

Course Information Form: MSc in Osteopathy (Pre-Registration)

SECTION 1: COURSE DETAILS			
Modifications made to Section 1 of the CIF will normally qualify as a Major Modification and should be processed in line with the Academic Quality Framework Section 4: Course & Unit Approval & Modification.			
Awarding Institution:	The University College of Osteopathy (UCO)		
Award:	MSc		
Course Title:	MSc in Osteopathy (Pre-Registration) (MScPR)		
FHEQ Level:	Year 1: FHEQ Level 7 Year 2: FHEQ Level 7		
Intermediate / Exit Qualifications:	Postgraduate Certificate in Osteopathic Studies (Non-Practicing) Postgraduate Diploma in Osteopathic Studies (Non-Practicing)		
Location of Delivery:	University College of Osteopathy, 275 Borough High Street, London SE1 1JE		
Duration of Course:	Two Years (45 Weeks Per Year)		
Mode of Delivery:	Full-Time		
External Benchmarks to which the Course is Mapped:	Quality Assurance Agency (QAA): The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) (2014) QAA Osteopathy Benchmark Statement (2015) GOsC Osteopathic Practice Standards (2019) SEEC Credit Level Descriptors for Higher Education (2016)		
Professional, Statutory & Regulatory Body (PSRB) Accreditation	The General Osteopathic Council		
	Accreditation Date:	May 2016	Renewal Date:
UCAS Course Code:	N/A		
QL Course Code:	PR		

SECTION 2: COURSE SUMMARY, DISTINCTIVE FEATURES, FURTHER STUDY & EMPLOYABILITY

Modifications made to Section 2 of the CIF will normally qualify as a Minor Modification and should be processed in line with the Academic Quality Framework Section 4: Course & Unit Approval & Modification.

Course Summary:

The MSc in Osteopathy (Pre-Registration) for qualified chiropractors, sports therapists, physiotherapists and medical practitioners is a two-year full time pre-qualifying course designed to give these practitioners the opportunity to achieve the required competence profile for autonomous osteopathic practice, thus fulfilling the General Osteopathic Council (GOsC) professional requirements for registration as an osteopath in the UK. Whilst enabling these practitioners to develop the required clinical competence profile for registration with the GOsC, the course aims to produce clinicians who have the knowledge and skills to integrate osteopathy with their existing healthcare practice in sports therapy, chiropractic, physiotherapy or medicine.

Entry onto the programme will be dependent upon the possession of a suitable academic qualification (honours degree or equivalent overseas qualification in the following: physiotherapy chiropractic or sports therapy or a degree in medicine) plus experience in research methods and methodologies and/or a dissertation at undergraduate level. Applicants will also be required to demonstrate an ability to critically evaluate material and study independently, and to provide evidence of recent engagement in musculoskeletal care through the presentation of a clinical portfolio of evidence where they will be invited to reflect on previous clinical encounters to support their decision to train as an osteopath. Their evidence of experience and skills in musculoskeletal care will also be evaluated through a practical skills assessment using an Objective Structured Clinical Examination (OSCE) format

Distinctive Features of the Course:

This course is designed to give you the opportunity to achieve the required competence profile for autonomous osteopathic practice whilst further developing your pre-existing knowledge and skills in the area of musculoskeletal care. To this end, on completion of this course you will be able to apply for registration with the GOsC and therefore practise as osteopath in the UK.

This emphasis of this course is on developing new knowledge and skills within an osteopathic paradigm while appropriately extending your pre-existing capabilities, to enable you to be a competent osteopath capable of working in autonomous osteopathic clinical practice and integrate osteopathy with your existing clinical practice. You will be exposed to a student centred learning environment to promote the critical acquisition, development and integration of clinical knowledge and osteopathic evaluative and treatment skills, within the context of your pre-existing clinical knowledge, skills, professional values and norms. This is underpinned by a critical understanding of osteopathic philosophy and principles. Newly acquired professional capabilities will be developed and consolidated in a supervised student centred clinical education setting.

During your journey to becoming an osteopath, you will build upon your knowledge of human structure and function by further developing an integrated knowledge of the inter-relationship between structure, function and dysfunction in clinical presentations and integrated osteopathic care. You will also build upon your knowledge and skills of evidence based practice and research to complete a small scale research project. Your existing skills in patient care will be developed to further refine and enhance your capabilities in areas such as diagnostic palpation and manual therapeutic techniques within an osteopathic context. Whilst developing the required competence profile for osteopathic practice, you will further refine your clinical competence in your own professional clinical area. Importantly, your learning will be set within the context of a critical understanding of the underpinning philosophy of osteopathic practice so that you will be able to provide osteopathic care from a critical and informed standpoint.

The experiential clinical education component of the course takes place in the UCO's purpose-built clinic. This will provide you with unrivalled opportunities to care for a wide range of patients from a diverse range of backgrounds that will enhance your clinical experience and enable you to hone the development of your osteopathic skills. As part of your clinical education you will be able to treat patients in our specialist and community clinics. These include working in a paediatric clinic offering free osteopathy to children aged 0-5, working with older people, sports injuries, HIV patients in an NHS hospital, and a clinic that treats people who are homeless. This gives you the opportunity to treat a diverse demographic of patients.

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In the second year there is an opportunity to study specialisms in practice at a more advanced level. These areas of specialism include options such as paediatric osteopathy, osteopathy and care of expectant mothers, osteopathy and the care of the elderly, osteopathy and sports injuries, caring for people living with HIV and AIDS, caring for patients with complex psychosocial needs and OsteoMAP looking at the management of people with chronic pain.

The MSc will provide you with grounding in setting up a practice, covering business skills, medico-legal aspects, marketing and financial information. Recent graduates may be invited in to speak to you of their experiences post-graduation.

All of the units on the course are supported with on-line resource available through BONE (the UCO's online learning environment) which allows you to access your learning materials from anywhere in the world. The academic and clinical content of the degree course are underpinned by the scholarship and research undertaken at the UCO.

Further Study & Employability:
Further Study:

There are a growing number of postgraduate qualifications in the field of osteopathy and the UCO's own portfolio of postgraduate programmes is developing. The UCO also offers a portfolio of postgraduate certificate courses designed to support graduate development in areas of career specialisation. This will enable further postgraduate self-development and will contribute to the development of the profession. In addition, we offer a PhD programme to enhance your own research interests. You must have a Recognised Qualification to be eligible for entry onto all of these courses.

Career:

- The course will enable you to apply for registration with the GOsC and practise as an autonomous osteopathic practitioner within the UK. This course will enable you to maintain your existing professional role whilst further enhancing your competence profile as a specialist primarily in the area of musculoskeletal care. To this end, you will develop the knowledge and skills required to integrate osteopathy with your existing area of clinical practice.
- Although most osteopaths work on a self-employed basis in the private sector, there are increasing opportunities to develop your career in a multidisciplinary environment. Developing links between the National Health Service and the osteopathic profession mean that there are opportunities to work within hospitals, in partnership with doctors in general practice and in community health centres.
- With your previous experience, you may discover opportunities to pursue individual specialist interests and to develop work with particular client groups.
- With further experience, some osteopaths go on to teach at one of the approved osteopathic education institutions. Research in osteopathy is also a growing area of the profession and there are more opportunities to undertake research into particular areas of specialism.
- There are opportunities to work abroad, subject to the country's registration requirements.

SECTION 3: COURSE ENTRY REQUIREMENTS

Modifications made to Section 3 of the CIF will normally qualify as a Major Modification and should be processed in line with the Academic Quality Framework Section 4: Course & Unit Approval & Modification.

Standard Entry Requirements:

- Suitable academic qualification (honours degree in physiotherapy or equivalent, honours degree in chiropractic or equivalent, honours degree in sports therapy or equivalent or equivalent overseas qualifications, or a degree in medicine).
- Applicants with an honours degree in sports therapy or equivalent overseas qualification should normally have achieved a minimum high 2:1 (or equivalent). In addition, they should have a good A-level or equivalent profile.
- Ideally applicants will be required to provide evidence of having achieved IELTS level 7.0 or equivalent. Applicants with IELTS 7.0 and above will also be considered as part of an Interview and Practical Assessment (IPA) event where ability to effectively communicate in English will be evaluated.
- Evidence of recent engagement in musculoskeletal care, preferably two years minimum, through the presentation of a clinical portfolio of evidence which contains a structured reflection on previous clinical encounters to support the decision to train as an osteopath.
- Applicants unable to provide evidence of at least 2 years recent engagement in musculoskeletal care may be expected to enrol on and successfully complete the pre-enrolment "Introduction to Osteopathy" bridging course.
- Experience in research methods and methodologies and/or a dissertation at undergraduate level.
- Ability to critically evaluate material and study independently.
- Successful completion of an IPA event at the UCO. Applicants will undergo an interview and a practical skills assessment using an Objective Structured Clinical Examination (OSCE) format. Applicants will be assessed on their ability to take a musculoskeletal clinical case history using a basic pro-forma, patient examination with the emphasis on the use of palpation and passive range of motion evaluative procedures and diagnostic clinical reasoning. Their ability to communicate appropriately in English will also be evaluated.

Selection will be by application form. Pre-selected applicants will be invited for an interview and selection day.

The UCO is committed to a policy of "inclusion", actively seeking to widen participation and to increase opportunities for high-calibre students with the aptitude and potential to become osteopaths to undertake a degree in osteopathy. Students from diverse ethnic and social backgrounds, mature 'second career' applicants and students with a range of seen and unseen disabilities are all warmly welcomed. Every application to the UCO is considered on its own merits.

Over the course you are required to meet the Osteopathic Practice Standards to be eligible for registration as a practitioner with the General Osteopathic Council (GOsC). This is the professional body which oversees "Fitness to Practise," certifying you as 'ethically and clinically competent' to work safely with patients. As professional bodies do not interview or train students, the onus is on institutions such as the UCO to ensure that only students who are 'fit' to study and practise their vocation are admitted to, and graduate from, the UCO course.

As a prospective applicant, you and the MSc Admissions Team will need to take into consideration your physical abilities (due to the essential practical requirements of the course), the implications of your disability for your own and others' safety during the course, and your ability to communicate with and treat patients safely and effectively. This is assessed during the I&E day and if issues are raised, the Student Support Officer is

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	<p>present to assist you further. You may be advised to contact the GOsC to clarify their competence standards.</p> <p>For further information about Admissions at the UCO please see Section 8 of the UCO's Academic Quality Framework published here: https://www.uco.ac.uk/academic-quality-framework</p>
Additional Entry Requirements:	<p>A Disclosure & Barring Service (DBS) Check: All students will be required to complete an enhanced DBS registration check at the point of registration, in line with the UCO's Disclosure & Barring Service (DBS) Policy & Procedure (for UCO Applicants & Students) published here: https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy</p>
Recognition of Prior Learning(RPL) Arrangements:	<p>The UCO may exceptionally accept evidence of previous advanced study, research or professional experience as an alternative to the minimum entry requirement qualifications.</p>

SECTION 4: COURSE AIMS, LEARNING OUTCOMES, REGULATIONS & STRUCTURE

Modifications made to Section 4 of the CIF will normally qualify as a Major Modification and should be processed in line with the Academic Quality Framework Section 4: Course & Unit Approval & Modification.

Educational Aims of the Course

The aims of the MScPR course are:

1. To enable you to apply for registration with the General Osteopathic Council, through successful completion of an accelerated learning pathway that recognises and embraces your pre-existing academic and professional competence.
2. To enable you to achieve the General Osteopathic Council's Osteopathic Practice Standards competence profile required for autonomous osteopathic clinical practice.
3. To promote an approach to teaching and learning that embodies effective management of change and the ability to operate within the context of clinical uncertainty that encourages a commitment to self-managed, life-long learning.
4. To enable you to develop the professional capabilities required to integrate osteopathy with your existing professional clinical practice.

Course Learning Outcomes

Upon successful completion of the MScPR course, you should:

- 1) Be able to critically appraise models of osteopathic health care, their history and distinctive features.
- 2) Be able to demonstrate a critical understanding of adaptation and maladaptation and altered human structure and function focusing on their integrated nature, in order to inform effective osteopathic clinical decision-making.
- 3) Be able to demonstrate a critical understanding of how healthy human functioning can be compromised by environmental, psychological and social conditions, resulting in illness and disease, and how this informs effective osteopathic clinical decision-making.
- 4) Be able to critically evaluate current healthcare related research and methodologies, review data and evaluate outcomes of clinical interventions and propose new hypotheses.
- 5) Effectively manage complex and unpredictable clinical situations both systematically and creatively, make sound clinical decisions in the absence of complete data and communicate your findings and proposed management plans to other healthcare practitioners and patients. This includes making

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referrals to other health care practitioners where indicated, and collaborate where appropriate, utilising both verbal and non-verbal skills to a high standard.

- 6) Be able to demonstrate proficiency in the application of a range of manual techniques ranging from soft-tissue and tissue release type techniques to articulation and high velocity thrust techniques, whilst critically appraising their modes of action, effectiveness, and indications and contraindications for their use.
- 7) Be able to select and apply a limited range of cranial, visceral, and functional techniques, whilst critically appraising their modes of action, effectiveness, and indications and contraindications for their use.
- 8) Effectively, ethically and autonomously manage clinical problems including the delivery of appropriate treatment interventions, while acknowledging the inherently uncertain nature of health care practice.
- 9) Be able to competently produce, present and store high quality and organised clinical records and data (both qualitative and quantitative) in compliance with appropriate legal requirements, for the purposes of effective patient care, and continuing professional development.
- 10) Be able to undertake the independent learning required for continuing professional development demonstrating self-direction and originality in problem-solving and autonomy as an osteopathic healthcare practitioner.

Course Regulations

The MScPR programme is underpinned by the QAA Osteopathy Benchmark statement. The embedding of professional standards, specifically the Osteopathic Practice Standards (OPS), starts at the beginning of the course primarily within the Being an Osteopath unit where this process is contextualised, whilst subject specific elements (such as patient communication and consent) are revisited in other units (e.g. The Functioning Human 1). Professional standards are also explicitly and implicitly explored and applied within clinical practice and are supported through the application of portfolio based learning and assessment and critical reflection.

The requirements listed in this document constitute the core curriculum of the programme. The subjects are delivered across all the units and will therefore have a variety of delivery methods. Some of the subjects will require some self-directed learning supported by tutorials where some of the content will be provided in a more formal lecture style.

The UCO has a common regulatory framework which extends across all its courses. This section contains a summary of some of the key elements. For definitive information, please consult the full text of the regulations which can be found in Section 7 of the Academic Quality Framework published here: <https://www.uco.ac.uk/academic-quality-framework>

Passing Units and Progressing

Courses are divided into stages. To be eligible to progress from one stage to the next you must have gained the required number of academic credits at the appropriate level in line with your course progression criteria.

For post graduate courses, a stage corresponds to one year of study.

- a) To pass a unit, you must attempt all assessments.
- b) In the final stage of your course, you must normally accumulate all academic credits needed for the award for which you are registered.

Progression criteria are used by the Board of Examiners to determine whether you have achieved the required level and the adequate number of credits to progress from the first to the second year. The progression criteria for the MScPR are:

- a) Students are expected to complete the course within the normal period of time as approved at validation, i.e. 2 years. The maximum time for a student to complete this course is normally 4 years
- b) 90 credits from the first phase (year 1 units) are required to progress to the subsequent phase (year 2) of the MSc Osteopathy (pre-registration) programme.

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- c) A student who has not attained a minimum of 30 credits by the end of a phase will be regarded as not having made sufficient academic progress. The student will normally discontinue the course and will be required to leave the UCO.
- d) An overall unit grade of a Grade D- or above is required for the award of the appropriate credits for each unit.
- e) If a unit contains more than one assessment, provided the unit is passed with an overall grade of D-, one of the assessments may be condoned. Normally only grades of E+ may be condoned.
- f) Any assessment awarded a Grade E+, E-, F or a G normally results in a re-sit of that assessment.
- g) Any re-sit assessment awarded a Grade E+, E-, F or a G normally results in a re-take of that unit.
- h) Failure to submit an assignment will result in the award of a Grade F, i.e. an automatic failure of that assessment.
- i) Failure to attend an exam will result in the award of a Grade F, i.e. an automatic failure of that exam.
- j) If a Grade G for issues of safety is awarded for any assessment, an automatic failure of this assessment will result.
- k) Normally all students are offered one opportunity to re-sit failed assessments.

Condoned Passes

If you are awarded a Grade E+ for one of the assessment components of a unit, the Examination Board has the discretion to award a condoned pass for that component. This will only happen if the overall unit grade is a Grade D- or above.

Condoning is normally offered for non-practical assessments in The Functioning Human and Research and Enquiry Units.

Only one assessment per year may be condoned at the main Exam Board. If a student fails more than one assessment, they are required to re-sit all of the failed assessments.

Certain unit assessment components are not normally condoned due to the professional or practical element of the assessment and the implications this may have on standards of proficiency and safety issues. These include the following assessments:

Unit	Assessment
Being an Osteopath Yr1	Mini Clinical Exams (MCEs)
Being an Osteopath Yr2	Mini Clinical Exams (MCEs) Case-Based Viva
Functioning Human Yr1	Integrated PMP Case-Based Viva

Retrieval of Failure in a Unit

If you fail elements of an assessment within a unit, you may attempt a referral assignment(s) and / or re-sit the examination (if part of the assessment regime). Re-sit and referrals may be attempted on one occasion only, and attract a maximum pass grade of D-(5). You will however be informed of the un-capped grade your work would have attracted.

If you fail to pass the unit you may retake the unit once more during the next academic year. You cannot, however, re-take a unit to improve your grade.

Retrieval of a failure in a unit is made at the discretion of the Board of Examiners only.

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Commendation / Distinction Awards

For both years of this course your overall unit grades are allocated scores as follows: A = 6 points, B = 5 points, C = 4 points. These scores are totalled over both years of study.

Students who achieve a total score of 30 or more are eligible to be awarded an MSc in Osteopathy (Pre-Registration) degree with Distinction.

Boards of Examiners do not have the discretion to award an MSc in Osteopathy (Pre-Registration) with Distinction where the totalled score is 29 or less.

Prizes

Prizes are also awarded to students as follows:

MSc Osteopathy (Pre-Registration) Course	Criteria for Award
MSc Osteopathy (Pre-Registration) Year 1	Best overall performance in year.
MSc Osteopathy (Pre-Registration) Year 2	Best overall performance in year.

Course Structure

Unit Title	Year 1		Year 2	
	Credits	FHEQ Level	Credits	FHEQ Level
The Functioning Human	30	7	N/A	N/A
Research & Enquiry	30	7	30	7
Being an Osteopath	30	7	60	7
Total Credits	90	7	90	7

SECTION 5: TEACHING, LEARNING & ASSESSMENT

Modifications made to Section 5 of the CIF will normally qualify as a Minor Modification and should be processed in line with the Academic Quality Framework Section 4: Course & Unit Approval & Modification.

Teaching & Learning Strategy

The emphasis of this masters' course is on developing new knowledge and skills within an osteopathic paradigm while appropriately extending your pre-existing capabilities, to enable you to be a competent osteopath capable of working in autonomous osteopathic clinical practice and integrate osteopathy with your existing clinical practice.

You will be exposed to a student centred learning environment to promote the critical acquisition, development and integration of clinical knowledge and osteopathic evaluative and treatment skills, within the context of pre-existing professional knowledge, skills, values and norms. This is underpinned by a critical understanding of osteopathic philosophy and principles.

The course is structured as a spiral curriculum with the concept and practice of being an osteopath at its heart. It is designed to retain a degree of flexibility to allow for effective context specific delivery where content, resources and materials allow. The model assumes that as you learn and develop as you progress through the curriculum, you will be revisiting material at ever increasing levels of complexity and uncertainty off-set by increasing confidence in your ability to respond in clinical situations. Your development of knowledge, skills and attributes necessary for osteopathic practice will be explored in a staged manner and you will revisit key themes throughout the two years of study thereby deepening your knowledge and critical understanding

osteopathy in theory and practice. This takes place throughout each of the themes in the programme and is contextualised within the clinical setting.

The course team will support you in your professional development in osteopathy by building upon your pre-existing professional knowledge and skills rather than expecting you to un-learn these pre-existing capabilities so that your full expression of clinical competence is achieved.

The course is of two years in duration and consists of three 30-credit units in year 1 and two units in year 2 one of 30 credits and one of 60 credits. The course is structured to promote the integration of acquired knowledge skills and experience across the three themes of the curriculum, i.e., Being an Osteopath, The Functioning Human and Research & Enquiry; This is centered on the discussion and learning that originates from real case scenarios drawn from clinical practice. In exposing you to a CBL approach, particular attention is devoted to the development of your clinical reasoning process, to ensure that it is rooted in sound, yet critical understanding of osteopathic philosophy and principles. In addition to this, you will be exposed to a range of practical classes, tutorials and lectures during formal classroom contact and your developing capabilities will be reinforced and integrated within an extensive osteopathic clinical education experience.

The integration of the curriculum is facilitated by both the case-based approach and by the support provided by a managed and planned clinical education wherein you will integrate your increasing theoretical and practical osteopathic capabilities. You will be supported by a dedicated team of experienced clinic tutors and academic staff who have the necessary knowledge, skills and professional competence profile to effectively promote the development of your clinical competence within the context of your existing professional roles.

Further support for integration of these newly acquired capabilities will be gained through close personal tutorial support, online teaching and learning activities, and group discussions with both post graduate and undergraduate osteopathy students. Following a necessary orientation phase into osteopathy and the nature of osteopathic education and clinical practice, where you be primarily supported by this dedicated team of experienced tutors, you will participate in organised clinic and classroom-based learning activities with other osteopathy students and staff as a means of promoting the development of communities of professional practice. The development of these communities of practice within the context of student-centered learning experience play a central role in your further professional development as a healthcare practitioner who will have a dual practitioner status.

Reflective practice is an integral element of learning and development for osteopaths. This will be supported by the use of a reflective portfolio that will enable you to record, review and evaluate your experiences as well as being a resource to support you in completing some of your assessments. Your portfolio will be a flexible, individual format, enabling you to identify personal learning and developmental needs and helping you towards becoming an autonomous osteopath.

The programme makes use of a wide variety of teaching methods to help you effectively learn and develop. Lectures, tutorials, seminars, practical classes and clinical experience are applied in a variety of ways, so that your learning experience allows you to gather, interpret, discuss and reflect on your learning. You will also be expected to work in groups outside of the classroom, collaborating with your peers in completion of specific assignments, and will be responsible for managing your own self-directed learning as necessary.

Central to the teaching, learning and assessment strategy is the focus on enabling you to build upon your existing professional capabilities and code to an osteopathic philosophical framework. This is achieved through progressive development and integration within the supervised clinical context, where all their learning is applied within the context of supervised osteopathic clinical practice. Clinical education, through the Being an Osteopath theme is delivered through 450 clinical practice hours in year 1 and 550 hours of clinical practice in year 2. You will be given progressively greater responsibility for the management and care of patients within the UCO's clinics under supervision of osteopath clinical tutors. Whilst you will also take responsibility for providing mentoring and leadership to junior students within your team. Clinical education provides you with the opportunity to practice your newly acquired and developing osteopathic competences with real patients and this is the core theme enabling you to:

- a) refine your developing osteopathic identity and to locate your existing professional identity within this new framework;
- b) to apply, test and evaluate your developing practical, technical and clinical reasoning skills on real patients within a safe and controlled clinical environment;

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- c) to integrate your existing professional skills with your newly acquire osteopathic skills to aid the refinement of your new professional identity whilst appraising the value of integrating osteopathy in your existing professional practice;
- d) to practice the high-level clinical reasoning and judgment skills in a logical deductive context that will enable you to refine your own models of clinical reasoning;
- e) to engage in reflection on and in practice with colleagues that will facilitate the development of your meta-cognitive skills required for autonomous practice and CPD.

Our teaching, learning, and assessment strategy promotes deep and meaningful learning underpinned by scholarship and research, whilst providing you with opportunities to develop and practice core knowledge and skills in a supportive environment.

Opportunity is provided for you to discuss your learning and address any questions or concerns you may have at any time. Tutorials offer close contact with teaching staff to discuss broader issues. More individual needs can be addressed outside the classroom, either with individual lecturers or Unit Leaders, or with your Academic Tutor. Further assistance can be obtained through the Student Welfare and Support team (See Student Support During the Course and Support for Students with a Disability below for further information)

As a Post Graduate student, you are expected to manage your own learning You will be expected to use the multi-media resources made available to you on the UCO's on-line learning environment called BONE. BONE contains a variety of core course content documents, such as PowerPoint presentations, Learning Resource Packs (LRP's) in Word documents and PDF's. BONE also includes on-line formative and summative assessments, forum discussions and other interactive resources. Each Unit has a "Unit Handbook" and in the handbook, the resources and suggested use of BONE is outlined.

In your second year of study you will undertake a major piece of project work within the Research and Enquiry theme. You will conduct an in depth, empirically based piece of work incorporating an understanding of research ethics and governance. Your work will be to a standard suitable for publication and presentation to peers and colleagues.

The outcome of this piece of work will provide evidence of your deepening knowledge, ability to critically analyse a topic of relevance to osteopathy and your own personal development as a professional. As a result of this process you will be able to develop a strategy with which to respond to formal and informal feedback, and gain an understanding of the development needs of your skills.

Throughout your learning you will be supported by an experienced and dedicated faculty, most of whom are qualified, practicing osteopaths. Our team of full-time teaching and research faculty are supported by additional staff and guest lecturers, who bring subject specific expertise to deepen your knowledge and understanding in key areas of the programme. The UCO operates an open-door policy, so that all faculty are normally available for consultation at any reasonable time.

Assessment Strategy

The assessment strategy aims to implement a course that is reliable, valid and fair, enabling the learning outcomes to be assessed while promoting learning. To this end the assessment programme has been designed to ensure that the learning outcomes are achieved and that you become a safe and competent osteopath. With this in mind, the assessment tools used reflect on the type of knowledge or skill required to meet the learning outcomes. To be an osteopath requires the ability the combine knowledge and practical skills. The assessment programme reflects this with a mixture of academic assessment tools with practical exams. As the course progresses and the learning outcomes require you to integrate cognitive knowledge with practical skills, the assessments selected are appropriate to the level and learning outcome, for example: Clinical Exams are used during the final clinical phase of the course. When the unit requires a combination of knowledge and practical skills, the assessments are weighted to reflect the balance of the components. For example,

The number of credits guides the number of summative assessments per unit. The 30 credit units have between two and three assessments per unit; The 60 credit units typically have more assessments, although in the Research and Enquiry unit year 2 there is only on in-depth, empirically based piece of work

incorporating an understanding of research ethics and governance. However, this does require a very significant amount of independent effort.

In the clinical setting multiple assessment points are employed. This gives you the opportunity, to demonstrate your ability to practice over time, as opposed to having single high stakes assessments that may not necessarily reflect your overall ability.

In total, the MScPR has several different types of assessments. The ranges of assessment methods you will experience include multiple response and portfolio based and in-course essays that are set at various stages in the programme. In addition there are a range of practical examinations including presentations, vivas and patient management problems. Your clinical work will undergo ongoing assessment by tutors and you will have a series of Mini Clinical Examinations (MCE) during the two years that assess all aspects of your abilities as an osteopath culminating in a demonstration of your ability to act as an autonomous professional. You will also have an opportunity to pursue a topic of personal interest in; this major piece of work is part of the Research and Enquiry theme.

Learning portfolios play a significant part of your learning throughout the programme are used to enable you to demonstrate the learning activities you have undertaken to develop your academic knowledge and practical skills.

Communication skills are an important component of being an osteopath. The Osteopathic Practice Standards document (see Relevant External Benchmarking Section of CIF) which presents all the standards of conduct and competence required of an osteopath explicitly dedicates a quarter of the standards to "Communication and patient partnerships" but communication skills are still contained within the other sections of the document. This importance is reflected in this programme and communication skills are assessed formatively and summatively throughout the course. Verbal communication is assessed through the presentation, viva and MCE assessments. Non-verbal communication and palpation are assessed in your clinical assessments. Written communication is assessed through written coursework and examinations.

Formative assessments are a valuable learning tool and students are encouraged to engage in the formative assessment programme. Formative assessments are designed to enable the student to experience the assessment process prior to the summative assessment. It gives the student the opportunity to receive formal feedback on how their knowledge or skills are progressing, in relation to the expectations of the learning outcomes. The feedback provides the students with guidance on how to develop their knowledge and skills and improve their outcome. You will take formative and summative on-line assessments. The aim is to provide you with opportunities to assess yourself receiving instant grades and feedback, to support your learning. This will be conducted through the UCO's on-line learning environment, BONE, enabling you to access the on-line assessments at a time and location that suits you.

In addition to scheduled formative assessment you will also receive ongoing classroom, practical and clinic formative assessment and feedback on a small group/one-on-one basis. This will allow you to monitor your development, identify areas for self-directed study and plan for further evaluation and feedback set to your own agenda. This highly flexible process will require you to actively engage with the feedback process and will enable you to take growing responsibility for how you analyse your learning and will be supported through the use of your personal portfolio of learning throughout the 2 years of study.

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Course Assessment Map													
Year of Study	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
1						FH1 Critical Evaluative Essay	RAE1 Critical Literature Review	BAO1 MCE1		FH1 Integrated PMP RAE1 Research Proposal	BAO1 Essay BAO1 MCE2 FH1 Case Based Viva	BAO1 Portfolio Case Presentation	Resit assessments
2			BOA2 MCE3	BOA2 MCE4			BOA2 MCE5	BOA2 MCE6 BOA2 Business Plan	RAE2 Research Paper / Dissertation	BOA2 Portfolio- Based Reflective Essay	BOA2 MCE7 BOA2 Viva RAE2 Research Presentation		

SECTION 6: STUDENT SUPPORT

Modifications made to Section 6 of the CIF will normally qualify as a Minor Modification and should be processed in line with the Academic Quality Framework Section 4: Course & Unit Approval & Modification.

Student Support During the Course

As a student at the UCO, your personal welfare is of concern to us. The in-house Student Support Team consists of: the Student Support Officer, Student Learning Advisor and the Counsellor.

The UCO also has access to several Dyslexia Tutors who are available for on-site tutoring through the Student Support Officer.

Together the team offers a confidential impartial service, giving advice on issues that may be affecting you academically or personally either inside or outside the UCO.

Support for Students with a Disability

If you have, or think you may have, a disability or special learning need, you are advised to disclose this to the Student Support Officer as soon as possible; you may be entitled to Disabled Students Allowance and extra examination time.

The UCO promotes equality for all students and staff. The assurance, improvement and promotion of equality for all UCO users are overseen by the UCO's Equality Committee in line with our duties under the Equality Act 2010. Meetings of the Equality Committee take place at least once a year and your voice is represented through student representatives from each UCO course and the Student Union.

SECTION 7: SKILLS DEVELOPMENT

Modifications made to Section 7 of the CIF will normally qualify as a Minor Modification and should be processed in line with the Academic Quality Framework Section 4: Course & Unit Approval & Modification.

Communication:

Communication skills are fundamental to clinical practice and feature in case history taking, writing case notes, as well as verbal and non-verbal communication with tutors, students, patients (and their families). The ability to write professional letters to other health care workers and to write reports for patients and their agents also requires high level communication skills. In addition, you will be expected to present to small and large groups supported as necessary by AV media. Communication skills are covered in Being an Osteopath Units and are covered implicitly in all areas of the course, as good communication skills are fundamental to being a successful osteopath.

Communication skills, for the academic aspect of the course, such as writing and presenting are delivered as part of the core content for the Research and Enquiry Unit in the first year. You have an opportunity to develop these skills further through formative and summative assessments. There is individual support available through the student support department to aid you during this development phase.

Information Literacy:

IT is an important resource both within the UCO and increasingly in professional practice. You will be expected to use IT for: word processing; communication between yourself and faculty, staff and other students using both email and on-line conferences; statistical data analysis; searching on-line resources; presentations; and to record resources such as video of your performance to support your learning. An important aspect of information literacy is not just the use and retrieval of information through electronic formats but the application of the information gathered. With the volume of material

being made readily available in this format increasing, it is important that you are able to discriminate and use the material appropriately.

The UCO believes that information literacy is best developed within the context of the academic curriculum, rather than as a separate add-on course which is removed from the subject content. It is suggested that students are more likely to recognise the relevance and importance of information literacy if teaching is delivered at the point of need, affiliated with their own subject, and included in assessment. In the first year basic IT introduction classes are available for students who require them. Students are then encouraged to seek help as and when required. If there is an identified need the UCO will aim to run specific workshops to address the issues raised.

Research & Evaluation:

You undertake the Research and Enquiry theme Units. Self-evaluation is a critical element of being a competent practitioner, so you will be supported in developing the skills and attributes to reflectively review your personal and professional skills, knowledge and attributes and effectively plan and monitor how you develop towards being a qualified osteopath. You will critically evaluate relevant literature and appraise osteopathic models of diagnosis and care, in order to inform your developing osteopathic capabilities. You will design and conduct your own research project and critically evaluate relevant literature in the field of osteopathy and other health care disciplines.

Creativity & Critical Thinking:

You will take part in different methods of teaching and learning such as case-based learning, small group seminars, tutorials, and also in a variety of assessment methods such as journals, blogs, portfolios and self-assessments. These are creative works and you are encouraged to experiment with fictional forms of writing, or writing from different perspectives. Completing practical assessments and academic assignments will demonstrate the application of understanding and ability to utilise knowledge that goes beyond the learning materials that were provided. You are given the opportunity to explore new opportunities with the Student Learning Advisor and your academic tutors with regard to academic and personal skills development, and different ways of learning. Criticality is introduced across all units, but most explicitly within the Research and Enquiry theme. Reflection and criticality are key skills to being a practising osteopath and are therefore built on throughout the course and are embedded within your portfolio of learning.

Team Working:

The ability to work with others is another key skill in practice and one that informs our selection process. In the clinic you are not just expected to work with patients, but to be able to work with carers, clinic staff, clinic tutors and students from different stages of development. Team work is an important aspect of the UCO clinic to ensure the highest standard of patient care and team-based learning will provide you with a scaffolded learning structure to support your growth as an autonomous practitioner. As senior students you will also be expected to provide mentoring and leadership to your junior colleagues. Small group seminars and tutorials are where interactive learning occurs. In technique classes you will work with other students to develop your practical skills where mutual respect and care are essential. You will be providing constructive feedback to your colleagues as you play the role of the patient, and vice versa.

Improving Learning & Performance:

The UCO works hard to promote personalised learner development as appropriate preparation for a profession that demands its practitioners become reflective, autonomous and life-long learners. This is headed up by the Professional Development Portfolio (PDP) that is completed by all students across the two years of the course. This document encourages the students to highlight their own areas of development while building on their personal successes. The portfolio provides a centralised repository for learning and development and will be used as a basis for assessment at key stages in

your progression from novice to proficient practitioner. You will be supported in this by your academic tutors.

Career Management Skills:

Most students graduating from the MScPR course will become osteopaths. Career opportunities in osteopathy are increasing and, as the public awareness of osteopathy grows, there is an increasing demand for qualified and registered osteopaths. Most osteopaths are self-employed, which means that there is no clear structured career path. Career progression usually begins, however, by working as an osteopath's assistant and this often leads to running your own practice. Alternatively, you might progress from an assistantship to working within a group osteopathic practice. Self-employed osteopaths with their own practices must be prepared to spend a lot of time building and marketing their businesses. The MScPR course has components to enable you to gain the skills to set up effectively as a self-employed osteopath and the business and marketing skills to help you to build and develop this.

Different Approaches to Learning (Progress Files):

In line with other sectors in Higher Education, the UCO has introduced Professional Development Plans (PDPs) into the course structure. These are introduced in from the beginning of the MScPR course and the development plan is summatively assessed at key stages of the course. Your PDP will help you to monitor your progress, record your achievements and enable you to plan your development through the course most effectively as well as allow you to record and reflect on all aspects of your learning. Support will be provided by the Student Learning Advisor who is part of the Student Support Team. Your PDP will also record and enable us to assess your progress in the six key skills outlined above and help you to formulate an action plan to further develop these skills. You are expected to manage your learning under guidance from faculty. You will undertake a personal development plan where you identify your strengths and devise strategies and plans to build on them and to improve areas of weakness. In addition, you are expected to keep a record of a range of experiences in the clinic, to reflect on them and modify your performance as a consequence.

Professional Standards:

1. Disclosure & Barring Service (DBS) Checks:

1.1. You and all UCO staff are expected to be aware of what it means to work with the public in a professional healthcare context as you progress through the course. You will be interacting with a diversity of patients, which may include young people and vulnerable adults. It is therefore necessary for you to undertake a number of DBS checks at particular stages throughout the course as follows:

1.1.1. You are required to complete a DBS Check when you register as a first year student. This helps to inform the UCO about your position of trust and to ensure that the UCO provides and maintains its protection of its patients and staff, as you undertake clinical experience.

1.1.2. You may be required to complete a DBS check for Community Clinic placements.

2. Attendance & Punctuality Requirements:

2.1 As a training healthcare practitioner the importance of keeping appointments and to time is evident. You are therefore required to attend all classes regularly and punctually. Your attendance to classes is monitored regularly.

2.2 You are reminded that:

2.2.1 You are expected to comply with any course specific attendance requirements in addition to this policy that are contained within your Course Handbooks, Course Information Forms or Unit Information Forms as appropriate.

2.3 For academic lectures, tutorials, seminars and practical classes:

2.3.1 It is your responsibility to sign the register for each class you attend.

2.3.2 You are required to inform Registry of any unavoidable absence from these classes.

2.4 For clinical sessions:

2.4.1 It is particularly important that you inform Clinic Administration of any unavoidable lateness to or absence from any clinic session. You are a training professional within the clinic and have a responsibility to your patients, colleagues and staff at the UCO. You are required to ensure that UCO Clinic Reception/Administrative staff are made aware of any student absence with as much notice as possible so that alternative arrangements can be made in good time. This is of particular importance when you become responsible for your own patients in the final years of the course.

3. General Behaviour:

3.1 As a training professional, you are expected to conduct yourself in an orderly, dignified and professional manner at all times both in the precincts of the UCO and elsewhere.

3.2 You are expected to demonstrate honesty and integrity in all dealings within the UCO.

3.3 Anybody practising or purporting to practise as an osteopath other than under the auspices of the UCO will be liable to summary dismissal from the UCO.

4. Clinic Professional Standards:

Within any clinical environment you are required to behave and present yourself as the training professional that you are. Patients are entrusting you with their care and you should at all times endeavour to respect such trust by responding to this privilege to the best of your ability. There are therefore several professional standards directly related to your clinical education that you are required to adhere to:

4.1 Dress Code:

4.1.1 When observing or treating patients within the Clinic you must be appropriately attired and white dentist-style coats must be worn at all times.

4.1.2 Your personal appearance is of importance and patients will expect you to look and act as a member of a professional health care team.

4.1.3 Further details about the dress code within the clinic may be found in the Student Clinic Handbook.

4.2 Behaviour:

4.2.1 All students and staff must be aware of current General Osteopathic Council (GOsC) practice guidelines, the "Osteopathic Practice Standards" (2019), which can be found on the GOsC website (www.osteopathy.org.uk). Students and staff are expected to behave in a professional manner during all clinical interactions in compliance with the GOsC practice guidelines.

4.2.2 The use of mobile phones by students and tutors is normally not permitted during clinic sessions. If you require the use of your mobile phone, for instance if you are expecting an urgent message, please keep the phone on silent or answer-phone. The use of mobile phones is strictly not permitted during student/tutor-patient interactions.

4.3 Confidentiality:

4.3.1 You have an implicit duty to keep all information concerning, and views formed about, patients entirely confidential.

4.3.2 Any written notes concerning patients must stay within the confines of the Clinic.

5. Use of Mobile Phones:

5.1 You must not use mobile phones during any taught class. Please ensure that they are kept on silent or answer-phone mode during classes.

5.2 The use of mobile phones within the clinical environment is outlined above.

5.3 Mobile phones are NOT permitted in examination rooms.

6. Contact Arrangements:

6.1 You are required to provide a valid permanent, term-time and correspondence contact address and telephone number to Registry when you register as a student each academic year.

6.2 You are required to provide Registry with a current contact number of your next-of-kin should the UCO need to contact them in an emergency.

6.3 You are required to inform Registry of any change of address or telephone number and ensure that your contact details held by Registry are kept up to date.

7. Assessment Requirements:

7.1 You are required to have an awareness of the UCO's Assessment Regulations as detailed in the Course Handbooks and the Academic Quality Framework (Section 7: Academic Regulations) published here: <https://www.uco.ac.uk/academic-quality-framework>

7.2 You are required to be aware of the UCO's Plagiarism Policy published here: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>

Plagiarism is not tolerated and if plagiarism of an assessment or examination is suspected an investigation will be undertaken.

8. UCO Policies and Procedures:

8.1 You are required to familiarise yourself with all UCO Policies and Regulations as published on the UCO's website here: <https://www.uco.ac.uk/about-uco/who-we-are/policies-procedures-and-privacy>

Course Information Form: MSc in Osteopathy (Pre-Registration)

SECTION 8: ADMINISTRATIVE INFORMATION	
Modifications made to Section 8 of the CIF will normally qualify as an Administrative Modification and should be processed in line with the Academic Quality Framework Section 4: Course & Unit Approval & Modification.	
Course Leader:	Mark Waters MA
Portfolio:	Postgraduate, Pre-Registration
Date of Course Approval:	May 2016 (Implementation Date 2019-2020)
Date of Periodic Review:	2020-2021
Version:	V2.0

CIF MODIFICATION RECORD			
Level of Modification (Administrative, Minor or Major)	Summary of Modification	Modification Approve by	Date of Modification Approval
Minor	Updated Weblinks Updated Course Assessment Map to reflect Year 1 Unit Assessment Amendments. Updated Course Progression Criteria to better reflect course requirements.	EESC	Jun 2019
Administrative	To reflect the new GOsC Osteopathic Practice Standards effective from Sept 2019.	PRAG Chair	Aug 2019