

Programme Specification

Title of Course: Bachelor of Osteopathic Medicine (B.Ost)

Date Specification Produced: 16 December 2013

Date Specification Last Revised:

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Student Handbooks and Module Descriptors.

SECTION 1: GENERAL INFORMATION

Title:	Bachelor of Osteopathic Medicine (B.Ost)
Awarding Institution:	Kingston University
Teaching Institution:	<i>Nescot</i>
Location:	<i>Epsom, Surrey</i>
Programme Accredited by:	<i>The General Osteopathic Council (will be presented for accreditation upon validation)</i>

SECTION2: THE PROGRAMME

A. Programme Introduction

The Bachelor of Osteopathic Medicine (B.OSt) is a dynamic programme taught by expert and enthusiastic staff, and provides students with the understanding and skill required for success as practicing osteopaths. The programme is recognised by the General Osteopathic Council (GOsC) and on successful completion students are eligible to register as an osteopath with the GOsC. It gives students exposure to a wide range of approaches to osteopathy and this is reflected in a diverse teaching team who are graduates from the different osteopathic teaching institutions. A key strength of the programme at Nescot is that all staff hold a teaching qualification and are involved in continuing professional development in their areas of osteopathic expertise. This ensures students receive both expert teaching as well as an osteopathic curriculum that is engaging and up to date. We are very proud of our roots in 'Classical' osteopathy and this approach continues to influence the curriculum. By providing breadth as well as a depth of knowledge this programme gives students unparalleled understanding of the osteopathic profession, as well as the skills and ethics essential for safe, competent practice.

The team draw from their own research interests to inform lectures and to ensure that clinical reasoning and decision making skills are taught with a strong evidence base. Students are encouraged to develop their research and critical thinking skills from year 1 and later have the opportunity to pursue a research project of their choice in their final year. The research ethos of the department is further supported by visiting specialist speakers, collaboration with other healthcare programmes and research symposiums. A review by QAA in 2013 identified the way in which our research informs our curricula and teaching as a particular strength.

Another key feature of the programme is the student clinic in which students are involved from Year 1 and where they eventually complete at least 1000 hours of training. Students follow a structured pathway for clinical training which begins with observation and then progresses from a role as an assisting student practitioner to independent student practitioner. The clinics are staffed by highly qualified and experienced tutors who supervise students throughout their training in assessing and treating patients. The clinics provide a broad range of experience and students

encounter patients of all ages and lifestyles as well as opportunity to work in specialist clinics such as paediatrics and sports injuries. Students gain experience in patient management, taking case histories, diagnosis and treatment. They are guaranteed a high level of support in the clinic and are allocated a personal clinic tutor and scheduled regular one-to-one tutorial sessions.'

The online environment Weblearn is used innovatively by the teaching team to provide an online audit of student marks, assessment feedback and tutorials that is shared amongst the team as well as with students in order to ensure student development is focussed and effective. The programme is further supported by Weblearn through provision of flexible access to lecture presentations and hand-outs, links to online journals and e-books, programme handbooks, upload links for assessments, academic forums and a record of tutorials.

At the end of year 3 students who have achieved an aggregate mark of 60% or above have the option to apply to transfer to the Master of Osteopathic Medicine (M.Ost) award. This higher award provides further skills for those students interested in future careers in lecturing and/or research as well as the opportunity to complete and potentially publishable full research project.

B. Aims of the Programme

The programme offers a flexible and adaptable degree which terminates in the award of Bachelor of Osteopathic Medicine (B.Ost). It meets the present academic and vocational requirements of the profession defined by the Osteopathic Practice Standards published by the General Osteopathic Council and the QAA Osteopathy Benchmarking statement. The programme aims:

- To produce a graduate who has the theoretical, practical and professional competence required to practice as a registered osteopath.
- To produce a graduate who has the necessary reflective, self-evaluative and critical thinking skills necessary to be a safe, caring, ethical and effective osteopath.
- To develop a graduate who has a commitment to lifelong learning and an appreciation and understanding of the importance of research and evidence based practice to their professional development.
- To prepare a graduate for employment by developing their business, entrepreneurial, problem solving and key (transferable) skills.

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks for Osteopathy 2007 and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual skills – able to:		Subject Practical skills
	On completion of the course students will be able to:		On completion of the course students will be able to:		On completion of the course students will be able to:
A1	Demonstrate a detailed knowledge and critical understanding of osteopathic principles and their application in clinical practice	B1	Select and integrate information from a variety of sources.	C1	Use and apply critically the principles of osteopathy in the effective management and care of a range of patients
A2	Demonstrate a detailed knowledge and critical understanding of anatomy and physiology of the human body.	B2	Reflect on and critically evaluate their osteopathic technique skills and patient management strategies.	C2	Observe a commitment to the professional and ethical use of osteopathy in accordance with the Osteopathic Practice Standards set by the GOsC.
A3	Recognise the presentation and understand the significance of abnormal or dysfunctional states.	B3	Discuss, evaluate and justify their clinical reasoning with some reference to appropriate research.	C3	Demonstrate skilful application and critical understanding of a range of osteopathic techniques including soft tissue, articulation and manipulative techniques to a range of neuromusculoskeletal and non-musculoskeletal conditions.
A4	Demonstrate knowledge and understanding of The Osteopathic Practice Standards published by the General Osteopathic Council (GOsC) how they have mapped these against their learning experiences and identified areas that require further development.	B4	Demonstrate the ability to maintain a reflective record of academic and clinical learning to a standard consistent with future continuing professional development requirements.	C4	Demonstrate a high level of autonomy and ability in making a working diagnosis, formulating a management plan and delivering a justifiable osteopathic treatment or alternative course of action.
A5	Demonstrate confidence and ability in the business and entrepreneurial skills required for private practice.			C5	Demonstrate an autonomous, independent approach to learning.
Key Skills					
	Self Awareness Skills		Communication Skills		Interpersonal Skills

AK1	Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets.	BK1	Express ideas clearly and unambiguously in writing and the spoken work.	CK1	Work well with others and be able to discuss and debate in order to reach agreement.
AK2	Demonstrate commitment to ongoing continued professional development	BK2	Present, challenge and defend ideas and results effectively orally and in writing.	CK2	Give, accept and respond to constructive feedback.
		BK3	Communicate effectively with other health-care professionals.	CK3	Show sensitivity and respect for diverse values and beliefs.
	Research and information Literacy Skills		Numeracy Skills		Management & Leadership Skills
DK1	Search for and select relevant sources of information and be able to cite and reference correctly	EK1	Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data.	FK1	Determine the scope of a task, identify resources needed and schedule and successfully implement an appropriate plan.
DK2	Discuss a range of research methods, analyse and interpret data and appraise and review relevant literature.	EK2	Interpret and evaluate data to inform and justify arguments.		
DK3	Apply the ethical and legal requirements in both the access and use of information.				
DK4	Formulate appropriate research questions and relate these to clinical practice.				
DK5	Use IT technology as appropriate including for clinical audit, data gathering and presentations.				
	Creativity and Problem Solving Skills				
GK1	Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems.				
GK2	Work with complex ideas and justify judgements made through effective use of evidence.				
Teaching/learning methods and strategies					
Teaching methods used include: lectures, tutorials, seminars, practicals, workshops, case studies, self- directed study, group based discussion and interaction,					

clinical supervision and individual research and study. In practical classes additional tutors are provided to ensure that appropriate techniques are used and understood by learners. Demonstrations are accompanied by opportunities to practice using peers as models. Class-based study is taught using a variety of models and visual aids to ensure that learners benefit from a wide range of teaching approaches and styles. The interactive whiteboard is used extensively to support learning. Learners are provided with tutorial support as part of their progress through the academic components and their clinical work.

Assessment strategies

The assessment strategies employed in the Fields include the following:

Assessments take a variety of formats and are designed to assess academic and practical capability as well as the Osteopathic Practice Standards.

Summative assessment tools include unseen written exams (including short answer, long answer and case study questions), reflective essays & action plans, practical exams, case study essays, presentations, clinical competence assessments, seminars, OSPE's and Research Proposal.

Formative short answer exams, practical exams, presentations and clinical competence assessments occur throughout the programme. Formative and summative feedback is provided to the students both verbally and via the departments virtual learning environment.

D. Entry Requirements

The minimum entry qualifications for the programme are:

240 UCAS points or:

From A levels:	3 A Levels at grade C, including 2 science based subjects
BTEC:	MMM in BTEC National Diploma
Access Diploma:	Access to Higher Education (Science based): Merit profile
Plus:	GCSE (A*-C): minimum of five subjects including Mathematics and English Language.

We will consider a range of alternative qualifications or experience that is equivalent to the typical offer. Applications from international students with equivalent qualifications are welcome.

A minimum IELTS score of 6 overall, with no element below 5.5, or equivalent is required for those for whom English is not their first language.

Disclosure and Barring Service (DBS) clearance is required.

E. Programme Structure

This programme is offered in full-time mode, and leads to the award of Bachelor of Osteopathic Medicine (B.Ost). Entry is normally at level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar programme is possible at level 5 or level 6 with passes in comparable level 4/5 modules – but is at the discretion of the course team. Intake is normally in September.

E1. Professional and Statutory Regulatory Bodies

The General Osteopathic Council (the programme will be presented for accreditation upon validation)

E2. Work-based learning, including sandwich programmes

Students complete a minimum of 1000 hours in the student clinic. The clinics are staffed by highly qualified and experienced tutors who supervise students in assessing and treating patients. The clinics provide a broad range of experience and students encounter patients of all ages and lifestyles as well as opportunity to work in specialist clinics such as paediatrics and sports injuries. Students gain experience in patient management, taking case histories, diagnosis and treatment. They will receive a high level of support in the clinic and are allocated a clinic tutor and scheduled regular one-to-one tutorial sessions.

E3. Outline Programme Structure

Students complete 120 credits at the end of each of year of study and achieve 480 credits in total on successful completion of the programme. All students will be provided with the University regulations and specific additions that are required by

the General Osteopathic Council. Full details of each module will be provided in module descriptors and student module guides.

The course is designed to enable students to acquire and demonstrate core knowledge and understanding of Osteopathic Medicine and the related Osteopathic Practice Standards and be able to register as an Osteopath with The General Osteopathic Council.

Level 4

Compulsory modules	Module code	Credit Value	Level	% Written exam	% practical exam	% course-work	Teaching Block
Anatomical Structure & Function	OS4701	60	4	40%	20%	40%	1 & 2
Osteopathic Principles & Technique 1	OS4702	30	4	-	60%	40%	1 & 2
Introduction to Professional Practice	OS4703	30	4	-	-	100%	1 & 2

Progression to level 5 requires a pass in all 3 core modules.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education.

Level 5

Compulsory modules	Module code	Credit Value	Level	% Written exam	% practical exam	% course-work	Teaching Block
Human Disease & Dysfunction	OS5701	30	5	50%	20%	30%	1&2
Diagnostic Studies	OS5702	30	5	20%	50%	30%	1&2
Osteopathic Principles & Technique 2	OS5703	30	5	20%	80%	-	1&2
Foundation in Professional Practice	OS5704	30	5		40%	60%	1&2

Progression to level 6 requires a pass in all 4 modules.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education.

Level 6 – Year 3

Compulsory modules	Module code	Credit Value	Level	% Written exam	% practical exam	% course-work	Teaching Block
Differential Diagnosis	OS6701	30	6		60%	40%	1&2
Developing Scope of Practice	OS6702	30	6	40%	30%	30%	1&2
Osteopathic Principles & Technique 3	OS6703	30	6		100%	Pass/Fail	1&2
Developing Professional Practice	OS6704	30	6		50%	50% Pass/Fail	1&2

Progression to level 6 Year 4 requires a pass in all 4 modules.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of BSc (Hons) Osteopathy (non-practicing)

Level 6 – Year 4

Compulsory modules	Module code	Credit Value	Level	% Written exam	% practical exam	% course-work	Teaching Block
Research Proposal	OS6705	60	6			100%	1
Applied Osteopathic Medicine	OS6706	30	6	50%	50%	Pass/Fail	1&2
Autonomous Professional Development	OS6707	30	6		60%	40%	1&2

Level 6 Year 4 requires a pass in all 3 modules.

F. Principles of Teaching Learning and Assessment

The Osteopathic Medicine course at Nescot is designed to equip our students with the knowledge and skills base required for life-long learning in one of the most exciting and rapidly expanding areas of healthcare. To facilitate this, the course team provide a range of learning and teaching strategies and experiences for our students.

Level 4, Year 1 focuses on the acquisition of underpinning knowledge and skills. Key subject areas are introduced, alongside subjects that explore the basic principles and philosophy of osteopathic practice. The concept of reflection for personal and professional development is introduced. The students are introduced to, and supported in the exploration of the fundamental skills required to enable effective study. The modules delivered within FHEQ level 4 are designed to help students to develop self-awareness and to acquire the basic theoretical knowledge of normal human function as well as a limited and specified range of practical skills.

Level 5, Year 2 focuses on the student's ability to consolidate upon and develop the knowledge and skills acquired at level 4 in preparation as a student practitioner at level 6, Year 3. At level 4, the student was instructed in the normal functioning of the human body, at this level the student now learns about abnormal states of health. Their critical thinking skills are developed in the Foundation in Professional Practice module. Their manual dexterity is further developed by the introduction of more complex and intricate techniques. The planned level 5 experiences are concerned with enabling students to further integrate theoretical and practical knowledge in the context of supervised clinical experience and complemented and informed by the development of reflective skills.

Level 6, Year 3 focuses on the student's ability to integrate and synthesise previous learnt knowledge and acquired skills and to apply them in clinic. The focus of this level is clinical practice and the development of research skills. However, the continued development of osteopathic theory and practice is maintained within the Developing Scope of Practice and Osteopathic Principles & Technique 3 modules. The ability to make informed and justified decisions, in the application of clinical treatment are paramount to the professional development of the student and these attributes are assessed in the Developing Professional Practice module.

B.Ost students continue to study at **level 6 in year 4** where the focus is on their development as autonomous practitioners. Modules delivered at this level focus on developing business skills, clinical reasoning skills, refining technique, widening scope of practice and developing a research proposal. Year 4 prepares students for life as an osteopathic practitioner, encouraging and developing lifelong skills necessary for continuing professional development.

G. Support for Students and their Learning

In order to assist students in achieving their learning outcomes, the Osteopathy Department has a raft of initiatives to support undergraduate students in both academic and pastoral issues. These are summarised below, and include skills workshops that offer English language support, academic surgeries, detailed induction and orientation programmes at the start of the academic year, and subject-based conference style events. Advice on generic study skills is available on the electronic learning management system (Weblearn) to which all students have access; this includes advice on writing, oral communication, numeracy, problem solving and career management, among others.

Students also have access to the Learning Resource Centre, which provides a 'drop in' service giving advice on all non-subject based aspects of academic work including;

- grammar and punctuation,
- academic structure
- referencing and plagiarism
- mathematics skills

Students are encouraged to discuss academic and pastoral concerns with their tutor, and all academic staff operate a system of Office Hours during which students can consult their lecturers.

- Module Leader for each module: will make sure that assignment guidelines and grading criteria are clearly communicated to students. Additionally, remind students of resources available for help throughout the teaching block/academic year.
- A Year Tutor who is responsible for supporting student progression through the year and is available to give academic as well as pastoral support.
- Personal Development Planning – the process of PDP provides academic and personal support to students and allows them to meet formally with their tutors periodically to discuss their personal and academic needs and development.
- An allocated clinic tutor to provide supervision and support whilst in the student clinic.
- Technical support to advise students on IT and the use of software.
- A designated programme administrator.
- An induction/welcome week at the beginning of each new academic session.
- Student Voice – a number of meetings are available to ensure that student concerns and feedback are responded to quickly and effectively including student representative meetings with course leader and student council meetings with the senior managers of the college.
- Weblearn – a versatile online interactive intranet and learning environment.
- A substantial Learning Resource Centre: that provides academic skills support as well as a comprehensive collection of text books, journals, newspapers and audio-visual materials.
- Student Advice and Guidance facilities: that provides advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.

H. Ensuring and Enhancing the Quality of the Course

There are several methods for evaluating and improving the quality and standards of the provision.

These include:

- External examiners
- Boards of study with student representation
- Annual review and development

- Periodic review undertaken at the subject level
- Student evaluation
- Moderation policies
- Periodic reviews undertaken by QAA on behalf of the General Osteopathic Council
- Compliance with University regulations

The programme is compliant with Kingston University undergraduate regulations and quality assurance processes.

I. Employability Statement

There are more than 4,600 osteopaths registered with the General Osteopathic Council, which includes some who practise abroad. Those practising in the UK carry out more than seven million consultations every year. The profession attracts almost equal numbers of male and female practitioners, and some have already qualified in another healthcare practice such as medicine, nursing or physiotherapy. Most osteopaths are self-employed and work in the private sector, although some are working in multi-disciplinary environments within the NHS and in occupational healthcare in public bodies and private companies.

Preparation for employment is an integral part of the programme and it has been designed to enable students to develop their employability skills to support progression in a competitive and challenging economy.

The programme has been recognised by the General Osteopathic Council, the regulatory body for Osteopathy, and students are therefore able to register and seek work as osteopaths immediately on graduation. Registration is beginning to have benefits outside of the UK in countries such as New Zealand where UK registration is recognised and graduates can work immediately without sitting further entrance/registration exams.

The department maintains excellent links with the osteopathic community to ensure that the skills and knowledge acquired by students are appropriate to workplace and market requirements. This has led to the introduction of non-mandatory 'enrichment' certified workshops (normally at a much reduced rate) in adjunctive therapies such as ITEC Sports Massage, Kinesio Taping and Medical Acupuncture – skills which can give the new graduate a slight edge.

The Nescot Osteopathic Clinic plays a central role in developing vocational skills in a safe and supportive learning environment, while also gradually encouraging student autonomy in preparation for private practice. Students are also able to attend satellite clinics which expose them to a wider patient group, the larger community, and also provide networking opportunities.

In addition to developing subject specific skills some modules place emphasis on developing transferrable skills essential to successful employment and in recognition that some graduates may hold another a job as well as their one as an osteopath.

As the majority of graduates work in private practice significant emphasis is placed on developing the business and entrepreneurial skills required to meet the challenges of running a successful business. As well as studying a business skills module, students also attend workshops run by business coaches, accountants and graduates who have developed successful businesses.

Due to osteopathic medicine's growing global popularity there are employment opportunities in many European countries, New Zealand and Australia and even some South East Asian countries.

J. Approved Variants from the UR

None

K. Other sources of information that you may wish to consult

The QAA subject benchmarks for Osteopathy (2007):

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Osteopathy07.pdf>

Professional, Career and educational information from The General Osteopathic Council can be found at: <http://www.osteopathy.org.uk/>

Development of Programme Learning Outcomes in Modules

		Level 4			Level 5				Level 6				Level 6			
Module Code		Anatomical Structure & Function	Osteopathic Principles & Technique 1	Introduction to Professional Practice	Human Disease & Dysfunction	Diagnostic Studies	Osteopathic Principles & Technique 2	Foundation in Professional Practice	Differential Diagnosis	Developing Scope of Practice	Osteopathic Principles & Technique 3	Developing Professional Practice	Research	Applied Osteopathic Medicine	Autonomous Professional Practice	
Programme Learning Outcomes	Knowledge & Understanding	A1	F	S/F			S/F			S/F	S/F	S/F		S	S/F	
		A2	S/F	S		S	S	S/F		S	S	S/F	S/F		S/F	S/F
		A3				S/F	S			S/F	S	S	S/F		S	S/F
		A4			S				S/F				S/F			S/F
		A5		F					F		F		F	S		S/F
	Intellectual Skills	B1	F	F		F		F			S/F	S/F	S/F			S/F
		B2		F				F				S/F	S/F		S/F	S/F
		B3					S/F		S/F	S/F	S/F		S/F		S/F	S/F
		B4			S/F				S/F				S/F		S	S/F
	Practical Skills	C1		S/F				S/F			S/F	S/F	S/F		S/F	S/F
		C2			S/F				S/F				S/F			S/F
		C3		S/F				S/F	F		F	S/F	F		S/F	S/F
		C4					S/F		F	S/F			S/F			S/F
	Transferable Skills	AK1	S		S/F				S/F				S/F	S		S/F
		AK2			F				S/F				S/F			S/F
		BK1	S	S/F	S/F	S	S	S	S/F	S	S	S	S/F	S	S	S
		BK2	S	F	F			F		S	S	S	S/F	S	S	S
		BK3	F	F	S								S/F			S/F
		CK1		F	F			F	F			F	F		F	S
		CK2		F	F				S/F				S/F			S/F
CK3		F	F				F	S/F			F	S/F		F	S	
DK1		S		S/F	S		S	S/F		S		S	S	S	S	
DK2				S/F				S/F				S/F	S			
DK3				S/F				S/F				S/F	S		S	
DK4											F	S				
DK5				S								S				
EK1											S/F	S				

	EK2												S/F	S		
	FK1													S		S
	GK1												S/F	S		S
	GK2												S/F	S		S

S indicates where a summative assessment occurs. **F** where formative assessment/feedback occurs.

Indicative Module Assessment Map

Module					Coursework 1				Coursework 2				Examination			
Level	Module Name	Module code	Credit value	Core/option	Type of coursework	Word Length	Weighting %	S/F*	Type of coursework	Word Length	Weighting %	S/F*	Written/practical	Duration	Weighting %	S/F*
4	Anatomical Structure & Function	OS4701	60	c	Project		20%	S	Essay	2000	20%	S	Written Written OPSE	2 hour 2 hour 15m	20% 20% 20%	S S S
4	Osteopathic Principles & Technique 1	OS4702	30	c	Essay	2000	40%	S					Practical Practical	20m 20m	30% 30%	S S
4	Introduction to Professional Practice	OS4703	30	c	Reflective Essay	1500	20%	S	Portfolio Research Paper Critique	1000	50% 30%	S S				
5	Human Disease & Dysfunction	OS5701	30	c	Essay	2000	30%	S					Written Presentation	2.5 hour 10m	50% 20%	S S
5	Diagnostic Studies	OS5702	30	c	Case Study	1500	30%	S					Written OPSE	1.5 hour 30m	20% 50%	S S
5	Osteopathic Principles & Technique 2	OS5703	30	c									Written OSPE OSPE	1.5 hour 30m 30m	20% 40% 40%	S S S
5	Foundation in Professional Practice	OS5704	30	c	Clinic Log Book		30%	S	Literature review	2000	30%	S	Case Presentation	20m	40%	S
6	Differential Diagnosis	OS6701	30	c	Case Study	2000	40%	S					Viva	20m	60%	S
6	Developing Scope of	OS6702	30	c	Case Study	2000	30%	S					Written Viva	2.5 hour 20m	40% 30%	S S

	Practice															
6	Osteopathic Principles & Technique 3	OS6703	30	c	Clinic Log Book	-	Pass/Fail	S					Practical Practical	30m 30m	50% 50%	S S
6	Developing Professional Practice	OS6704	30	c	Case Report	3000	50%	S	Clinic Log Book	-	Pass/Fail	S	OSPE	45m	50%	S
6	Research Proposal	OS6705	60	c	Data Review		20%	S	Research Proposal	5000	80%	s				
6	Applied Osteopathic Medicine	OS6706	30	c	Clinic Log Book		Pass/Fail	S					Written Practical Exam	2 hour 30m	50% 50%	s
6	Autonomous Professional Development	OS6707	30	c	Portfolio		40%	S					Clinical Competence Exam		60%	s

Module Map to Osteopathic Practice Standards

	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	C7	C8	C9	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12	D13	D14	D15	D16	D17	D18					
Year 1 (level 4)																																										
Anatomical Structure & Function								x																																		
Introduction to Professional Practice	x							x		x				x		x		x	x				x	x	x		x	x	x	x	x	x			x	x						
Osteopathic Principles & Technique 1			x	x			x	x	x		x		x	x	x																x											
Year 2 (level 5)																																										
Diagnostic Studies		x	x	x			x	x	x	x	x	x	x	x		x				x							x				x											
Foundation in Professional Practice	x	x		x				x		x				x		x		x	x					x	x	x		x	x	x	x	x	x			x	x					
Human Disease and Dysfunction			x	x			x	x	x		x	x	x					x	x																							
Osteopathic Principles & Technique 2	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x			x	x		x	x											
Year 3 (level 6)																																										
Developing Scope of Practice			x	x			x	x	x		x	x	x		x	x	x	x				x		x	x					x	x											
Differential Diagnosis		x	x	x			x	x	x		x	x				x				x			x				x				x											
Developing Professional Practice	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x		x				
Osteopathic Principles & Technique 3	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x			x	x		x	x											
Year 4 (level 6) / BOst																																										
Applied Osteopathic Medicine			x	x			x	x	x		x	x	x	x	x	x	x	x	x	x	x			x			x	x		x	x											
Autonomous Professional Practice	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Research Proposal			x		x		x	x	x	x			x					x							x																	

Key:

A Communication and patient partnership

B Knowledge, skills and performance

C Safety and quality in practice

D Professionalism

Technical Annex

Final Award(s):	Bachelor of Osteopathic Medicine (B.Ost)
Intermediate Award(s):	<i>Certificate of Higher Education, Diploma of Higher Education, BSc (Hons) Osteopathy (non-practicing)</i>
Minimum period of registration:	<i>4 years</i>
Maximum period of registration:	<i>5 years</i>
FHEQ Level for the Final Award:	<i>FHEQ Level 6</i>
QAA Subject Benchmark:	<i>Osteopathy 2007</i>
Modes of Delivery:	<i>Full time</i>
Language of Delivery:	<i>English</i>
Faculty:	<i>Osteopathy</i>
School:	<i>Osteopathy</i>
JACS code:	<i>This is the Joint Academic Coding System (JACS) agreed jointly by UCAS and HESA.</i>
UCAS Code:	
Course Code:	
Route Code:	