

# AECC

# Postgraduate Certificate Professional Development (Chiropractic) Programme Specification

Version 1.0

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**Applies to students entering the Postgraduate Certificate Professional  
Development (Chiropractic)  
as an AECC award October 2017 and thereafter**

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ANGLO-EUROPEAN  
COLLEGE OF CHIROPRACTIC

# Postgraduate Certificate Professional Development (Chiropractic) Programme Specification Contents

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## Record of Modifications

Description of Modification	Date approved	Cohort(s) to which modification applies

# Programme Specification

Title of programme: **PgCert Professional Development (Chiropractic) 2017**

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

Programmes, major changes to programmes and modifications to programmes are approved following consideration through the College's programme approval and review processes or Programme and Unit Modification procedure, as appropriate. It is, however, expected that programmes change over time, for example as a result of changes to professional accreditation requirements, in response to feedback from faculty and students, and through annual review processes. Any such changes will be discussed with and communicated to students in an appropriate and timely manner.

## Basic Programme Information

Awarding Institution	Anglo-European College of Chiropractic
Final award, title and credits	PgCert Professional Development (Chiropractic) 60 Level 7 Credits (30 ECTS)
Interim exit awards, titles and credits	None
FHEQ level of final award	7
Mode of study	Part time/blended
Accreditation details	None
Standard length of programme	Normally 1 year
Minimum and maximum periods of study	Minimum 1 Maximum 2
Language of delivery	English
Place of delivery	Anglo-European College of Chiropractic
UCAS code (where applicable)	n/a
HESA JACS (Joint Academic Coding System) Code(s) per programme/pathway	B320
Date Framework /Programme initially validated	Programme initially approved as award of Bournemouth University May 2005. Approved as award of the AECC July 2017.
Date of first intake	10/2017
Version number of this Framework/Programme Specification	Version 1.0
Date this version approved/intake to which this applies	July.2017/01.10.2017
Author	ML Thiel; J Bolton; P Miller

## Programme Overview

### 1. Admissions regulations and entry requirements

The regulations for this programme are the College's Standard Admission Regulations together with the Postgraduate schedule to this policy which may be found at the Policies for Students webpage <http://www.aecc.ac.uk/student-life/policies-for-students/>. These regulations include the entry requirements and specific requirements regarding English language.

You must have

- A first qualification university degree in chiropractic, within their first 3 years post-graduation, enabling entry to the profession as a chiropractor.

#### Recognition of Prior Learning (RPL)

The College has a Recognition of Prior Learning Policy which can be found at the Policies for Students webpage <http://www.aecc.ac.uk/student-life/policies-for-students/>

### 2. Aims of the programme

The programme aims to equip students

- to develop in a professional role as an independent and autonomous healthcare practitioner.
- to reflect on professional activity, identifying learning needs and strategies to meet these.
- to provide evidence and critical evaluation of change and improvement in professional performance.
- to adopt the attitudes and skills to direct and undertake continuing professional development throughout professional life.

### 3. Intended Learning Outcomes

All ILOs are in keeping with developing and advancing the practising professional through reflective practice and critical thinking. As such, all ILOs are at level 7 reflecting the ability to use and apply knowledge and skills to solve problems in complex situations where there may be incomplete information and uncertainty. Students are expected to work at the forefront of their discipline informed by a range of evidence, and acting autonomously in planning and implementing tasks at the professional level.

#### Subject Knowledge and Understanding

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

- A1. Conceptual understanding of reflective practice and experiential learning
- A2. Critical awareness of critical incidents informed by professional practice
- A3. New insights informed by the professional practice of self and of others
- A4. Originality in the application of new knowledge to inform professional practice

#### Intellectual Skills

Having successfully completed this programme students will be able to:

- B1. Demonstrate self-direction and originality in solving problems as a health professional
- B2. Demonstrate acting autonomously in planning and implementing tasks at a professional level
- B3. Demonstrate ability to receive and act on constructive feedback from mentors and senior colleagues

<b>3. Intended Learning Outcomes</b>
<p>B4. Demonstrate ability to self-monitor and advance knowledge and skills to provide care at the forefront of academic and professional knowledge</p> <p>B5. Demonstrate ability to develop skills and competencies to a high level through reflective practice</p> <p><b>Practical Skills</b></p> <p>Having successfully completed this programme students will be able to:</p> <p>C1 Demonstrate competent and safe patient management</p> <p>C2. Demonstrate professionalism through commitment to maintaining and improving competence</p> <p>C.3 Demonstrate ethical practice</p> <p>C4. Demonstrate patient-centred and evidence-based care</p> <p><b>Transferable skills</b></p> <p>Having successfully completed this programme students will be able to:</p> <p>D1. Demonstrate Initiative, autonomy, and personal and professional responsibility</p> <p>D2. Demonstrate professional identity and role</p> <p>D3. Demonstrate team player respecting the rights and responsibilities of others</p> <p>D4. Demonstrate effective communication with patients, colleagues and other health professionals</p> <p>D5. Demonstrate decision-making in complex and unpredictable situations</p> <p>D6. Demonstrate independent learning ability required for continuing professional development</p>

## Programme Structure

<b>4. Outline of programme content</b>
<p>Chiropractic is a primary contact healthcare profession and is regulated in the UK by its statutory body, the General Chiropractic Council (GCC). The Chiropractors Act (1994) established the GCC, and in June 2001, the title of 'chiropractor' was protected by law. Today, anyone practising as a chiropractor in the UK must be registered with the GCC. The GCC sets the standards for competent and safe practice and accredits the undergraduate education and training of chiropractors. Following graduation, new chiropractors enter the profession deemed safe and competent to work independently. In the first year in practice, new graduates may enrol on structured programmes aimed to develop professional competencies. The content of these programmes, as well as whether or not they are mandatory for practice, differs between countries. In the UK, there is one professional programme, the PRT (post-registration training) programme, run nationally by the Royal College of Chiropractors. For chiropractors wishing to join two of the four available national associations, successful completion of the PRT is mandatory. In recognition of the PgCert programme, chiropractors successfully completing BOTH the PRT and the PgCert are automatically awarded full membership of the RCC (post-nominal letters: RCCM). Following the first year in practice, chiropractors continue to learn in part by complying with the mandatory annual CPD requirement of the GCC.</p> <p>The first year in practice has long been recognised as a crucial period in the professional development of health practitioners. Experiential learning in the real world of practice, and reflective practice, are considered cornerstones of the novice's development, and instrumental in developing the role as an autonomous professional. The PgCert Professional Development (Chiropractic) is designed to support chiropractors in their first year in practice, and facilitate the transition from new graduate to a practitioner acting as a professional.</p>
<b>5. Placements, work-based learning or other special features of the programme</b>
n/a

## 6. Programme structure, levels, units credit and award

The level of study, units and credits required for the programme and for final and exit award are set out in in set out in the **programme diagram** provided as [Appendix 1](#).

The **learning outcomes mapping document** at [Appendix 2](#) shows the relationship between ILOs for units and the overarching ILOs of the programme.

## Learning, Teaching and Assessment

### 7. Learning and teaching strategies and methods

Teaching and learning methods will include experiential learning in the workplace, observations of other healthcare practices, attending formal learning events and conferences, meetings with peers and colleagues, and reflection on documented critical events, learning cycles and planning an audit.

The learning experience will be an individual one for each student, blended to meet personal learning needs. Learning and support for personal development will take place through phone conversations with tutors, by e-mail, and/or in person as required. These interactions with tutors will stimulate and guide students in their own reflection and learning from professional practice, and to further develop those skills they will need for the rest of their professional careers. Learning materials and other supporting documents will be available through the VLE.

### 8. Assessment strategies and methods

Evidence of reflective practice and experiential learning through records of practice and professional activities, and critical reflective texts.

Students will receive feedback on your work through an assessment feedback form which grades individual assessment criteria and gives an overall grade for the work. In addition to the grade students receive literal feedback through the open comments box.

### 9. Learning hours

Anglo-European College of Chiropractic programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits. 20 credits is the equivalent of 200 student study hours, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

### 10. Staff delivering the programme

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

### 11. Progression and assessment regulations

The regulations for this programme are the College's Standard Assessment Regulations which may be found at <http://www.aecc.ac.uk/student-life/policies-for-students/> Please refer to section 20.

#### PROGRESSION ROUTES

Students who successfully complete this programme and who wish to undertake any programme within the MSc Advanced Professional Practice Framework will be exempted from the core unit Professional Clinical Practice (20 credits at level 7), on the basis of a demonstrated mapping between the learning outcomes for this unit and the PGCert core unit Autonomous Reflective Practice (20 credits at level 7).

## 12. Additional Costs

Additional costs are mandatory or optional costs which students will need to meet in order to fully participate in and complete their programme. Students will need to budget for these costs separately as they are not included in the overall Tuition Fee they are charged. Information about additional costs applying to students on this programme can be found in the document [Important information to take into account when choosing your programme](#). There are also optional costs that apply to the programme. These are however not required in order to complete the programme.

## 13. Methods for evaluating the quality of learning and teaching

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

- Completing student surveys annually to give feedback on individual units and on the programme as a whole
- Seeking nomination as a Student Union representative OR engaging with these elected student representatives
- Serving as a student representative on Evaluation panels for programme approval/review
- Taking part in programme approval 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 programme (such meetings may take place virtually where programmes are part-time)

The ways in which the quality of the College's programmes are monitored and assured checked, both inside and outside the College, are:

- Annual monitoring of units and programmes
- Periodic Programme review, at least every six years.
- External examiners, who produce an annual report
- Oversight by Academic Development and Quality Committee (which includes student representation), reporting to Academic Board
- External Quality Assurance Reviews and annual monitoring

## 14. Inclusivity statement

The AECC is committed to being an institution where students and staff from all backgrounds can flourish. AECC recognises the importance of equality of opportunity and promoting diversity, in accordance with our Dignity Diversity and Equality 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 AECC seeks to ensure that all students admitted to our programmes 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. Reference points including QAA Benchmark statements

- The UK Quality Code for Higher Education; Part A: Setting and maintaining academic standards;
- Chapter A1: UK and European reference points for academic standards (October 2013) -

**15. Reference points including QAA Benchmark statements**

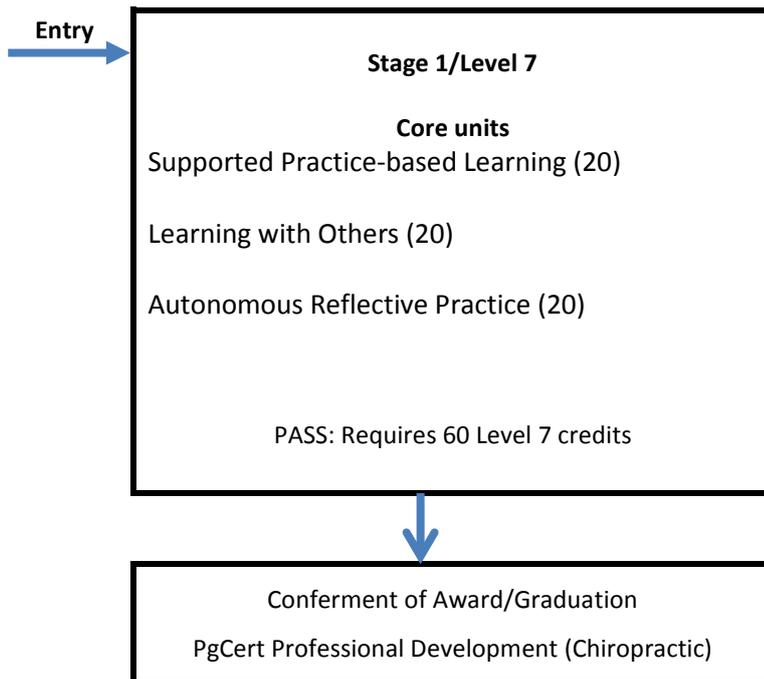
incorporates Framework for Higher Education Qualifications, Foundation Degree qualification benchmarks and subject benchmark statements

- Royal College of Chiropractors PRT (post- registration training) programme <http://rcc-uk.org/index.php/prt/>

**16. Regulatory & policy framework**

The programme conforms fully with the AECC's Academic Regulations and Policies for Taught Programmes.

## Appendix 1: Programme Diagram PgCert Professional Development (Chiropractic)



## Appendix 2: Learning outcomes mapping document

This table shows where a learning outcome referenced in the programme specification may be demonstrated by successful completion of a unit.

Unit Code		Subject Knowledge and Understanding				Intellectual Skills					Practical Skills				Transferable skills					
		A1	A2	A3	A4	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6
101	Supported Practice-based Learning	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*
102	Learning with Others	*		*				*	*			*			*	*	*	*	*	*
103	Autonomous Reflective Practice	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*