X		X	X			X	X									
	Clinical Medicine II	X			X		X	X			X	X									
	Philosophy III			X		X			X											X	
	Chiropractic Studies III	X	X	X						X						X	X	X	X	X	
	Research III																			X	X
	Clinic Studies III					X	X	X	X	X	X	X			X	X	X	X	X	X	
Year: 4 Level: 7																					
	Research IV												X							X	X
	Clinical Management				X	X		X		X	X	X		X	X	X	X	X	X	X	X
	Clinic I&II				X	X		X	X	X	X	X		X	X	X	X	X	X	X	X

11. STRUCTURE AND REQUIREMENTS FOR THE AWARD

Language of instruction: English

The first year of the programme covers the functioning of the "normal" human. This gives the student a sound basis for the second year when the focus changes to the detailed study of abnormal human function and how this leads to the development of disease. The student's knowledge is enhanced in the third year as they commence the clinical sciences, with a detailed analysis of the clinical features of disease coupled with the study of clinical assessments and examination of patients. Alongside these studies commencing in the first year, the student will learn the philosophy and practice of chiropractic coupled with the basis of clinical practice procedures and regulations.

All of the learning the students have gained in the pre-clinical years of the programme is then put into practise when they work in the community chiropractic clinic for the entire final year. In the Clinic year the student attend clinic at times appropriate to ensure they manage a case load of patient contacts and be responsible for the continuing care of a specified number of new patients.

AWARD MAP: MASTER OF CHIROPRACTIC (4yr/FT)

Year	Level	Credit Value	Module Title	Status Compulsory/ Optional
1	4	30	Human Function I	C
1	4	30	Human Function II	C
1	4	15	Philosophy I	C
1	4	25	Chiropractic Studies I	C
1	4	10	Clinic Studies I	C
1	4	10	Research I	C
2	5	20	Neuroscience	C
2	5	20	Biomedical Sciences	C
2	5	10	Behavioural Sciences	C
2	5	15	Philosophy II	C
2	5	25	Chiropractic Studies II	C
2	5	20	Clinic Studies II	C
2	5	10	Research II	C
3	6	20	Musculoskeletal Medicine	C
3	6	10	Clinical Neurology	C
3	6	20	Clinical medicine I	C
3	6	20	Clinical Medicine II	C
3	6	10	Philosophy III	C
3	6	15	Chiropractic Studies III	C
3	6	15	Clinic Studies III	C
3	6	10	Research III	C
4	7	40	Research IV	C
4	7	20	Clinical Management	C
4	7	20	Clinic I	C
4	7	40	Clinic II	C

12. SUPPORT FOR STUDENTS AND THEIR LEARNING

The College aims to enable every student to achieve their full potential as future practitioners and to enter practice.

To support its students both at a collective and individual level the College provides the following (non-exhaustive list):

- Focused induction, ensuring thorough orientation to the College, the expectations and an introduction to resources.
- A named Personal Tutor for guidance, support and advice.
- Learning support providing an opportunity for students to discuss any learning needs and, as appropriate, implement learning agreements and any reasonable adjustments.
- A range of online and physical resources.
- Specialised training and support in searching for scientific information tailored to subject specific requirements. E-copies of all books and journal article from required reading lists from all modules will be available for the students wherever available.
- The provision of feedback on all assignments and examinations.
- Monitoring of students' progress and follow-up for any who are experiencing difficulties.
- Financial support for students meeting certain criteria.
- Focused employability skills, including how to set up a chiropractic business, realistic financial planning and marketing, embedded in the programme.
- Preparation for practice through the provision of real-world clinical experience.

Review and Enhancement

The College seeks to enhance academic practice and support the needs of its students through evidence-based reflection and review informed by students, staff, external examiners and advisers and the College's professional accreditation and awarding bodies.

13. CRITERIA FOR ADMISSION

Applicants must satisfy the University's general entry requirements as set out in the prospectus or demonstrate their ability to undertake the course through the accreditation of prior experiential learning (APEL). The initial offer standard may vary from year to year.

For applicants who do not speak English as their first language a score of 6.0 in the IELTS is required (with no unit less than 5.5 in the IELTS examination).

Successful completion of the Access Diploma in Health or equivalent.

14. EVALUATING AND IMPROVING THE QUALITY AND STANDARD OF LEARNING AND TEACHING

The quality of the programme is maintained through a range of mechanisms, including the following:

- Review of External Examiner reports
- Review of accrediting body monitoring reports
- End of module and programme student surveys
- Review of NSS outcomes
- Review of student retention, progression and achievement statistics
- Student Engagement Committee feedback
- Feedback through the Patient Engagement Group

- Review of any other relevant accrediting and/or regulatory body policy, specifications and standards

Module leaders provide continuous review of module content based on feedback from all above mechanisms in addition to any emerging new research relevant to their subject areas. Updates are applied to all areas of delivery include content taught in a didactic manner, practical fashion or virtual delivery, ensuring optimum and up to date blended learning for students. Module leaders also review delivery based on individual cohort learning styles, of which they are informed of via the programme leader, to enhance the individual learning experience.

Teaching is informed by research and provides a mechanism for enquiry based learning to increase the autonomy of the student. Delivery of information is via a blended learning experience allowing flexibility in study and increasing the ethical and sustainable nature of the programme.

The views of students are primarily expressed through Student Experience Committee (SEC) and Module Feedback. Evaluations can be carried out at a module, and programme level. This data is triangulated with other sources to ensure that good practice is shared and resources targeted where necessary. The impact on students is that evaluations can be conducted termly so any concerns about teaching or the wider student experience can be identified quickly and with a greater degree of confidence. In addition, Student Experience Committee meetings are conducted every term and are a mechanism by which students and staff can communicate and obtain feedback about all aspects of the experience. Due to the key role of student representatives in SEC, training for SEC student representatives is undertaken so they have a clear understanding and are more confident in their role in the SEC. The SEC meetings are minuted and are received by Academic Council.

Views of External Examiners - External Examiners have a significant role as due to their standing, expertise and experience to carry, within higher education and any relevant professional body, credibility to review and report on academic standards and the fairness of operational procedures. External examiners ensure that the academic standard of each award and its component parts is set and maintained at the appropriate level, and that the standards of student performance are properly judged against this. The formal feedback by External Examiners are made in person or in writing at the Exam Board meetings and through the Annual External Examiners Report. The Programme team respond formally to the Report.

Views of patients. Patients are an important part of the evaluation process, not only in terms of the delivery of the programme but also through feedback and review by students in clinic. Patients are involved in both teaching and assessment, to enrich the real-world context of clinical teaching and to provide structured external feedback to clinic interns on how they have performed in clinical skills such as professionalism, communication, sense of touch and patient management. Patient feedback is incorporated into student clinical evaluations. In addition, the views of patients on the community clinics are focused through the Patient Engagement Group with representation by patients, teachers and students.

Student performance data - Statistical information regarding student completion and achievement is regularly monitored.

15. **REGULATION OF STANDARDS**

Assessment rules

Each student must have satisfied the criteria of assessment and achieved the appropriate number of credits for the award. There is one module with options (in Research IV) in the final year of this programme.

Each student must have satisfied the criteria of assessment and achieved the appropriate number of credits for the award.

The pass mark for modules at Levels 4, 5 and 6 is 40%. The pass mark for Level 7 modules is 50%. If a student fails to achieve this mark, they will be given an opportunity to retake the assessment (or components of it). Marks for this second attempt and any subsequent attempts are capped at the pass mark.

The assessment results for Levels 5, 6 and 7 of the programme determine the overall classification of the award with Levels 5 and 6 normally contributing 20% and 30% respectively, resulting in the following outcomes:

Class I	At least 70%
Class II (division i) (IIi)	At least 60% and less than 70%
Class II (division ii) (IIii)	At least 50% and less than 60%
Class III	At least 40% and less than 50%

a) No student shall be entitled to enrol for an award other than Master of Chiropractic.
b) A student who completes an approved programme of study, as described in the Programme Specification shall be awarded a Master of Chiropractic
c) Those students who exit the Programme without completing will leave with the following exit awards:

Certificate of Higher Education in Health Studies
Associate Bachelor's degree in Health Studies
Bachelor's degree with honours in Health Studies

External examiners

External examiners are academic subject or professional experts appointed from outside the University. Their key functions are to contribute to the assurance of the standards of the award and the fair treatment of students. They are involved in the moderation and approval of assessments and the moderation of the marking undertaken by internal examiners.

16. INDICATORS OF QUALITY RELATING TO LEARNING AND TEACHING

The College is accredited by all the relevant national and international professional accrediting agencies and is subject to annual monitoring by all of these bodies. For this programme these are the General Chiropractic Council and the European Council for Chiropractic Education.

The College has completed a Quality Standards Review by the Quality Assurance Agency and has met all the standards and core practices.

A range of quality indicators include, but is not limited to, the following:

- The very low student to staff ratio in practical and clinical studies;
- The early inclusion of real-world clinical experiences;
- The professional context of the programme;
- The strong focus on employability skills;
- Delivery options which support accessibility;
- Student support for learning embedded within the programme, including study skills, essay writing, electronic database searching, research skills and business skills;

- Student engagement at the individual and collective level, including robust student feedback;
- College wide research culture, with research informed teaching and a number of research active staff publishing at national and international level.