

Programme Specification

Title of Course: BSc (Hons) Osteopathy (level 6 progression)

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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:	BSc (Hons) Osteopathy (level 6 progression)
Awarding Institution:	Kingston University
Teaching Institution:	<i>Nescot</i>
Location:	<i>Epsom, Surrey</i>

SECTION2: THE PROGRAMME

A. Programme Introduction

The BSc (Hons) Osteopathy course is a dynamic programme taught by expert and enthusiastic staff. 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 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.

It is a well-established programme at Nescot run by the highly respected Osteopathy Department who have over 10 years' experience of delivering osteopathic education. The programme attracts both national and international osteopaths with a Diploma level qualification who are interested in achieving an academic top up/conversion to BSc. It is of particular interest to European Diplomate osteopaths who wish to gain a University validated award in order to achieve greater recognition and progress to University study in their home country.

The programme has been designed to address both academic and professional needs by integrating academic knowledge and understanding with the needs of the working professional osteopath. It will allow students to further develop their knowledge base and critical thinking skills in order to enhance their practice.

The BSc (Hons) Osteopathy is a one year programme during which time a research proposal is completed. Students are supported by Weblearn, a very robust on-line learning environment, which provides 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

B. Aims of the Programme

- To develop the students judgement and problem solving skills and enhance their ability to evaluate data and formulate hypotheses.
- To provide students with the support and opportunities to organise and produce a research proposal
- To provide a structured and supportive environment for students to share their clinical experiences and specialisms to mutual benefit.
- To produce a graduate who has the reflective, self-evaluative and critical thinking skills necessary to be a safe, caring, ethical and effective osteopath.
- To produce a graduate who demonstrates autonomous learning and commitment to on-going professional development.

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.

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	Discuss and critically evaluate principles underpinning osteopathy and their clinical application.	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 the knowledge and understanding required to complete a research proposal	B2	Critically evaluate and analyse information.	C2	Demonstrate an autonomous, independent approach to learning.
A3	Understand the reflective process	B3	Critically evaluate and justify their clinical reasoning	C3	Demonstrate the ability to maintain a reflective record of academic and clinical learning.
				C4	Evaluate and develop their practitioner skills through the reflective process
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.
				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	Present and record data in appropriate formats.	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	Formulate appropriate research questions and relate these to clinical practice.				
DK4	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, and individual research and study. 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.					
Assessment strategies					
The assessment strategies employed include the following: Summative assessment tools include reflective essays & action plans, case study essays, presentations and a Research Proposal. 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:

- Applicants must be practicing Osteopaths.
- An approved Diploma in Osteopathy from the UK or EU deemed to be the equivalent of at least QAA FHEQ level 5.

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.

E. Programme Structure

This programme is offered on a block release mode over one year and leads to the award of BSc (Hons) Osteopathy (level 6 progression). Intake is normally in September.

E1. Professional and Statutory Regulatory Bodies

This programme provides an academic content and does not have General Osteopathic Council (GOsC) Recognised Qualification status although students may apply to the GOsC on an individual basis.

Please consult <http://www.osteopathy.org.uk/practice/How-to-register-with-the-GOsC/> for more information.

E2. Work-based learning, including sandwich programmes

Students will normally be working as osteopaths and will be encouraged to reflect on and critically evaluate their clinical experiences.

E3. Outline Programme Structure

The programme is completed over one year and is made up of one 60 credit module and two 30 credit modules.

All students will be provided with the University regulations. Full details of each module will be provided in module descriptors and student module guides.

Compulsory modules	Module code	Credit Value	Level	% practical exam	% course-work	Teaching Block
Research Fundamentals	OS6709	30	6		100%	1
Personal & Professional Development	OS6710	30	6	40%	60%	1&2
Research	OS6708	60	6		100%	2

This programme requires the successful completion of all 3 modules.

F. Principles of Teaching Learning and Assessment

The programme team provide a range of learning and teaching strategies and experiences for our students.

The BSc Osteopathy (Level 6 progression) programme has been designed to provide students with the opportunity to advance their professional expertise, to fulfil CPD requirements and also to equip them with the tools to develop their practice. Students are expected to build on previous learning and to extend and integrate their knowledge and skills.

The programme encourages students to develop their research skills, become more aware of current literature in the Osteopathic and medical field and develop their professional practice through on-going reflection. The modules have been developed to support these aims.

The research fundamentals module introduces students to the research process and a range of research methods used to inform evidence based practice in healthcare and also basic data handling approaches and the approaches to keeping and presenting research data.

Personal and Professional development will encourage students to use a variety of reflective processes in order to identify and subsequently discuss their learning journey and potential for further development. Self-reflection is crucial to the students' professional development and students are encouraged to identify and articulate their own strengths and weaknesses, take responsibility for, and understand, their own learning processes.

The research module encourages student autonomy and enables them to demonstrate their research and analytical skills through the completion of a research proposal. Students will identify a clinically relevant area for research and formulate a research proposal applying their skills acquired in the Research Fundamentals module.

In addition to subject specific skills and knowledge the teaching and learning strategies of the programme are designed to promote;

- a flexible approach to the learning experience
- an independent and investigative approach to learning
- the development of higher level and transferable skills
- an emphasis on enhancing employability skills such as presentation and communication
-

A range of learning strategies are employed throughout the programme. Methods used include; formal teacher centred delivery including lectures, tutorials, seminars, workshop, case studies, self-directed, group based discussion and interaction, and individual research and study.

Formative assessment occurs throughout the programme. Feedback is provided to the students both verbally and via the departments VLE. All students have Personal Development Planning / Tutorial sessions with an allocated tutor work. Tutorials are recorded on the VLE as a central reference for the student and all tutors concerned. Student's clinical work is supported indirectly

via the development of their module based course work particularly in Personal and 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.

During their blocks of attendance at Nescot, 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
- maths skills

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

Summary of Student Support

- A Module Leader for each module
- A Course Co-ordinator to help students understand the programme structure, who also acts as Personal Tutor to provide academic and personal support
- Technical support to advise students on IT and the use of software
- A designated programme administrator
- An induction week at the beginning of each new academic session
- Staff Student Consultative Committee
- Weblearn – a versatile on-line interactive intranet and learning environment
- A substantial Learning Resource Centre that provides academic skills support
- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
- Disabled student support

Support for students continues outside of their mandatory blocks of attendance. This support is primarily via email and skype. The 'forum' facility on weblearn is also used to improve peer interaction and facilitate the sharing of best practice between students. Podcasts to support classroom delivered material.

H. Ensuring and Enhancing the Quality of the Course

There are 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
- All methods comply with University regulations.

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

I. Employability Statement

Developing professional skills and therefore employability is an integral part of the BSc (Hons) Osteopathy programme. The department maintains excellent links with the national and international osteopathic community to ensure that the skills and knowledge acquired by students are appropriate to workplace and market requirements.

In addition to developing osteopathic professional and academic skills emphasis is also placed 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 graduates may be interested in exploring careers in higher education teaching and/or research as well as osteopathy and an Honours degree qualification may give them a competitive edge particularly in countries where degree awards for Osteopathy are less common.

Due to osteopathic medicines growing global popularity there are employment opportunities in many European countries, New Zealand and Australia and even some south East Asian countries for those holding an academic award from a validated UK institution.

J. Approved Variants from the UR

None.

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

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

Module Code			Research Project	Research Fundamentals	Personal and Professional Development
Programme Learning Outcomes	Knowledge & Understanding	A1		S/F	S/F
		A2	S	F	
		A3			S/F
	Intellectual Skills	B1	S	S	S
		B2	S	S/F	S/F
		B3		S/F	S
	Practical Skills	C1		S	S/F
		C2			S
		C3			S
		C4			S
	Transferable Skills	AK1			S/F
		AK2			S
		BK1	S	S/F	S/F
		BK2	S	S	S
		CK1			S
		CK2		F	S
		CK3			S
		DK1	S	S/F	S
		DK2	S		
		DK3	S	S	
Dk4		S	S	S	
EK1		S	S/F		
EK2		S	S		
FK1		F	F	S	
GK1	S	S			
GK2	S	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*
6	Research Project	OS6708	60	c	Research Proposal	5000	80%	S	Data Review		20%	S				
6	Research Fundamentals	OS6709	30	c	Portfolio		30%	S	Case report	3000	70%	S				
6	Personal & Professional Development	OS6710	30	c	Portfolio		60%	S					Presentation	30m	40%	

Technical Annex

Final Award(s):	<i>BSc (Hons) Osteopathy (level 6 progression)</i>
Intermediate Award(s):	<i>None</i>
Minimum period of registration:	<i>1</i>
Maximum period of registration:	<i>2</i>
FHEQ Level for the Final Award:	<i>6</i>
QAA Subject Benchmark:	<i>Osteopathy 2015</i>
Modes of Delivery:	<i>Block Delivery</i>
Language of Delivery:	<i>English</i>
Faculty:	
School:	
JACS code:	
UCAS Code:	
Course Code:	
Route Code:	