

Programme Specification

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

SECTION2: THE PROGRAMME

A. Programme Introduction

The (M.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. It is recognised by the General Osteopathic Council (GOsC) and on successful completion students are eligible to register as an osteopath with the GOsC.

The programme 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 have 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. Providing breadth as well as a depth of knowledge this programme gives students an unparalleled understanding of the osteopathic profession, as well as the skills and ethics essential for safe, competent practice.

The programme 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.

A unique aspect of this programme is Masters level study in year 4. During year 4 students complete a full research project suitable for journal submission and also have the opportunity to develop their expertise in areas of specialist interest such as paediatrics and sports injuries. This programme is likely to appeal to students with a strong academic interest with perhaps desire to combine lecturing and/or research

with work as an osteopath. It may also appeal to students who wish to work in Europe where an Integrated Masters is likely to be the expected qualification for an osteopath. Students who are unsure about the demands of Masters level study can enrol initially on the Bachelor of Osteopathic Medicine programme and then at the end of Year 3 provided they achieve an aggregate mark of at least 60% can apply to transfer to the (M.Ost).

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.

Whereas the first three years follow the normal progression of an undergraduate programme in Year 4 students study at Masters level and have the opportunity to achieve 120 credits at level 7.

B. Aims of the Programme

The programme offers a flexible and adaptable degree which terminates in the award of an Master of Osteopathic Medicine (M.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 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 and the development of the profession.
- To prepare a graduate for employment by developing their business, entrepreneurial, problem solving and key (transferable) skills.

- To develop a graduate who has the critical thinking skills and breadth of knowledge to be able to synthesise information and propose innovative ideas and solutions.
- To enable students to write a journal ready research paper.

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 reference to research of significant breadth and relevance.	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.	B5	Use scientific literature effectively to develop their own knowledge base and understanding and to formulate their own arguments and ideas.	C5	Demonstrate an autonomous, independent approach to learning.
		B6	Apply independent judgement and original thought in a variety of contexts to osteopathic medicine.	C6	Promote and contribute to the future development of osteopathy by participation in research-related activities and clinical studies.
		B7	Demonstrate self management and autonomy in the planning, organisation and conduct of an independent research project.		

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.	EK3			
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 Projects.

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 VLE

D. Entry Requirements

The minimum entry qualifications for the programme are:

280 points or:

From A levels: 3 A Levels usually with 2 'B' grades and 1 'C' grade or equivalent, including 2 science based subjects
BTEC: DMM in BTEC National Diploma
Plus: GCSE (A*-C): minimum of five subject 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 6.5 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 Master of Osteopathic Medicine (M.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 programme 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 achieve 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 7

Compulsory modules	Module code	Credit Value	Level	% Written exam	% practical exam	% course-work	Teaching Block
Research Project	OS7701	60	7			100%	1
Advanced Osteopathic Medicine	OS7702	30	7	40%	60%		1&2
Advanced Professional Practice	OS7703	30	7		80%	20%	1&2

Level 7 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 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 Widening Clinical 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.

M.Ost students study at **level 7 in Year 4**. Modules delivered at this level, like the Year 4 level 6 B.Ost programme, will prepare students for professional osteopathic practice by developing business skills, clinical reasoning skills, refining technique and widening scope of practice. Additionally students will be expected to produce a research project and also engage with the research literature to critically evaluate and justify their clinical reasoning and patient management strategies. Students will be expected to demonstrate a high level of autonomy in learning and originality in their application of osteopathic theory to clinical practice. 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 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 semester/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 on-line 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 provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.

H. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its 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 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 and the larger community and also provides 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. For example M.Ost graduates with a strong academic interested may be interested in exploring careers also in higher education teaching and/or research.

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

See subject benchmark for Osteopathy:

<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 Project	Advanced Osteopathic Medicine	Advanced 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
		B5											S/F	S		S/F
		B6											F	S	S/F	S/F
		B7												S		
	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
		C5												S		S
		C6												S		
	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 OSPE	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	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
5	Diagnostic Studies	OS5702	30	c	Case Study	1500	30%	S					Written OSPE	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 Practice	OS6702	30	c	Case Study	2000	30%	S					Written Viva	2.5 hour 20m	40% 30%	S S
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
7	Research Project	OS7701	60	c	Ethics Application		10%	S	Literature Review	8000	40%	S	Research Paper	Journal format	50%	S
7	Advanced Osteopathic Medicine	OS7702	30	c									Written Practical Presentation	2 hour 30m 20m	40% 40% 20%	S S S
7	Advanced Professional Practice	OS7703	30	c	Portfolio		20%	S					Clinical Competence Exam Presentation		50% 30%	S S

Technical Annex

Final Award(s):	Master of Osteopathic Medicine (M.Ost)
Intermediate Award(s):	Certificate of Higher Education Diploma of Higher Education BSc (Hons) Osteopathy (non-practicing)
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 7</i>
QAA Subject Benchmark:	<i>Osteopathy 2007</i>
Modes of Delivery:	<i>Full time</i>
Language of Delivery:	<i>English</i>
Faculty:	
School:	<i>Osteopathy</i>
JACS code:	
UCAS Code:	
Course Code:	
Route Code:	