

Course Specification

A. Course Information											
Final award title(s)	Bachelor of Osteopathic Medicine (BOst)										
Intermediate exit award title(s)	<p>Learners exiting the programme who have successfully completed 120 credits at level 4 are eligible for the award of Certificate in Higher Education Health Studies.</p> <p>Learners exiting the programme who have successfully completed 240 credits; 120 credits each at levels 4 and 5 are eligible for the award of Diploma in Higher Education Health Studies.</p> <p>Learners exiting the programme who have successfully completed 360 credits; 120 credits each at levels 4,5 and 6 are eligible for the award of BSc (Hons) Osteopathy (non-practicing).</p>										
UCAS Code	TBC	Course Code(s)	TBC								
Awarding Institution	London South Bank University										
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS										
Division	Allied Health Science										
Course Director	Marcus Walia										
Delivery site(s) for course(s)	<input type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon <input checked="" type="checkbox"/> Other: (NESCOL)										
Mode(s) of delivery	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> Other (please specify)										
Length of course/start and finish dates	<table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 25%;">Mode</th> <th style="width: 25%;">Length years</th> <th style="width: 25%;">Start</th> <th style="width: 25%;">Finish</th> </tr> </thead> <tbody> <tr> <td>Part time</td> <td>5</td> <td>Sept</td> <td>May</td> </tr> </tbody> </table>			Mode	Length years	Start	Finish	Part time	5	Sept	May
Mode	Length years	Start	Finish								
Part time	5	Sept	May								
Is this course suitable for a Visa Sponsored Student?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No										
Approval dates:	Course validation date										
	Course specification last updated and signed off										
Professional, Statutory & Regulatory Body accreditation	General Osteopathic Council (GOsC)										

Reference points:	Internal	Corporate Strategy 2020-2025 Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations
	External	QAA The UK Quality Code for Higher Education 2018 Framework for Higher Education Qualifications QAA Subject Benchmark Statements ¹ General Osteopathic Council ²³

B. Course Aims and Features

Distinctive features of course	<p>Distinctive features of this course include:</p> <ul style="list-style-type: none"> • A curriculum that meets the requirements of the General Osteopathic Council (GOsC) and allows graduates to apply for registration with the GOsC as an osteopath. • Opportunity to learn and undertake assessments in a clinical setting. • Flexible progression pathway for learners who can enrol initially on the Bachelor of Osteopathic Medicine programme and then on the successful completion of Year 4 and with an aggregate mark of 50% or more at level transfer to the full-time Master of Osteopathic Medicine (MOst). • Part-time pathway for learners whose external commitments make full-time study difficult. Well suited to mature learners who are changing career.
Course Aims	<p>The BOst meets the academic and vocational requirements defined by the Osteopathic Practice Standards and Guidance for Osteopathic Pre-registration Education published by the General Osteopathic Council and also the QAA Osteopathy Benchmarking statement. The course achieves this by aiming:</p> <ul style="list-style-type: none"> • 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 ongoing personal and professional development.

¹ <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Osteopathy07.pdf>

² [Guidance for Osteopathic Pre-registration Education - General Osteopathic Council \(osteopathy.org.uk\)](http://www.goc.org.uk/guidance-for-osteopathic-pre-registration-education)

³ [Osteopathic Practice Standards \(osteopathy.org.uk\)](http://www.goc.org.uk/osteopathic-practice-standards)

	<ul style="list-style-type: none"> • To prepare graduates for employment and private practice by developing their business, entrepreneurial, leadership and problem solving skills. • To develop a graduate who has an appreciation and understanding of the importance of research and evidence based practice to their professional development.
Course Learning Outcomes	<p>A) Students will have knowledge and understanding of:</p> <p>A1 – Osteopathic principles and their application in clinical practice.</p> <p>A2 – Human anatomy, physiology and pathology and their application in clinical practice.</p> <p>A3 – Evidence-based osteopathic management approaches to a wide variety of patient conditions.</p> <p>A4 - The Osteopathic Practice Standards that underpin and inform professional practice and how to demonstrate competence in these as well as identify areas for development.</p> <p>A5 – The business, leadership and entrepreneurial skills required for private practice and employment.</p> <p>A6 – Research methodologies, clinical audit and evidence based practice.</p> <p>B) Students will develop their intellectual skills such that they are able to:</p> <p>B1- Select, critically evaluate and synthesise a broad range of information and evidence in relation to osteopathic practice.</p> <p>B2 - Reflect on and critically evaluate their osteopathic technique skills and patient management strategies.</p> <p>B3 - Discuss, evaluate and justify their clinical reasoning with reference to research of significant breadth and relevance.</p> <p>B4 – Reflect critically on their academic and clinical experience and performance and formulate a plan for their personal and professional development and to a standard consistent with future continuing professional development requirements.</p> <p>B5 - Use scientific literature effectively to develop their own knowledge base and understanding and to formulate their own arguments and ideas.</p> <p>C) Students will acquire and develop practical skills such that they are able to:</p>

<p>C1 – Practice as autonomous primary health care professionals, exercising their own professional and clinical judgement within their scope of practice and limits of competence, and making on going referrals to other healthcare professionals as appropriate.</p> <p>C2 – Demonstrate a commitment to the professional and ethical use of osteopathy in accordance with the Osteopathic Practice Standards as set by the GOsC.</p> <p>C3 - Demonstrate skilful application and critical understanding of osteopathic manual therapy techniques including soft tissue, articulation and manipulative techniques to a range of neuromusculoskeletal and non-musculoskeletal comorbidities with due regard to the social, psychological and cultural needs of their patient.</p> <p>C4 - Demonstrate skilful application and critical understanding of exercise therapy interventions to a range of neuromusculoskeletal and non-musculoskeletal comorbidities with due regard to the social, psychological and cultural needs of their patient.</p> <p>C5 - 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.</p> <p>C6 - Demonstrate an autonomous, independent approach to learning and their continuing professional development.</p> <p>D) - Students will acquire and develop transferrable skills such that they are able to:</p> <p>D1 - Communicate and express ideas effectively in a professional setting and show sensitivity and respect for diverse values and beliefs.</p> <p>D2 - Work effectively with others both as a leader and follower and be able to discuss and debate to reach agreement.</p> <p>D3 - Search for and select relevant sources of information and be able to cite and reference correctly.</p> <p>D4 - Use information and communications technology effectively both in a professional setting as appropriate including for clinical audit, business marketing, data gathering and presentations.</p> <p>D5 - Learn, think and problem solve independently in familiar and unfamiliar situations with an open mind.</p> <p>D6 – Operate safely and effectively as an autonomous practitioner demonstrating self-awareness and the ability to recognise their own limitations.</p>

C. Teaching and Learning Strategy

The course is designed to equip learners with the knowledge and skills required for professional osteopathic practice and life-long learning. Each cohort has a dedicated group tutor who is responsible for overseeing their teaching and learning experience and who is available for pastoral as well as academic support. Lectures typically run over 2 days with clinical training delivered onsite during the day and evening. Learners are also expected to complete approximately 16 hrs self-study over the teaching weeks.

Level 4, Year 1 focuses on the acquisition of underpinning knowledge and skills. Key subject areas are introduced including anatomy and physiology, the concepts of professionalism and personal and professional development and academic study skills. Year 1 modules are designed to help learners develop self-reflective and critical thinking skills and to acquire theoretical knowledge of normal human function. A blended teaching approach is used with face-to-face lectures supported and enhanced by group work, guided clinical observation and one-to-one tutorials. Teaching is further supported by digital resources available via the Virtual Learning Environment that include lecture presentations and handouts and module related online courses.

Level 4 & 5, Year 2 develops learners understanding of the basic principles of osteopathic practice and fundamental manual therapy skills and techniques. Their critical thinking and professional practice skills are further developed through engagement and understanding of the research literature and a more reflective and critically evaluative approach to their clinical observation experience. A blended teaching approach continues to be used with face-to-face lectures supported and enhanced by group work, guided clinical observation and one-to-one tutorials. Teaching is further supported by digital resources available via the Virtual Learning Environment that include lecture presentations and handouts and module related online courses. All lecturers are qualified osteopaths and ensure that theory taught is enhanced with their own real life clinically relevant experiences.

Level 6, Year 3 focuses on learner's ability to consolidate upon and develop their knowledge and skills in preparation for their clinical progression from student observer to practitioner. Learners are introduced to pathology and clinical assessment. Their manual therapy, examination and assessment skills progress with the introduction of more complex and intricate techniques and clinical tests. Learners also further develop the research skills necessary to conduct a project. A blended teaching approach continues to be used with face-to-face lectures supported and enhanced with group work, closely supervised clinical practice and one-to-one tutorials. Teaching is further supported by digital resources available via the Virtual Learning Environment that include lecture presentations and handouts and module related online courses.

Level 6, Year 4 focuses on the learner's ability to integrate and synthesise previous learnt knowledge and acquired skills and to apply them in clinic. Their scope of practice and range of osteopathic management approaches is also enhanced as they learn how to manage special populations and also how to best integrate manual therapy techniques with exercise and educational advice. A blended teaching approach continues to be used with face-to-face lectures supported and enhanced with group work, closely supervised clinical practice and one-to-one tutorials. Teaching is further supported by digital resources available via the Virtual Learning Environment that include lecture presentations and handouts and module related online courses. Lecturers continue to use their own clinical experiences to provide context to the theory and also rely more heavily on clinical case studies to facilitate learning.

Level 6, Year 5 will prepare learners for professional osteopathic practice by developing business skills, clinical reasoning skills, refining technique and widening scope of practice. Additionally learners will be

expected to produce a research proposal. Year 4 prepares learners for life as an osteopathic practitioner, encouraging and developing skills necessary for continuing professional development. A blended teaching approach continues with face-to-face lectures supported and enhanced by group work, supervised clinical practice and one-to-one tutorials. Teaching is further supported by digital resources available via the Virtual Learning Environment that include lecture presentations and handouts and module related online courses. Learners are expected to demonstrate more autonomy and this is reflected in the approach to teaching and clinical supervision where the emphasis is on mentorship and coaching rather than close supervision.

In order to assist teaching and learning there are a number of additional support services available to learners. These include academic skills surgeries run by the learning support centre and subject librarian both face-to-face and online. Training on generic study skills is available on the virtual learning environment and includes advice on writing, oral communication, numeracy and problem-solving among others.

D. Assessment

The assessment strategies of this course are varied to promote inclusivity and variety. They include formative approaches which provide opportunities for students to gain valuable ongoing feedback on academic, practical and professional ability. Assessments used include written exams, technique, exercise and clinical examination practical assessments, presentations and viva, reflective essays, literature reviews, case study presentations and essays, data interpretation exercises, research project, teaching tasks and clinical based assessment

Learners will be provided with module guides which will provide details of content, learning outcomes and modes of formative and summative assessments. Each individual assessment will have its own assignment brief to provide learners with details of the assessment rationale, mode, related learning outcomes and guidelines for successful completion.

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

The school follows the university regulations apart from:

- learners will not be eligible for compensation in the modules as a pass in all elements of assessment is required to demonstrate competence in the Osteopathic Practice Standards.

Course specific protocol

- Students enrolled onto the BOST course may be offered an opportunity to transfer to the MOST course, after successfully completing level 6 with an aggregate mark of 50% or more.

F. Entry Requirements

Applicants to this course will need to meet the following entry criteria (or recognised equivalents).

A levels: 96 UCAS Tariff points, including science based subjects

BTEC: 96 UCAS Tariff points, in science based subjects

Access Diploma: Pass with 60 credits (Science based)

An Honours degree

A foundation degree in a professionally relevant subject.

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 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.

All applicants must be 18 years or over at the commencement of the course.

G. Course Structure(s)

Course overview

Module Code	Module Title	Level	Credits
	Semester 1 and 2		
Level 4 (Year 1)			
	Human Anatomy and Physiology	4	40
	Introduction to Academic Skills and Professional Practice	4	40
Level 4 & 5 (Year 2)			
	Introduction to Osteopathic Practice	4	40
	Foundation in Evidence Based and Professional Practice	5	40
Learners exiting the programme who have successfully completed 120 credits at level 4 are eligible for the award of Certificate in Higher Education Health Studies.			
Level 5 & 6 (Year 3)			
	Human Disease and Dysfunction	5	40
	Foundation in Osteopathic Practice	5	40
	Developing Evidenced Based Practice	6	20
Exit Qualification – Dip HE Health Studies			
Learners exiting the programme who have successfully completed 240 credits; 120 credits each at levels 4 and 5 are eligible for the award of Diploma in Higher Education Health Studies.			
Level 6 (Year 4)			
	Clinical Reasoning and Differential Diagnosis	6	40
	Developing Osteopathic Practice	6	40
	Developing Professional Practice	6	20

Learners exiting the programme who have successfully completed 360 credits; 120 credits each at levels 4,5 and 6 are eligible for the award of BSc (Hons) Osteopathy (non- practicing).

Level 6 (Year 5)

	Research Proposal	6	40
	Integrated Osteopathic Management	6	40
	Autonomous Clinical and Professional Practice	6	40

Clinical Training

A key aspect of the course is the clinical training which occurs in the teaching clinic. Learners begin their clinical training in Year 1 and accumulate a total of a 1000 hours by the end of the course. The teaching clinic is staffed by highly qualified and experienced tutor osteopaths who supervise learners in assessing and treating patients and also who facilitate the learner observation experience. The clinic provides a broad range of experience and learners encounter patients of all ages and lifestyles as well as opportunity to work in specialist clinics such as paediatrics and sports injuries. Learners gain experience in patient management, taking case histories, diagnosis and treatment. They receive a high level of support in the clinic and are allocated a personal clinic tutor and scheduled regular one-to-one tutorial sessions.

Clinical training is also supported by 4 professional practice modules that run over the 5 years. As part of the assessment of these modules learners are required to submit a 'Practice Based Learning Record' which details their clinical experience in terms of critical reflections, clinical audit and action plans.

In Year 1 learners are required to accumulate 56 clinical observation hours. One 2 hour session a week over 28 weeks. Clinic sessions are likely to run on one of the evenings of the two days attended for lectures.

In Year 2 learners are required to accumulate 56 clinical observation hours. One 2 hour session a week over 28 weeks. Clinic sessions are likely to run on one of the evenings of the two days attended for lectures. In Year 3 learners are required to accumulate 56 clinical observation hours. One 2 hour session a week over 28 weeks. Clinic sessions are likely to run on one of the evenings of the two days attended for lectures. During the summer learners are also required to complete a further block of 68 hours prior to starting Year 4. During this period they begin to treat patients.

In Year 4 learners are required to accumulate 238 clinical hours. Two 3.5 hour sessions over 34 weeks. During the summer learners are also required to complete a further block of 106 hours prior to starting Year 4. Clinic sessions are likely to run on the evenings of the two days attended for lectures..

In Year 5 learners are required to accumulate 392 clinical hours. Three 3.5 hour sessions over 16 weeks and four 3.5 hour sessions over 18 weeks. Clinic sessions are likely to run daytime and on at least one of the evenings of the two days attended for lectures and also on an additional non-teaching day.

H. Course Modules

All modules are core and all assessment elements are required for successful completion of the modules.

Module Code	Module Title / Credits	Level		Semester 1	Semester 2
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TBC	Human Anatomy & Physiology / 40 credits	4	Formative	Palpation practical Review Quizzes	Palpation practical Review Quizzes Mock Written Exams
			Summative		Coursework 1 Essay (2000 words) 35% Weighting 40% pass mark at L4 Exam 1 Practical (20m) 30% Weighting 40% pass mark at L4 Exam 2 Written Exam (2hrs) 35% Weighting 40% pass mark at L4
TBC	Introduction to Osteopathic Practice / 40 credits	4	Formative	Technique Practical Quizzes	Technique Practical Quizzes
			Summative	Exam 1 Technique Practical (20m) 30% Weighting 40% pass mark at L4	Coursework 1 Essay (2000 words) 40% Weighting 40% pass mark at L4 Exam 2 Technique Practical (20m) 30% Weighting 40% pass mark at L4
TBC	Introduction to Academic Skills and Professional Practice / 40 credits	4	Formative	Formative essay	Presentation
			Summative	Coursework 1 Essay (1500 words) 35% Weighting 40% pass mark at L4	Coursework 2 Practice Based Learning Record 30% Weighting 40% pass mark at L4 Exam 1 Presentation (15m) and 5m of questions. 35% Weighting 40% pass mark at L4
	Human Disease and Dysfunction /40 credits	5	Formative	Pathology Quizzes	Clinical Skills Practical Group Presentations
			Summative	Coursework 1 Essay (2000 words) 20% Weighting 40% pass mark at L5	Exam 1 Practical Clinical Skills (OSCE). 30m. 50% Weighting 40% pass mark at L5 Exam 2 Presentation (15m) and 5m of questions. 30% Weighting 40% pass mark at L5
	Foundation in Osteopathic Practice	5	Formative	Practical, Quizzes	Presentations, Practical

			Summative	Coursework 1 Essay (2000 words) 30% Weighting 40% pass mark at L5	Exam 1 Technique Practical. 30m. 40% Weighting 40% pass mark at L5 Exam 2 Presentation (20m) and 10m of questions. 30% Weighting 40% pass mark at L5
	Foundation in Evidence Based and Professional Practice / 40 credits	5	Formative	Written Tasks, in-class quizzes, case presentations	Written Tasks, in-class quizzes, case presentations
Summative				Coursework 1 Literature Review (2500 words) 35% Weighting 40% pass mark at L5 Coursework 2 Practice Based Learning Record 35% Weighting 40% pass mark at L5 Exam 1 Clinical Case Viva (20m) 30% Weighting 40% pass mark at L5	
	Clinical Reasoning and Differential Diagnosis / 40 credits	6	Formative	Case study presentations	Formative Clinical Assessment
			Summative	Coursework 1 Essay (2000 words) 30% Weighting 40% pass mark at L6	Exam 1 Practical – OSCE (30m) 40% Weighting 40% pass mark at L6 Exam 2 Clinical Case Viva (20m). 30% Weighting 40% pass mark at L6
	Developing Osteopathic Practice / 40 credits	6	Formative	Technique and Exercise practical	Technique and Exercise practical
			Summative	Coursework 1 Essay (3000 words) 30% Weighting 40% pass mark at L6	Exam 1 Technique Practical (30m) 40% Weighting 40% pass mark at L6 Exam 2 Presentation (20m) and 10m of questions. 30% Weighting 40% pass mark at L6
	Developing Professional Practice / 20 credits	6	Formative	Clinical Formative Assessment	Clinical Formative Assessment
			Summative		Coursework 1 Practice Based Learning Record 40% Weighting 40% pass mark at L6 Exam 1 Clinical Case Assessment (45m) 60% Weighting 40% pass mark at L6
	Developing Evidenced Based Practice / 20 credits	6	Formative		Research Proposal Summary Presentation

			Summative		Coursework 1 Research Paper Critique (3500 words) 100% Weighting 40% pass mark at L6
	Research Proposal / 40 credits	6	Formative	Supervisor Tutorials	Supervisor Tutorials
			Summative		Coursework 1 Research Proposal (4000 words) 80% Weighting 40% pass mark at L6 Exam 1 Presentation (10m) and Viva (10m). 20% Weighting 40% pass mark at L6
	Integrated Osteopathic Management / 40 credits	6	Formative	Practical assessment, case presentations, quizzes	Practical assessment, case presentations, quizzes
			Summative	Exam 1 – Team Project. Educational Workshop Pass/Fail 0% Weighting 40% pass mark at L6	Exam 2 Osteopathic Management Practical (45m) 100% Weighting 40% pass mark at L6
	Autonomous Clinical and Professional Practice / 40 credits	6	Formative	Clinical Formative Assessments	Clinical Formative Assessments
			Summative	Coursework 1 Business Plan (2000 words) 40% Weighting 40% pass mark at L6	Coursework 2 Practice Based Learning Record 60% Weighting 40% pass mark at L6 Exam 1 Clinical Competence Assessment Pass/Fail 0% Weighting 40% pass mark at L6

I. Timetable Information

Learners will receive a full timetable for each module at the beginning of the academic year.

J. Costs and Financial Support

Course related costs

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees can be found by clicking on the following link - [Fees for University-Level Courses \(nescot.ac.uk\)](http://nescot.ac.uk/fees)
- Information on financial support can be found by clicking on the following link - [University-Level Information \(nescot.ac.uk\)](http://nescot.ac.uk/financial-support)

List of Appendices

Appendix A: Curriculum Map

Appendix B: Osteopathic Practice Standards Mapping Grid

Appendix C Personal Development Planning (postgraduate courses)
Appendix D: Terminology

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help learners to monitor their own learning and development as the course progresses. **The letters T for taught, D for developed and A for assessed should be added as appropriate to each Course Outcome.**

Modules			A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
4	Human Anatomy & Physiology			T D A									D A									D A		D	
4	Introduction to Osteopathic Practice		T A	D A	T	D			D	D	T		D		T D	T A					D	D A		D	T
4	Introduction to Academic Skills and Professional Practice		D	D		T D A	T	T	T	T	T	T D A	T D A	T	T				T D	T	T	T D A	T D A	T A	T
5	Human Disease & Dysfunction		D	D A					D A				D A						D			D A	D A	D	
5	Foundation in Osteopathic Practice		T D A	T D A	T	D			D A	D	T		D		T D	T D A	T D A		D			D A		D	T D
5	Foundation in Evidence Based and Professional Practice		D	D		T D A	T D	T D A	T D A	T A	T D A	T D A	T D A	T D	T D A			T D	T D A	T D A	D	T D A	D A	T D A	T D
6	Clinical Reasoning and Differential Diagnosis		D	T D A					D A		T D A		D A					T D A	D			D A		D	
6	Developing Osteopathic Practice		T D A	D A	T D A	D			D A	D	T D A		D A		T D	T D A	T D A	T D A	D			D A		D	
6	Developing Professional Practice		T D A	D A	T D A	T D A	T D	D A	D A	T D A	D A	T D A	D A	T D A	T D A			T D A	T D A	T D A		D A		D	T D A
6	Developing Evidenced Based Practice							T D A	T D A				T D A						D			T D A		T D A	
6	Research Proposal							D A	D A				D A						D			D A		D	
6	Integrated Osteopathic Management		T D A	D A	T D A	D A			D A	D A	D A		D A		D	T D A	T D A	T D A	D	T D A	D A	D A		D	
6	Autonomous Clinical and Professional Practice			T D A	T D A	T D A	T D A	D A	D A	D A	T D A	T D A	D A	T D A	D A			T D A	T D A	T D A	D A	D A		T D A	T D A

Appendix B: Osteopathic Practice Standards Mapping Grid

	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12	
Year 1 (level 4)																														
Human Anatomy & Physiology		X	X					X																						
Introduction to Osteopathic Practice			X	X		X		X	X			X	X																	
Introduction to Academic Skills and Professional Practice	X	X	X	X	X	X	X	X			X	X	X					X				X		X	X					
Year 2 (level 5)																														
Human Disease & Dysfunction				X				X	X	X		X	X			X	X											X		
Foundation in Osteopathic Practice			X	X		X	X	X	X			X				X												X		
Foundation in Evidence Based and 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				
Year 3 (level 6)																														
Developing Osteopathic Practice	X	X	X	X	X	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
Clinical reasoning and Differential Diagnosis			X	X		X	X	X	X	X		X	X			X												X		
Developing Evidenced Based Practice	X	X	X	X	X	X	X	X	X	X	X		X		X							X	X							
Year 4 (level 6) / BOST																														
Research Proposal	X	X	X	X	X		X	X	X	X		X		X				X	X		X	X	X	X						
Integrated Osteopathic Management	X	X	X	X	X	X	X	X	X	X	X	X	X		X		X					X				X	X			
Autonomous Clinical and 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

Appendix C: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 4	Level 5	Level 6
1 Supporting the development and recognition of skills through the personal tutor system.	Learners are seen by their Group Tutor once per semester.	Learners are seen by their Group Tutor once per semester.	Learners are seen by their Group Tutor once per semester.
2 Supporting the development and recognition of skills in academic modules/modules.	Essay writing, learning technology and study skills at level 4. Sessions with subject librarian to support the development of basic literature searching skills. Support provided for students in relation to their assessed needs. Formative feedback provided in all modules to support and guide development of assignments. Marking criteria for assignments clearly defined in assignment briefs.	Critical reading, critical appraisal, learning technology and IT skills at level 5. Library session to support the development of literature searching skills. Referral for learning support when appropriate. Formative feedback provided in all modules to support and guide development of assignments.	Literature evaluation and critical writing skills further developed. Support from subject librarian to support advanced literature searching. Formative feedback provided in all modules to support and guide development of assignments.
3 Supporting the development and recognition of skills through purpose designed modules/modules.	Module guides clearly identify transferable skills and competencies.	The professional focus for each module is clearly defined. Clinical practice based modules focus on the development of knowledge, skills and competencies required in professional practice.	Professional practice skills and competencies are assessed in the clinical environment. Modules underpin the knowledge and skills required for a competent practitioner.
4 Supporting the development and recognition of skills through research projects and dissertations work.	Learning resource centre support to support learners in literature searching and information retrieval. Subject librarian provided to teach, guide and support students.	All academic assignments require literature searching and integration of theory and practice.	All academic assignments require literature searching, critiquing and integration of theory and practice. In year 4 level 6 learners undertake a Research Proposal.
5 Supporting the development and recognition of career management skills.	Self-evaluation of own performance as well as tutor feedback in relation to professional standards.	Self-evaluation of own performance as well as tutor feedback in relation to professional standards.	Business and entrepreneurial skills and leadership and team skills developed. Learners ongoing development as competent and autonomous practitioners continues.
6 Supporting the development and recognition of career management skills through work placements or work experience.	Professional skills developed through observation and reflection in the student training clinic. This process is supported by the learners group tutor and clinic tutors.	Professional skills developed through observation, practice and reflection in the student training clinic. This process is supported by the learners group tutor and clinic tutors.	Professional skills developed through observation, practice and reflection in the student training clinic. This process is supported by the learners group tutor and clinic tutors.

7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	All learners have access to support and assistance with writing skills from the HE Learning Support tutor.	Reflection and self-evaluation skills developed. These will help learners coping skills in relation to individual and group experiences.	Advice for skills relating to role of a qualified and competent practitioner in respect of self management and team working is given as appropriate.
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	Learners produce a Learning Development Record which provides opportunity for reflection on and evidence of their professional growth.	Opportunity for reflection throughout the course allow learners to develop skills and challenge attitudes and practice. Learners produce a Learning Development Record which provides opportunity for reflection on and evidence of their professional growth.	All modules are based on the requirements of the Osteopathic Practice Standards (OPS). Learners produce a Learning Development Record which provides opportunity for reflection on and evidence of their professional growth and competence in the OPS.
9 Other approaches to personal development planning.	All learners are supported in the development of their Learning Development Records.	All learners continue to further develop level 4 skills and are supported to identify their own strengths and weaknesses in the context of professional practice.	All learners continue to further develop level 5 skill and are supported to identify their own strengths and weaknesses in preparation for independent professional practice.
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	Reflection on learning needs and professional development is promoted through completion of the Learning Development Record and supported by feedback from assignments and tutorials.	Reflection on learning needs and professional development is further developed through completion of the Learning Development Record and supported by feedback from assignments and tutorials.	Critical reflection and self-evaluation builds on level 5 achievements and professional development needs. This is facilitated by completion of the Learning Development Record which is supported by summative and formative assessment feedback and academic and clinic tutorials.

Appendix D: Terminology

(Please review the definitions and add those according to your own course and context to help prospective students who may not be familiar with terms used in higher education.)

Some examples are listed below:

accelerated degree	accelerated degrees (also known as two-year degrees) are full bachelor's degrees (undergraduate courses) you can complete in a condensed time period
awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extended degree	an extended degree provides a bridging route for students who don't meet the initial entry requirements for the undergraduate degree. The first year provides the necessary knowledge and skills before students begin the degree-level course.
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students
foundation	foundation year programmes are designed to develop skills and subject-specific knowledge to ensure a student can advance to a degree course. They may be offered as stand-alone one-year courses or integrated into degree programmes.

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
integrated	an integrated Master's degree combines undergraduate and postgraduate study. In relation to Apprenticeships, integrated would usually mean that the End Point Assessment (EPA) is integrated with the academic award
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social learning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
pre-registration (HSC only)	a pre-registration course is designed for students who are not already registered with an independent regulator such as the Nursing and Midwifery Council (NMC)
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
top-up degree	A top-up degree is the final year (Level 6) of an undergraduate degree course. It allows students to top-up an existing qualification to a full BA, BSc or BEng.
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions