

## SECTION ONE: General Information

<b>Programme Title</b>	BOst (Hons) Osteopathy	
<b>Approval of Specification</b>	Click here to enter a date.	
<b>Award Title &amp; Interim Awards</b>	BOst (Hons) Osteopathy Certificate of Higher Education in Manual Therapy Diploma of Higher Education in Manual Therapy BSc Manual Therapy	
<b>Mode of Study</b>	Full-time: <input type="checkbox"/> Part-time: <input checked="" type="checkbox"/> E-learning: <input type="checkbox"/> Distance: <input type="checkbox"/> Sandwich: <input type="checkbox"/>	
<b>Programme Start Date &amp; Period of Validation</b>	Start Date: September 19	Date of Last Update: Click here to enter a date.
	5 Years: <input checked="" type="checkbox"/> Indefinite: <input type="checkbox"/> Other (Please state):	
<b>Awarding Institution</b>	University of Derby: <input checked="" type="checkbox"/> Other (Please State):	
<b>College Managing the Programme</b>	Health and Social Care	
<b>Institutions Delivering the Programme</b>	University of Derby: <input type="checkbox"/> Other (Please State): College of Osteopaths	
<b>Relevant External Reference Points</b>	The programme has been designed to meet the quality requirements of the following: <ul style="list-style-type: none"> <li>• General Osteopathic Council - Osteopathic Practice Standards (2019)</li> <li>• QAA Subject Benchmarks – Osteopathy July 2015</li> </ul>	
<b>External Accreditation/ Recognition</b>	General Osteopathic Council (GOsC)	
<b>JACS Code(s)</b>		

## SECTION TWO: Overview

### **Background/Context:**

“Osteopathy is a system of diagnosis and treatment for a wide range of medical conditions. It works with the structure and function of the body, and is based on the principle that the well-being of an individual depends on the skeleton, muscles, ligaments and connective tissues functioning smoothly together” (GOsC, 2019). Osteopathic practitioners therefore, diagnose, manage, and treat somatic dysfunctions. The General Osteopathic Council (GOsC) regulate the practice of osteopathy in the UK and by law, only those practitioners registered with the GOsC are entitled to practise in the UK.

The BOst (Hons) programme provides an opportunity for students from a range of backgrounds to study a professional programme leading to registration as an Osteopath with the General Osteopathic Council. The College of Osteopaths has been active in the training of osteopaths since 1948; its first formal osteopathic qualification, a Diploma in Osteopathy (DO), was introduced in 1961. Since then the college has worked with a range of Universities in offering osteopathic programmes of learning.

The College of Osteopaths provide the only fully part-time programme in the UK and the only osteopathic programme at all in the Midlands and in the North of England. Other Osteopathic Education Institutions ‘part-time’ programmes all require a component of full-time attendance at some point in the course, thereby rendering them impractical for students who have other work or family commitments. The 100% part-time nature of the programme attracts the mature learner and appeals to individuals who feel excluded from traditional modes of gaining a professional qualification.

The College of Osteopaths has a passion for student success and a ‘work-relevant’ ethos. The College is proud of the high number of its graduates who successfully gain employment following graduation. The College has ensured the curriculum offers sufficient business training to support students in becoming self-employed at an early stage of the programme. Furthermore, the College has developed internal awards that will enable students to utilise practical skills accrued from level 4 of the programme, including a Diploma in Soft Tissue Manipulation. Students are covered by insurance provided by the Institute of Osteopathy and the scope of practice and level of competence required for this award is defined by the Institute of Osteopathy. This award will ensure that students are gaining recognition for their practical skills and will enable them to become self-employed at an early stage of the programme if they wish.

Through the College teaching clinics, students are able to experience ‘real-world’ learning opportunities. During the course of the programme, students undertake a minimum of 1000 clinical hours. The teaching clinics are open to members of the public and provide students with the opportunity for clinic-based supervision and teaching that involves genuine patients from the first year of study.

## **Overview of the Programme:**

### **PLEASE REFER TO APPENDIX 1 – BOST (HONS) PROGRAMME MAP**

Osteopathy as a profession is under-going changes. In April 2017, osteopathy came under the remit of the Chief Allied Health Professions Officer of NHS England, in order to strengthen the engagement of osteopaths with other health professions. The College of Osteopaths will work with the University of Derby in developing a flexible and dynamic programme that meets the needs of the part-time mature learner and of the profession.

#### **Modules:**

- Introduction to Osteopathic Theory and Practice
- Application of Osteopathic Theory and Practice
- Clinical Osteopathy 1
- Form and Function
- Personal and Professional Development 1
- Function and Dysfunction
- Analysis of Osteopathic Theory and Practice
- Clinical Osteopathy 2
- Disease and Dysfunction
- Integration of Osteopathic Theory and Practice
- Clinical Osteopathy 3
- Personal and Professional Development 2
- Analysis of Health Dysfunction and Disease
- Reflection of Osteopathic Theory and Practice
- Personal and Professional Development 3

The programme of learning is part-time spanning four years. Teaching takes place on 18 weekends per academic year with an additional 1000 hours in total of clinical experience provided at the College's two teaching clinics. There is the option of a further 6 months of clinical practice should this be required in order to complete the required clinical hours.

#### **Key Characteristics:**

- This is the only fully part-time osteopathy programme in the U.K. and the only osteopathic programme at all in the Midlands/North West of England.
- It is unique amongst UK osteopathy programmes in being delivered on two separate sites, one in Stoke-on-Trent and one in North London & Borehamwood. This means that there are two separate but parallel cohorts of students in each year: students can attend any of the College's teaching clinics for their clinical learning, and there is usually an option to attend a lecture on the other site if a student cannot attend that lecture on their own programme.

- The College has ensured that the curriculum offers sufficient business training and appropriate insurance cover to support students in becoming self-employed in the field of manual therapy at an early stage of the programme, should they wish to do so. There is an internal award at the end of Year 1 to enable students to start seeing their own patients and earning some income from this work.
- The programme is also unique in offering students right from the start of the programme in year one, the opportunity for clinic-based supervised experience that involves genuine patients.
- The support offered to students in the teaching clinics is provided by fully qualified, practising osteopaths registered with the GOsC.

### **Programme Aims:**

The aims of the programme are:

- To provide an opportunity for learners to gain a qualification at Honours Degree level in Osteopathy that will meet the demands of the Osteopathic Practice Standards
- To provide learners with the knowledge, skills and experience to prepare them to work as an osteopath;
- To provide an environment for effective learning which will encourage and motivate learners to learn, and will promote autonomous learning;
- To enable learners to develop lifelong learning and research skills;
- To develop learners as reflective practitioners within the field of osteopathy;
- To enable learners to develop an awareness and understanding of the wider political, social and economic context of osteopathy;
- To enable learners to develop criticality, professional judgement and autonomy of action;
- To provide learners with the business skills required to run a successful osteopathic practice

## **SECTION THREE: Programme Learning Outcomes**

The programme learning outcomes are mapped against the following documents:

- The General Osteopathic Council Osteopathic Practice Standards – **See Appendix 2**
- QAA Subject Benchmarks for Osteopathy – **See Appendix 3**
- Individual Module Learning Outcomes – **See Appendix 4**

#### Level 4

Knowledge and understanding	<ol style="list-style-type: none"><li>1. Identify underlying concepts and principles of professional osteopathic practice.</li><li>2. Demonstrate knowledge and skills of safe practice</li><li>3. Demonstrate a basic knowledge of osteopathic quality standards and Health &amp; Safety requirements through compliance with clinical protocols</li><li>4. Articulate how practice <b>is</b> informed by theory</li><li>5. <b>Demonstrate a</b> knowledge and understanding <b>of</b> professional and ethical behaviours</li><li>6. Recognise the significance of evidence-based practice</li></ol>
Intellectual Skills	<ol style="list-style-type: none"><li>1. <b>Utilise</b> lines of argument and make sound judgements in accordance with the principles and practice of osteopathy</li><li>2. Interpret concepts and principles of osteopathic practice</li><li>3. Recognise the appropriateness of different approaches to solving problems in osteopathic practice</li><li>4. Recognise the significance of client-centred practice</li><li>5. Apply professional principles to individual situations</li></ol>
Subject Specific Skills	<ol style="list-style-type: none"><li>1. <b>Demonstrate</b> new skills in osteopathic practice within a structured and managed environment</li><li>2. Identify individual personal learning needs</li><li>3. Competently communicate the results of study/observation of clinical practice accurately and reliably and with structured and coherent arguments</li></ol>

Transferable Skills	<ol style="list-style-type: none"> <li>1. Demonstrate qualities and transferable skills necessary for employment and/or further study requiring the exercise of some personal responsibility.</li> <li>2. Identify and address individual future learning/development needs</li> <li>3. Effectively collaborate and communicate with others</li> <li>4. Use constructive feedback to develop as a professional</li> <li>5. Contribute to the learning experiences of others though peer support</li> </ol>
<b>Level 5</b>	
Knowledge and Understanding	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge and critical understanding of the well-established concepts and principles of professional osteopathic practice and their development</li> <li>2. Apply theoretical concepts to practice</li> <li>3. <b>Demonstrate</b> an understanding of different research perspectives in relation to clinical practice, personal professional development and the profession of osteopathy</li> <li>4. <b>Demonstrate</b> a knowledge of the main methods of enquiry in osteopathic practice.</li> </ol>
Intellectual Skills	<ol style="list-style-type: none"> <li>1. Undertake critical analysis of information relevant to osteopathic practice</li> <li>2. Evaluate critically the appropriateness of different approaches to solving problems in osteopathic practice and propose solutions arising from the analysis</li> </ol>
Subject Specific Skills	<ol style="list-style-type: none"> <li>1. Apply <b>and evaluate</b> underlying osteopathic concepts and principles within a structured and managed environment</li> <li>2. Exhibit safe, effective and professional practice</li> </ol>

Transferable Skills	<ol style="list-style-type: none"> <li>1. Demonstrate qualities and transferable skills necessary for employment or further training including the development of new skills, and acquisition of new competences that will require the exercise of personal responsibility and decision making</li> <li>2. Communicate information and arguments in a variety of forms and deploy key techniques of osteopathic practice effectively</li> <li>3. Reflect and evaluate self as a professional</li> <li>4. Contribute to the learning experience of others through peer support</li> </ol>
<b>Level 6</b>	
Knowledge and Understanding	<ol style="list-style-type: none"> <li>1. <b>Critically evaluate</b> key aspects of professional osteopathic practice, including acquisition of coherent and detailed knowledge</li> <li>2. Demonstrate the ability to <b>critically</b> evaluate, manage and present published research materials on osteopathy for different audiences</li> <li>3. Demonstrate critical reflection of the boundaries of professional practice</li> <li>4. Demonstrate practice informed by theory</li> </ol>
Intellectual Skills	<ol style="list-style-type: none"> <li>1. <b>Demonstrate a critical</b> understanding of the ambiguity and limits of knowledge that informs the practice and principles of osteopathy</li> <li>2. Utilise appropriate questions to achieve a solution, or identify a range of solutions to a problem and use decision making in complex contexts</li> <li>3. Use of critical analysis and arguments to honours degree level</li> </ol>
Subject Specific Skills	<ol style="list-style-type: none"> <li>1. <b>Competently</b> apply methods and techniques to review, consolidate, extend and apply osteopathic knowledge and understanding, using ideas and technique that are at the forefront of the discipline</li> <li>2. Competently identify learning and professional needs in relation to safe and effective practice</li> </ol>
Transferable Skills	<ol style="list-style-type: none"> <li>1. <b>Competently</b> manage own learning, exercise initiative, personal responsibility and demonstrate the learning ability, qualities and transferable skills necessary for employment or further training of a professional or equivalent nature</li> </ol>

	<ol style="list-style-type: none"> <li>2. Critically evaluate own communication, problems and solutions effectively and speak from an informed perspective about osteopathy to patients and health-care professionals</li> <li>3. Work autonomously competently with ability to identify and access support as required</li> <li>4. Utilise effective time management skills</li> <li>5. Use constructive feedback to develop as an osteopathic professional</li> <li>6. Contribute to the learning experience of others through peer support</li> </ol>
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## SECTION FOUR: Programme Structure & Curriculum

### 4.1 Structure

There are four strands underpinning the curriculum over the 4 years covering level 4, 5 and 6. These four strands are aligned to the four themes of the Osteopathic Practice Standards, which cross over the four curriculum strands modules – see table below and refer to **Appendix 5 – OPS Mapping to Curriculum Strands**. The purpose of the strands is to ensure standards of proficiency, conduct and practice as laid out in the Osteopathic Practice Standards are adhered to as expected of osteopaths.

		Four Curriculum STRANDS			
		Clinical Osteopathy	Osteopathic Theory and Practice	Health and Disease	Personal and Professional Development
Four Osteopathic Practice Standards THEMES	A Communication and patient partnership	Communication. Formation of effective patient partnerships. Consent.			
	B Knowledge, skills and performance		Knowledge and skills to support osteopathic practice as primary healthcare practitioners.		
	C Safety and quality in Practice			Delivery of care. Evaluation and management approaches. Record keeping. Safeguarding patients and public health.	
	D Professionalism				Honesty and integrity. Personal conduct. Duty of candour.

The part-time programme runs over four years with the option of a further 6 months of clinical practice should this be required in order to complete the required clinical hours.

### **See Appendix 1 – Programme Map**

All modules of the programme are core modules and the award of BOst (Hons) cannot be conferred unless learners achieve a pass on all the modules on this programme. There is also a professional requirement for students to accumulate a minimum of 1000 supervised hours of learning in a clinical environment, in addition to the taught course. It is not possible to progress from one Clinical Osteopathy module to the next without passing all elements of the assessment and completing the required number of clinic hours. Upon successful achievement of a total of 360 credits, 120 credits at level 4, 120 credits at level 5 and 120 credits at level 6 and successful completion of all clinical hours, learners will have achieved the qualification of BOst (Hons) and will be eligible to apply to the General Osteopathic Council for registration to practise as an Osteopath.

Students who achieve 120 Level 4 credits but choose not to pursue the full award will be eligible for the award of Certificate in Higher Education (Cert HE) in Manual Therapy. This may enable entry to other health related courses. The award of Cert HE does not bear the name of osteopathy nor does it confer any professional recognition, registration, or right to practise as an osteopath.

Students who achieve 120 Level 4 credits and 120 Level 5 credits but choose not to pursue the full award will be eligible for the award of Diploma of Higher Education (DipHE) in Manual Therapy. This may also enable entry to other health related courses. The award of Dip HE does not bear the name of osteopathy nor does it confer any professional recognition, registration, or right to practise as an osteopath.

Students who achieve 120 Level 4 credits and 120 Level 5 credits and 60 Level 6 credits but choose not to proceed to Final Clinical Competence Assessment and the additional requirements for professional registration with the General Osteopathic Council will be eligible for the award of BSc Manual therapy. The award of BSc does not bear the name of osteopathy nor does it confer any professional recognition, registration, or right to practise, as an osteopath.

### **Level 4 Modules**

The Level 4 Modules provide a foundation to acquire anatomy and physiology knowledge and its relation to osteopathic healthcare. The curriculum provides learners with grounding in the osteopathic profession, its principles and philosophy. Through supervision by qualified osteopathic clinic tutors, the practice-based learning module at Level 4 allows learners to demonstrate their abilities to start applying the concepts learned in an informed and ethical way in the clinic environment. This is achieved through observation of more senior student interaction with patients.

### **Level 5 Modules**

The Level 5 Modules build on foundation knowledge and initial practical experiences undertaken in the classroom. How function becomes dysfunction and its relationship to musculoskeletal and systemic components. Through the curriculum learners explore the theory that underpins the practice of osteopathy and apply to the treatment of patients in clinic. Learners develop knowledge of research methods and the use of evidence-based practice. Learners develop knowledge of both quantitative and qualitative research approaches and the use of evidence-based practice. There is particular emphasis on how research informs osteopathic practice and consideration of how research might complement students' personal work.

## Level 6 Modules

The Level 6 Modules recognise learners' increasing status as independent learners and development toward becoming competent, autonomous practitioners. The focus shifts to consolidation of professional reasoning. The curriculum enables learners to explore **and** investigate the legislation that provide guidance and quality to the work of the profession. Learners will develop skills to critically appraise the unique value of osteopathy and critically reflect on how the professional values can begin to address various presentations in the clinical environment. Building on research skills gained at level 5 students will identify an area of specific personal professional interest to develop a study that will have direct practical application in their practice.

## Personal Professional Portfolio

This programme is the start of students' development as an Osteopath. Graduates in Osteopathy will be required by the General Osteopathic Council to record and maintain continuing professional development for initial and on-going registration. Similarly, the College is committed to encouraging students to engage in the completion of the Personal Professional Portfolio from the start of the programme and throughout the duration of their studies.

Students will therefore begin to evidence their Portfolio as a foundation for their ongoing career-long learning. The importance of the portfolio is linked to the clinical modules, CO1, CO2 and CO3.

The goals of the PPP are:

- To provide a record of significant learning experiences
- To evidence where learning has met the Osteopathic Practice Standards
- To provide an opportunity to reflect and plan learning
- To develop skills of personal development planning and lifelong learning

## SECTION FIVE: Learning & Teaching

### 5.1 Learning and Teaching Strategy

Students enrolled on the BOST (Hons) programme are from diverse backgrounds and often come with non-traditional qualifications. The teaching and learning strategy therefore encompasses a wide range of approaches to suit this cross-section of students. The programme requires collaborative engagement with peers both within the classroom and in the teaching clinic. Students are also encouraged to form study groups outside of college contact time to enhance the learning experience.

Examples of our teaching strategy include:

5.1.1 Classroom Based Learning: This takes place at teaching weekends and takes the form of lectures, seminars, practical workshops and tutorials.

5.1.2 Directed Learning: Students are required to complete a significant amount of home study including workbooks, the Personal and Professional Portfolio and independent study.

5.2.3 Clinical Learning: A key component of the programme is clinical teaching. Clinical teaching comprises clinical observation of peers, supervised patient interactions, clinical workshops and clinical reflection. Students are closely supervised within the college's teaching clinics by clinical tutors, who are registered osteopaths with experience in clinical practice as well as clinical education.

5.2.4 Peer Learning: Peer support is an important part of the teaching strategy. It is recognised that students at the college are mature students, bringing with them a variety of life experiences and skills, for example hands-on and practical skills, healthcare experience, business and computing skills and inter-personal skills. Students are encouraged to form peer-learning groups to share skills and to support each other.

Within the teaching clinic, an example of peer learning is where junior students observe students in their first year of learning and are asked to refrain from interrupting the treating students' consultation, or their interaction with the tutor, but to ask questions and clarify later. Senior students are encouraged to discuss cases with junior students and to follow up any queries they have about the consultation. Examples of this could include, taking the case history, osteopathic considerations in the formulation of diagnoses, examination and treating techniques. On occasion, and with the consent of the tutor and the patient concerned, senior students may engage and supervise junior students in palpating tissues, examination or basic soft tissue massage techniques. As observing students begin to treat patients, senior students are asked to encourage their first steps, with an appropriate level of support.

This well-developed system of peer learning is intended to enable junior students to seek the help of senior students, and senior students may benefit from skills developed in teaching others and in consolidating their own knowledge through one to one case discussion, presentation of cases and pathologies, explanations of processes and techniques and assisting reflection. On a practical level, this helps junior students settle into the clinical environment. This helps students gain confidence and minimise anxiety. It also creates a dynamic and cohesive learning community. In all cases, a clinic tutor will oversee the patient case and supervise both observing and treating students to ensure that interaction is appropriate and developmental for all concerned.

Peer support is therefore beneficial for both junior and senior students and equips all students with transferable skills that can be utilised after students have completed their studies. The peer support system at the college is designed to increase students' social and academic confidence.

Our strategy is well aligned to that of the University of Derby and therefore one of the reasons why we are choosing to partner with the institution. The Learning and Teaching Strategy (2016-2020) identifies three core pillars : Student Employability, Teaching Quality and Research in the Curriculum.

The BOST (Hons) Osteopathy has employability embedded at its core, with students undertaking practice based learning from the onset, as well as a core element of the taught curriculum. Osteopaths are often self-employed and so the entrepreneurship and business skills are an essential part of the students' programme of learning. Teaching quality is high at the College of Osteopaths as evidenced from student feedback, but we continually strive to improve. Again, the partnership with the University of Derby allows the sharing of good practice and the opportunity for academics to continually strive for improvement. Finally, research is an area which we are investing in ourselves, and have made key appointments to our teaching team in order to be able to introduce students to the importance of evidence based practice and give them the confidence to be able to investigate real world problems independently or in teams both as part of their University learning and throughout their careers.

## SECTION SIX: Assessment

The University of Derby's assessment and feedback strategy (2017-2020) offers students and academics the best opportunity to undertake a programme which is challenging, engaging and fit for purpose. The College of Osteopaths has long recognised that students need the opportunity to gain confidence in being assessed as many have not studied recently or may have had less than optimal educational opportunities in the past. The need to be inclusive and also have authentic assessments are at the core of the College of Osteopath's operation, and thus provide a strong start for further development and refinement for this programme.

With the University of Derby as our partner, we believe that we will be able to offer students high quality assessments and feedback, with this practice being supported by our Educational Support Officers. Every student will have the opportunity to discuss their feedback in order to plan how to develop themselves both as a student and as a professional osteopath.

Assessments have both a formative and a summative function on the programme. Opportunities exist in both the clinical and the academic modules for formative assessments, which are intended to give feedback to students on their performance and how it can be improved. Formative assessment is an important part of the learning process, and has been shown to contribute to enhancement of learning and raising of standards. Summative assessment is designed to measure the extent to which students have achieved the intended learning outcomes of a module and therefore the appropriate grade to be awarded. Summative assessment should assess achievement of all learning outcomes in a secure, fair and accurate manner.

Assessments on the BOst (Hons) programme include a wide range of approaches to suit the diverse students enrolled on the programmes. Clinical assessments include case presentations to peers and tutors, tutor observations of real patient encounters, simulated patient assessments (OSCE) and tutor managed reflective assessments. The assessment strategy also includes practical assessment of osteopathic and clinical techniques and these assessments may also include a component of peer assessment. Reflective skills are assessed in the 'Personal and Professional Portfolio' (PPP) and academic and research skills are assessed in written examinations, coursework, critical appraisal and data analysis exercises and research projects.

**See Appendix 6 – Assessment Table**

## SECTION SEVEN: Admission

The academic entry requirement for the award is normally for one of the following qualifications:

- 5 GCSE (grades A to C) / GCE subjects including Maths and English and 2 Advanced Level qualifications or vocational equivalents (preferably in science subjects)
- A BTEC National Diploma in a relevant subject
- A degree awarded by a British University
- An Access to HE Certificate/Diploma

Prospective students applying without minimum entry requirements or non-scientific qualifications may be offered the opportunity to complete the College's Preparation to Study Programme.

**English Language Requirements**

The programme is delivered in English. Applicants whose first language is not English will be required to produce evidence of proficiency in written and spoken English to level 7 using the IELTS scale.

### **Selection Process**

Applications are screened on receipt by the Admissions Team to identify applicant's potential to meet the programme admissions criteria. Those applicants who are expected to meet the criteria are invited to a College Open day, where information regarding the programme and the College are provided.

### **Interviews**

The selection procedures are led by academic staff. Every candidate undertakes an interview which explores the candidate's understanding of osteopathy, as well as their motivation to undertake the programme of learning with the college. Following interview, two references are sought for all candidates that are offered a place on the programme.

Acceptance onto the programme is also dependent on a satisfactory interview, satisfactory references, full disclosure of criminal record (enhanced disclosure DBS record), and approval by Derby University

### **Applicants with Additional Needs**

Applications are welcomed and consideration is given to each individual and their circumstances. Sources of advice and guidance are available from the College's Student Support Co-ordinator. There is also the opportunity to discuss programme requirements on an individual basis with the Programme Leader and members of the admissions team.

### **Recognition of Prior Learning:**

For applicants with HCPC registration (Health and Care Professions Council) and a qualification in physiotherapy, or for qualified medical practitioners, chiropractors and equivalent, there is the opportunity to enter the programme with Recognition of Prior Learning, subject to approval by Derby University.

Applicants with relevant qualifications or experience may be entitled to apply for individual module exemptions via the University's Recognition of Prior Learning Policy.

## SECTION EIGHT: Student Support & Guidance

Student support and guidance is provided to learners by the following:

- Recruitment to the programme supported by flexible delivery which opens up opportunities for part-time, mature students
- The opportunity for pre- and post-application discussion with the Programme Lead, Admissions Team and the Student Support Co-ordinator prior to commencement to ensure that all applicants have a full understanding of the nature of the programme, that their expectations are appropriate and that they are aware of all the support services available to them
- Recognising that a student's induction to the programme is key in providing an improved and personalised experience for mature students. Students receive a thorough induction both to their academic studies and to their clinical learning
- Dedicated Education Support Officers (ESOs) and the Student Support Co-ordinator offer support to students through their learning journey
- All students receive a settling-in one to one tutorial with their Education Support officer during the first semester of study. These tutorials provide an opportunity to discuss student individual needs and to address any questions they may have had regarding aspects of the programme and student life.
- Students undertake progression interviews at various points throughout the programme
- Students are supported on a daily basis through a team of dedicated administrators located at both sites. Students also receive support from the administrative team during teaching weekend delivery.

## SECTION NINE: Employability

This part-time osteopathy programme is designed primarily for mature learners wishing to re-train whilst they continue in an existing job or work around family commitments. The programme aims to lead directly to professional registration and in to the world of work as an employed or self-employed osteopath.

Skills in reflection, evidence-based practice, research and professional capabilities are introduced right from the start of the programme and developed incrementally through the levels. Also from the start, students spend time in an osteopathic teaching clinic, working with more senior students, experienced tutors and genuine patients to acquire the clinical skills they need to practise safely and effectively.

By the beginning of year two, students are eligible for an interim diploma award in soft tissue manipulation, together with insurance cover to start seeing their own patients as a Soft Tissue Massage Therapist. This early optional transition into employment or self-employment, alongside ongoing osteopathic studies, enables students to reinforce their learning and build up a practice of their own, ready for when they graduate.

## SECTION TEN: Post Programme Opportunities

Upon successful completion of the BOST (Hons) programme, students will be able to apply to the General Osteopathic Council for registration as a practising osteopath. Graduates are offered an exciting and rewarding career pathway, either working as part of a healthcare practice or self-employed as practising osteopath. It is expected that further opportunities to work within the NHS will be created with the recognition of Osteopathy as an Allied Health Professional in 2017.

The attainment of a BOST (Hons) qualification also offers learners scope to develop their academic profile to masters and doctoral level, should they wish to do so in the future.

## SECTION ELEVEN: External Links

In designing this programme, a number of stakeholders have been consulted. These have included:

- Colleagues from the Stockholm College of Osteopathic Medicine
- The General Osteopathic Council
- Current Students
- Staff
- Colleagues from the College of Health and Social Care at Derby University
- Patients
- Independent Higher Education

## Appendix 1

### BOST (Hons) Programme Map

	Year 1		Year 2		Year 3		Year 4	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Osteopathic Theory & Practice (OTP)	<b>INTRO OTP</b> Level 4 20 credits	<b>APP OTP</b> Level 4 20 credits	<b>ANA OTP</b> Level 5 20 credits		<b>INT OTP</b> Level 5 20 credits		<b>REF OTP</b> Level 6 20 credits	
Clinical Osteopathy	<b>CO (1)</b> Level 4 20 credits <b>150 clinical hours</b>		<b>CO (2)</b> Level 5 40 credits <b>300 clinical hours</b>			<b>CO (3)</b> Level 6 60 credits <b>550 clinical hours</b>		
Health, Function & Dysfunction	<b>F&amp;F</b> Level 4 20 credits		<b>F&amp;D</b> Level 4 20 credits	<b>D&amp;D</b> Level 5 20 credits		<b>AHDD</b> Level 6 20 credits		
Personal and Professional Development (PPD)	<b>PPD (1)</b> Level 4 20 credits			<b>PPD (2)</b> Level 5 20 credits		<b>PPD (3)</b> Level 6 20 credits		

#### Key:

Level 4 Modules	Level 5 Modules	Level 6 Modules
INTRO OTP: Introduction to Osteopathic Theory and Practice	ANA OTP: Analysis of Osteopathic Theory and Practice	REF OTP: Reflection of Osteopathic Theory and Practice
APP OTP: Application of Osteopathic Theory and Practice	INT OTP: Integration of Osteopathic Theory and Practice	AHDD: Analysis of Health, Dysfunction and Disease
CO1: Clinical Osteopathy 1	CO2: Clinical Osteopathy 2	CO3: Clinical Osteopathy 3
F&F: Form and Function		
F&D: Function and Dysfunction	D&D: Disease and Dysfunction	PPD3: Personal and Professional Development 3
PPD1: Personal and Professional Development 1	PPD2: Personal and Professional Development 2	

## Appendix 2

### OPS Mapping to Modules – Level 4

Osteopathic Practice Standard	Introduction to Osteopathic Theory and Practice	Application of Osteopathic Theory and Practice	Form & Function	Function & Dysfunction	Clinical Osteopathy 1	Personal and Professional Development 1
<b>A – Communication &amp; Patient Partnership</b>						
A1	✓	✓		✓	✓	✓
A2					✓	
A3					✓	
A4	✓	✓			✓	✓
A5			✓		✓	
A6	✓	✓			✓	
A7						✓
<b>B – Knowledge, Skills &amp; Performance</b>						
B1	✓	✓	✓	✓	✓	✓
B2	✓	✓	✓	✓	✓	✓
B3			✓		✓	✓

B4	✓	✓	✓		✓	
<b>C – Safety &amp; Quality in Practice</b>						
C1	✓	✓	✓	✓	✓	
C2					✓	
C3					✓	
C4			✓		✓	
C5				✓	✓	
C6		✓		✓	✓	✓
<b>D - Professionalism</b>						
D1		✓	✓		✓	✓
D2	✓				✓	✓
D3					✓	
D4					✓	
D5					✓	✓
D6					✓	
D7					✓	✓

D8					✓	
D9					✓	
D10					✓	✓
D11					✓	
D12					✓	

## Appendix 2

### OPS Mapping to Modules – Level 5

Osteopathic Practice Standard	Analysis of Osteopathic Theory and Practice	Integration of Osteopathic Theory and Practice	Disease & Dysfunction	Clinical Osteopathy 2	Personal & Professional Development 2
<b>A – Communication &amp; Patient Partnership</b>					
A1	✓	✓		✓	
A2	✓	✓		✓	
A3	✓			✓	
A4	✓	✓		✓	
A5		✓	✓	✓	
A6		✓		✓	
A7				✓	
<b>B – Knowledge, Skills &amp; Performance</b>					
B1	✓	✓	✓	✓	✓
B2	✓	✓	✓	✓	
B3	✓		✓	✓	✓
B4	✓		✓	✓	✓

<b>C – Safety &amp; Quality in Practice</b>					
C1	✓	✓	✓	✓	
C2	✓		✓	✓	
C3	✓		✓	✓	
C4				✓	
C5				✓	
C6	✓	✓	✓	✓	✓
<b>D - Professionalism</b>					
D1		✓	✓	✓	✓
D2				✓	
D3	✓			✓	
D4		✓		✓	
D5		✓		✓	✓
D6		✓		✓	✓
D7				✓	✓
D8				✓	

D9				✓	
D10				✓	✓
D11				✓	
D12				✓	

## Appendix 2

### OPS Mapping to Modules – Level 6

Osteopathic Practice Standard	Reflection of Osteopathic Theory and Practice	Analysis of Health Dysfunction & Disease	Clinical Osteopathy 3	Personal & Professional Development 3
<b>A – Communication &amp; Patient Partnership</b>			✓	
A1	✓		✓	
A2	✓		✓	
A3	✓		✓	
A4	✓		✓	
A5	✓		✓	
A6	✓		✓	
A7				
<b>B – Knowledge, Skills &amp; Performance</b>				
B1	✓		✓	✓
B2	✓	✓	✓	
B3	✓		✓	✓
B4	✓	✓	✓	✓

<b>C – Safety &amp; Quality in Practice</b>				
C1	✓	✓	✓	
C2	✓		✓	
C3	✓		✓	
C4			✓	
C5			✓	
C6	✓	✓		✓
<b>D - Professionalism</b>				
D1	✓	✓	✓	✓
D2			✓	
D3			✓	
D4	✓	✓	✓	
D5			✓	✓
D6			✓	✓
D7	✓	✓	✓	✓
D8			✓	

D9			✓	
D10			✓	✓
D11			✓	
D12	✓		✓	

## Appendix 3

### Subject Benchmark Mapping to Modules – Level 4

Subject Benchmark	Introduction to Osteopathic Theory and Practice	Application of Osteopathic Theory and Practice	Form & Function	Function & Dysfunction	Clinical Osteopathy 1	Personal and Professional Development 1
A – Knowledge relevant to the safe and competent practice of osteopathy		✓	✓	✓	✓	
B – Concepts and principles of osteopathy		✓		✓	✓	✓
C – Therapeutic and professional relationships					✓	✓
D – Communication skills		✓		✓	✓	✓
E – Identification and evaluation of the needs of the patient		✓		✓	✓	✓
F – Acquisition, use and enhancement of the skills of osteopathic palpation		✓		✓	✓	
G – Planning, justifying and monitoring osteopathic treatment interventions		✓		✓	✓	
H – Conducting osteopathic treatment and patient management		✓		✓	✓	
I – Evaluation of post-treatment progress and change					✓	

<b>J – Advice and support for the promotion and maintenance of health living</b>					✓	
<b>K – Personal and professional skills development with a self-reflective framework</b>		✓		✓	✓	✓
<b>L – Professional identity, accountability, ethics and responsibilities</b>		✓			✓	✓
<b>M – Intra and inter-professional collaboration and cooperation</b>		✓			✓	
<b>N – Operating an efficient and effective environment for the provision of osteopathic healthcare</b>					✓	

## Appendix 3

### Subject Benchmark Mapping to Modules – Level 5

Subject Benchmark	Analysis of Osteopathic Theory and Practice	Integration of Osteopathic Theory and Practice	Disease & Dysfunction	Clinical Osteopathy 2	Personal & Professional Development 2
A – Knowledge relevant to the safe and competent practice of osteopathy	✓	✓	✓	✓	✓
B – Concepts and principles of osteopathy	✓	✓	✓	✓	✓
C – Therapeutic and professional relationships		✓		✓	✓
D – Communication skills	✓	✓	✓	✓	✓
E – Identification and evaluation of the needs of the patient	✓	✓	✓	✓	✓
F – Acquisition, use and enhancement of the skills of osteopathic palpation	✓	✓	✓	✓	
G – Planning, justifying and monitoring osteopathic treatment interventions	✓	✓	✓	✓	✓
H – Conducting osteopathic treatment and patient management	✓	✓	✓	✓	
I – Evaluation of post-treatment progress and change	✓	✓		✓	✓
J – Advice and support for the promotion and maintenance of health living	✓	✓	✓	✓	✓
K – Personal and professional skills development with a self-reflective framework	✓	✓	✓	✓	✓
L – Professional identity, accountability, ethics and responsibilities		✓	✓	✓	✓

<b>M – Intra and inter-professional collaboration and cooperation</b>		✓	✓	✓	✓
<b>N – Operating an efficient and effective environment for the provision of osteopathic healthcare</b>				✓	

## Appendix 3

### Subject Benchmark Mapping to Modules – Level 6

Subject Benchmark	Reflection of Osteopathic Theory and Practice	Analysis of Health Dysfunction & Disease	Clinical Osteopathy 3	Personal & Professional Development 3
A – Knowledge relevant to the safe and competent practice of osteopathy	✓	✓	✓	✓
B – Concepts and principles of osteopathy	✓	✓	✓	✓
C – Therapeutic and professional relationships	✓	✓	✓	✓
D – Communication skills	✓	✓	✓	✓
E – Identification and evaluation of the needs of the patient	✓	✓	✓	✓
F – Acquisition, use and enhancement of the skills of osteopathic palpation	✓		✓	✓
G – Planning, justifying and monitoring osteopathic treatment interventions	✓	✓	✓	
H – Conducting osteopathic treatment and patient management	✓	✓	✓	
I – Evaluation of post-treatment progress and change	✓		✓	
J – Advice and support for the promotion and maintenance of health living	✓		✓	
K – Personal and professional skills development with a self-reflective framework	✓	✓	✓	✓
L – Professional identity, accountability, ethics and responsibilities	✓		✓	✓

<b>M – Intra and inter-professional collaboration and cooperation</b>	✓	✓	✓	✓
<b>N – Operating an efficient and effective environment for the provision of osteopathic healthcare</b>			✓	

## Appendix 4

### Programme Learning Outcomes Mapped to Modules – Level 4

Programme Learning Outcome Level 4	Introduction to Osteopathic Theory and Practice	Application of Osteopathic Theory and Practice	Form & Function	Function & Dysfunction	Clinical Osteopathy 1	Personal & Professional Development 1
Identify underlying concepts and principles of professional osteopathic practice	✓	✓	✓		✓	✓
Demonstrate a basic knowledge of osteopathic quality standards and health and safety requirements through compliance with clinical protocols					✓	✓
Articulate how practice is informed by theory	✓	✓		✓	✓	
Develop knowledge and understanding of professional and ethical behaviours	✓	✓			✓	✓
Recognise the significance of evidence based practice	✓	✓	✓			✓
Develop lines of argument and make sound judgements in accordance with the principles and practice of osteopathy					✓	✓
Interpret concepts and principles of osteopathic practice				✓	✓	✓

Recognise the significance of client-centred practice	✓	✓			✓	
Apply professional principles to individual situations		✓			✓	
Develop new skills in osteopathic practice within a structured and managed environment	✓	✓			✓	
Identify individual personal learning needs	✓	✓		✓	✓	
Develop competence in communication the results of study/observation of clinical practice accurately and reliably and with structured and coherent arguments		✓		✓	✓	✓
Demonstrate qualities and transferable skills necessary for employment and or further study requiring the exercise of some personal responsibility	✓	✓			✓	✓
Identify and address individual future learning /development needs		✓		✓	✓	✓
Effectively collaborate and communicate with others	✓	✓		✓	✓	
Use constructive feedback to develop as a professional	✓	✓		✓	✓	
Contribute to the learning experiences of others	✓	✓		✓	✓	✓

## Programme Learning Outcomes Mapped to Modules – Level 5

### Appendix 4

Programme Learning Outcome Level 5	Analysis of Osteopathic Theory & Practice	Integration of Osteopathic Theory & Practice	Disease & Dysfunction	Clinical Osteopathy 2	Personal & Professional Development 2
Demonstrate knowledge and critical understanding of the well-established concepts and principles of professional osteopathic and their development	✓	✓		✓	
Apply theoretical concepts to practice	✓	✓	✓	✓	✓
<b>Develop</b> an understanding of different research perspectives in relation to clinical practice, personal development and the profession of osteopathy			✓	✓	✓
<b>Develop a</b> knowledge of the main methods of enquiry in osteopathic practice	✓	✓	✓	✓	✓
Undertake critical analysis of information relevant to osteopathic practice			✓	✓	✓
Evaluate critically the appropriateness of different approaches to solving problems in osteopathic practice and propose solutions arising from the analysis	✓	✓	✓	✓	
Apply <b>and evaluate</b> underlying osteopathic concepts and principles within a structured and managed environment	✓	✓		✓	
Exhibit safe, effective and professional practice	✓	✓	✓	✓	

Apply professional principles to individual situations	✓	✓		✓	
Demonstrate qualities and transferable skills necessary for future or further training including the development of new skills, and acquisition of new competences that will require the exercise of personal responsibility and decision making	✓	✓	✓	✓	
Communicate information and arguments in a variety of forms and deploy key techniques of osteopathic practice effectively	✓	✓		✓	
Reflect and evaluate self as professional	✓	✓	✓	✓	✓
Contribute to the learning experience of others through peer support	✓	✓	✓	✓	

## Appendix 4

### Programme Learning Outcomes Mapped to Modules – Level 6

Programme Learning Outcome Level 6	Reflection of Osteopathic Theory & Practice	Analysis of Health Disease & Dysfunction	Clinical Osteopathy 3	Personal & Professional Development 3
Develop a critical understanding of key aspects of professional osteopathic practice, including acquisition of coherent and detailed knowledge	✓	✓	✓	✓
Demonstrate the ability to critically evaluate manage and present published research materials on osteopathy for different audiences			✓	✓
Demonstrate critical reflection of the boundaries of professional practice	✓		✓	
Demonstrate practice informed by theory	✓		✓	
Develop a critical understanding of the ambiguity and limits of knowledge that informs the practice and principles of osteopathy		✓	✓	✓
Utilise appropriate questions to achieve a solution, or identify a range of solutions to a problem and use decision making in complex contexts	✓	✓	✓	✓
Use of critical analysis and arguments to honours degree level	✓	✓	✓	✓
	✓		✓	✓

Competently apply methods and techniques to review, consolidate, extend and apply osteopathic knowledge and understanding, using ideas and technique that are at the forefront of the discipline				
Competently identify learning and professional needs in relation to safe and effective practice		✓	✓	
Competently manage own learning, exercise initiative, personal responsibility and demonstrate the learning ability, qualities and transferable skills necessary for employment or further training or a professional or equivalent nature	✓		✓	
Critically evaluate own communication, problems and solutions effectively and speak from an informed perspective about osteopathy to patients and health-care professionals	✓	✓	✓	
Work autonomously competently with ability to identify and access support as required	✓		✓	
Develop and use effective time management skills	✓		✓	
Use constructive feedback to develop as an osteopathic professional	✓	✓	✓	
Contribute to the learning experience of others	✓	✓	✓	

## Appendix 5

### OPS Mapping to STRANDS – Level 4

STRANDS	Osteopathic Theory and Practice		Health and Disease		Clinical Osteopathy	Personal and Professional Development
	Introduction to Osteopathic Theory and Practice	Application of Osteopathic Theory and Practice	Form & Function	Function & Dysfunction	Clinical Osteopathy 1	Personal and Professional Development 1
<b>A – Communication &amp; Patient Partnership</b>						
A1	✓	✓		✓	✓	✓
A2					✓	
A3					✓	
A4	✓	✓			✓	✓
A5			✓		✓	
A6	✓	✓			✓	
A7					✓	✓
<b>B – Knowledge, Skills &amp; Performance</b>						
B1	✓	✓	✓	✓	✓	✓
B2	✓	✓	✓	✓	✓	✓

B3			✓		✓	✓
B4	✓	✓	✓		✓	
<b>C – Safety &amp; Quality in Practice</b>						
C1	✓	✓	✓	✓	✓	
C2					✓	
C3					✓	
C4			✓		✓	
C5				✓	✓	
C6		✓		✓	✓	
<b>D - Professionalism</b>						
D1		✓	✓		✓	✓
D2	✓				✓	✓
D3					✓	
D4					✓	
D5					✓	✓
D6					✓	

D7					✓	✓
D8					✓	
D9					✓	
D10					✓	✓
D11					✓	
D12					✓	

## Appendix 5

### OPS Mapping to STRANDS – Level 5

STRANDS	Osteopathic Theory and Practice		Health and Disease	Clinical Osteopathy	Personal and Professional Development
	Osteopathic Practice Standard	Analysis of Osteopathic Theory and Practice	Integration of Osteopathic Theory and Practice	Disease & Dysfunction	Clinical Osteopathy 2
<b>A – Communication &amp; Patient Partnership</b>					
A1	✓	✓		✓	
A2	✓	✓		✓	
A3	✓			✓	
A4	✓	✓		✓	
A5		✓	✓	✓	
A6		✓		✓	
A7				✓	
<b>B – Knowledge, Skills &amp; Performance</b>					
B1	✓	✓	✓	✓	✓
B2	✓	✓	✓	✓	
B3	✓		✓	✓	✓

B4	✓		✓	✓	✓
<b>C – Safety &amp; Quality in Practice</b>					
C1	✓	✓	✓	✓	
C2	✓		✓	✓	
C3	✓		✓	✓	
C4				✓	
C5				✓	
C6	✓	✓	✓	✓	
<b>D - Professionalism</b>					
D1		✓	✓	✓	✓
D2				✓	
D3	✓			✓	
D4		✓		✓	
D5		✓		✓	✓
D6		✓		✓	✓
D7				✓	✓

D8				✓	
D9				✓	
D10				✓	✓
D11				✓	
D12				✓	

## Appendix 5

### OPS Mapping to STRANDS – Level 6

STRANDS	Osteopathic Theory and Practice	Health and Disease	Clinical Osteopathy	Personal and Professional Development
<b>Osteopathic Practice Standard</b>	<b>Reflection of Osteopathic Theory and Practice</b>	<b>Analysis of Health Dysfunction &amp; Disease</b>	<b>Clinical Osteopathy 3</b>	<b>Personal &amp; Professional Development 3</b>
<b>A – Communication &amp; Patient Partnership</b>				
A1	✓		✓	
A2	✓		✓	
A3	✓		✓	
A4	✓		✓	
A5	✓		✓	
A6	✓		✓	
A7			✓	
<b>B – Knowledge, Skills &amp; Performance</b>				
B1	✓		✓	✓
B2	✓	✓	✓	
B3	✓		✓	✓

B4	✓	✓	✓	✓
<b>C – Safety &amp; Quality in Practice</b>				
C1	✓	✓	✓	
C2	✓		✓	
C3	✓		✓	
C4			✓	
C5			✓	
C6	✓	✓	✓	
<b>D - Professionalism</b>				
D1	✓	✓	✓	✓
D2			✓	
D3			✓	
D4	✓	✓	✓	
D5			✓	✓
D6			✓	✓
D7	✓	✓	✓	✓

D8			✓	
D9			✓	
D10			✓	✓
D11			✓	
D12	✓		✓	

Level	Appendix 6 – Assessment Table Module Name	Learning Outcomes	Assessment Requirements
4	<b>Introduction of Osteopathic Theory and Practice</b>	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge of osteopathic principles and philosophy and their clinical relevance</li> <li>2. Has adequate competence to produce written material and data</li> <li>3. Demonstrate detailed knowledge of human musculoskeletal structure and biomechanical function</li> <li>4. Demonstrates knowledge of postural characteristics to be able to interpret postural findings.</li> <li>5. Demonstrates competence while performing soft tissue techniques</li> </ol>	<ol style="list-style-type: none"> <li>1. Practical – Diploma Soft Tissue and postural assessment – 15 minutes (LOs 3,4 &amp;5)</li> <li>2. Coursework – Essay, 2000 words (LOs 1&amp;2)</li> </ol>
4	<b>Application of Osteopathic Theory and Practice</b>	<ol style="list-style-type: none"> <li>1. Demonstrates the ability to determine changes in tissues and joint movement by the appropriate use of observation and palpation</li> <li>2. Demonstrates an understanding of the principles of biomechanics sufficient to apply osteopathic techniques safely and effectively</li> <li>3. Begins to understand osteopathic concepts and principles and applies them appropriately when considering the effects of osteopathic treatment</li> <li>4. Demonstrates sufficient understanding of the likely effects of osteopathic treatments informed by current research</li> </ol>	<ol style="list-style-type: none"> <li>1. Exam – Practical Exam duration 10 minutes (LOs 1 &amp; 2)</li> <li>2. Coursework – 2000 word essay (LOs 3&amp;4)</li> </ol>
4	<b>Clinical Osteopathy 1</b>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the role of the learner observing and participating within a clinical setting and specifically within the osteopathic environment.</li> <li>2. Explore a variety of strategies to ensure a safe environment is maintained and a quality, compassionate outcome is achieved.</li> </ol>	<ol style="list-style-type: none"> <li>1. Coursework - Case Presentation (10 minutes to peers) (LO 2)</li> <li>2. Coursework - Reflective Clinical Assessment (20 minutes) – completed within the teaching clinic by a clinic tutor, based on reflections in the clinic log book of patient observations</li> </ol>

		3. Demonstrate a postural analysis and practically assess spinal movements	(LO 1) 3. Coursework – Personal Professional Portfolio (LO1, 2)
<b>C</b>	<b>Form and Function</b>	<ol style="list-style-type: none"> <li>1. Demonstrate detailed knowledge and understanding of anatomy and physiology.</li> <li>2. Identify the structures and functions of all body systems.</li> <li>3. Relate the principles of osteopathy to anatomy and physiology</li> </ol>	<ol style="list-style-type: none"> <li>1. Coursework – Assessment workbooks (LOs 1 &amp; 2)</li> <li>2. Exam – 1 hour (LOs 1,2&amp;3)</li> </ol>
<b>4</b>	<b>Function and Dysfunction</b>	<ol style="list-style-type: none"> <li>1. Demonstrates knowledge of the anatomical landmarks and location of organs, nerves and blood vessels</li> <li>2. Demonstrates knowledge of human structure and function to recognise some clinical signs of somatic dysfunction.</li> <li>3. Has knowledge of the characteristics of the normal and abnormal functioning of different body tissues and systems to be able to start interpreting the findings of somatic dysfunction.</li> <li>4. Has adequate competence to consider a range of osteopathic approaches to health, disease and dysfunction</li> </ol>	<ol style="list-style-type: none"> <li>1. Practical – viva exam – 10 minutes (LOs 1&amp;2)</li> <li>2. Exam – 1 hour written exam (LOs 3&amp;4)</li> </ol>
<b>4</b>	<b>Personal and Professional Development 1</b>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of professionalism.</li> <li>2. Evaluate, interpret and present information from a variety of sources.</li> <li>3. Demonstrate an understanding of the importance of research for evidence based practice</li> </ol>	<ol style="list-style-type: none"> <li>1. Coursework – essay, 2000 words (LOs 1&amp;2)</li> <li>2. Coursework – presentation, 10 minutes (LOs 2&amp;3)</li> </ol>
<b>5</b>	<b>Analysis of Osteopathic Theory and Practice</b>	<ol style="list-style-type: none"> <li>1. Demonstrates a significant understanding of the principles of biomechanics to perform various osteopathic and thrust techniques safely and effectively</li> </ol>	<ol style="list-style-type: none"> <li>1. Practical – 10 minute practical exam (LOs 1,2,3 &amp;4)</li> <li>2. Exam – Written exam – 1 hour 30 mins (LOs 5&amp;6)</li> </ol>

		<ol style="list-style-type: none"> <li>2. Demonstrates proficient knowledge of anatomical landmarks by the appropriate use of observation &amp; palpation</li> <li>3. Understands osteopathic concepts and principles and applies them critically to patient care considering the patient as a whole</li> <li>4. Begins to demonstrate an integrated knowledge of human biomechanics and how dysfunction in one area may lead to altered function in that area or elsewhere in the body</li> </ol>	
5	<b>Integration of Osteopathic Theory and Practice</b>	<ol style="list-style-type: none"> <li>1. Integrate knowledge of human biomechanics and how dysfunction in one area may lead to altered function in that area or elsewhere in the body</li> <li>2. Has considerable ability to explain the likely effects of osteopathic treatments</li> <li>3. Has sound knowledge of psychology and social determinants of health to provide context for clinical decision-making and patient management</li> <li>4. Has significant competence to produce written material and data</li> </ol>	<ol style="list-style-type: none"> <li>1. Exam– Combined exam – 15 minute practical and 15 minute written (LOs 1,2 &amp;3)</li> <li>2. Coursework – 2000 word essay (LOs 4,5 )</li> </ol>
5	<b>Clinical Osteopathy 2</b>	<ol style="list-style-type: none"> <li>1. Demonstrate evolving development of knowledge and skills to support learners work as an osteopath and the appropriate application to individual patients</li> <li>2. Demonstrate the ability to conduct, accurately record, present evaluate and reflect on patient cases, through case history taking and examination</li> <li>3. Discuss management plan and reflect on the physical psychosocial and cultural and needs of the patient</li> </ol>	<ol style="list-style-type: none"> <li>1. Coursework - Reflective Assessment (15 mins) – completed within the teaching clinic by a clinic tutor (LO 2)</li> <li>2. Practical - New patient Clinic Assessment (90 minutes)_ - completed within the teaching clinic Follow-Up patient clinic assessment (45 minutes – completed within the teaching clinic (LOs 1 &amp; 3)</li> <li>3. Coursework – Personal Professional Portfolio (LOs 1,2 &amp; 3)</li> </ol>

5	<b>Disease and Dysfunction</b>	<ol style="list-style-type: none"> <li>1. Selects and conducts appropriate clinical examinations, considering the nature of the complaint(s) and the case history</li> <li>2. Has the ability to recognise where a presenting problem may mask underlying pathologies</li> <li>3. Has sound knowledge of human disease that informs clinical judgement and identifies where patients may require additional investigations or treatments from another healthcare professional.</li> <li>4. Has proficient knowledge of the characteristics of the normal and abnormal functioning of different body tissues and systems and can interpret the findings of dysfunction</li> <li>5. Communicates clearly appropriate diagnostic hypotheses to explain the patient's presenting complaint(s) and utilises osteopathic skills to develop a working diagnosis.</li> </ol>	<ol style="list-style-type: none"> <li>1. Exam – OSPE – 1 hour (LOs 1,2,3)</li> <li>2. Exam written – 2 hours (LOs 4,5)</li> </ol>
5	<b>Personal and Professional Development 2</b>	<ol style="list-style-type: none"> <li>1. Demonstrate a critical understanding of different research perspectives and research methods</li> <li>2. Demonstrate the application of research to clinical practice, personal professional development and the profession of osteopathy</li> <li>3. Demonstrate the ability to evaluate and present research and practice to different audiences</li> </ol>	<ol style="list-style-type: none"> <li>1. Coursework – Assignment – 3000 words (LOs 1 and 2)</li> <li>2. Coursework – Leaflet – 500 words (LO 3)</li> </ol>
6	<b>Reflection of Osteopathic Theory and Practice</b>	<ol style="list-style-type: none"> <li>1. Interpret clinical and other data to justify broad osteopathic clinical reasoning and decision making</li> <li>2. Identify the indications and contra indication of using specific osteopathic techniques or a modified form of such techniques</li> <li>3. Demonstrates well-developed interpersonal communication skills and the ability to adapt</li> </ol>	<ol style="list-style-type: none"> <li>1. Exam – combined exam – 15 minutes and practical exam – 15 minutes (LO 1&amp;2)</li> <li>2. Coursework – presentation 15 minutes (LOs 3&amp;4)</li> </ol>

		<p>communication strategies to suit the specific needs of the patient</p> <p>4. Monitors the quality of osteopathic care delivered through reflective practice</p>	
<b>6</b>	<b>Analysis of Health, Disease and Dysfunction</b>	<p>1. Interpret clinical and other data to justify broad osteopathic clinical reasoning and decision making</p> <p>2. Keep professional knowledge up to date with contemporary advice related to osteopathic healthcare to develop appropriate treatments</p> <p>3. Demonstrates the ability to conduct an osteopathic patient evaluation and where appropriate refer patient to another health care professional</p>	<p>1. Exam – case based seen exam – 1 hour (LOs 1,2 &amp; 3)</p>
<b>6</b>	<b>Clinical Osteopathy 3</b>	<p>1. Demonstrate competency of knowledge and skills, osteopathic concepts and principles and the appropriate application to individual patients with autonomy</p> <p>2. Demonstrate professionalism and an advanced range of communication skills, including gaining informed continuous consent with patients as required by the Osteopathic Practice Standards (OPS)</p> <p>3. Conduct, accurately record and present patient evaluation of complex cases through sophisticated case history taking and triangulated examination to generate an integrated and justifiable diagnosis</p>	<p>1. Coursework - Reflective Clinical Assessment (20 mins) – completed within the teaching clinic (LO 3)</p> <p>2. Practical - Internal Clinical Competency (ICC) – 90 minutes new patient and 45 minutes follow-up – completed within the teaching clinic (75%) Final Clinical Competency (FCC) 45 minutes OSCE and 90 minutes new patient and 45 minutes follow-up – completed within the teaching clinic (0%) (LOs 1&amp;2)</p> <p>3. Coursework – Personal Professional Portfolio (LOs 1&amp;2)</p>
<b>6</b>	<b>Personal and Professional Development 3</b>	<p>1. Develop a research question which informs and guides clinical reasoning and clinical practice</p>	<p>1. Coursework – Review/Study – 4000 words (LOs 1 &amp; 3)</p> <p>2. Coursework – Presentation 20 minutes - (LO 2)</p>

		<ol style="list-style-type: none"><li>2. Demonstrate the ability to evaluate, manage and present published research materials for different audiences</li><li>3. Reflect on the relevance of research to clinical practice, personal professional development, the profession of osteopathy and other healthcare professions</li></ol>	
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