

**Recognition of Prior Learning (RPL) Handbook:**

**M.Ost (Part-Time) Course**

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| **Core Documentation Cover Page** |
| **Recognition of Prior Learning (RPL) Handbook:**  **Integrated Master of Osteopathy (M.Ost) (Part-Time) Course** |

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| **Equality Impact** | |
| Positive equality impact (i.e. the policy/procedure/guideline significantly reduces inequalities) |  |
| Neutral equality impact (i.e. no significant effect) | X |
| Negative equality impact (i.e. increasing inequalities) |  |
| **If you have any feedback or suggestions for enhancing this handbook, please email your comments to:** [**quality@uco.ac.uk**](mailto:quality@uco.ac.uk) | |

# RPL Handbook: M.Ost (Part-Time) Course

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# Introduction

* 1. The aim of this handbook is to provide prospective students with information about applying for Recognition of Prior Learning opportunities when applying for the M.Ost (Part-Time) course at the University College of Osteopathy (UCO).
  2. RPL is based on the principle that learning, wherever it occurs, can count towards an academic qualification provided that it can be measured, authenticated and is at an appropriate level. The RPL decision-making process is a matter of academic judgment.
  3. At the UCO, RPL can only be awarded for certificated learning.
  4. Any certificated learning will have taken place in a recognised Higher Education institution, or equivalent, and will have been internally and externally assessed. The outcome of such learning is the production of an authenticated certificate or transcript. Certificated learning may have resulted in a particular qualification.

# Context

* 1. The provision of the recognition and accreditation of prior learning demonstrates the commitment of the UCO to support widening participation and to provide access to a quality higher education experience. As the diversity of applicants to courses delivered by the UCO has increased, so has the need to enhance existing policies that recognise the value of prior learning, whether experiential, unaccredited or credited. The UCO would like to recognise the achievements of the students and credit them for the work they have already achieved. These applicants are therefore eligible to apply for RPL against whole units of UCO courses, the details of which are outlined within this policy and in further detail in the relevant RPL Handbooks for each course where RPL is recognised.
  2. The UCO follows the principles and guidance for conduct as expressed in the QAA UK Quality Code for Higher Education, regarding RPL[[1]](#footnote-1).

# M.Ost (Part-Time) Course Content

* 1. The integrated Master of Osteopathy (Part-Time) (M.Ost (PT)) course is divided into five Phases:

1. Novice (Level 4) Year 1: where you begin to orientate yourself towards being an osteopath and primary care practitioner, acquiring basic knowledge and skills.
2. Beginner (Level 4 and 5) Year 2: where that knowledge and those skills are further developed to strengthen your knowledge basis and to allow you to develop and appreciation of the challenges associated with being an osteopath.
3. Advanced beginner (Level 5 and 6) Year 3: where that knowledge is further consolidated and integrated to provide a secure foundation for your developing clinical work.
4. Competent (Level 6 and 7) Year 4: where you focus on bringing a range of new and previously acquired knowledge and skills together in order to understand how the human body functions holistically.
5. Proficient (M Level) Year 5: offers an opportunity to take your clinical skills to a much deeper level in order to prepare you for the challenges of working independently.
   1. Each phase is divided into areas of study or units. It is these units that you are able to apply to be credited for from your previous study at degree level. In order to apply for this accreditation, you must take note of the following points:
6. The submission of the RPL application is your responsibility.
7. The UCO makes an administration charge for this process.

The charges are as follows: RPL 1 unit = £300.00

RPL 2 or more units = £500.00

* 1. In order to organise payment of the above charges, please contact the Student Finance and Purchasing Officer) on (T) 020 7089 5318 or (E) [student-finance@uco.ac.uk](mailto:student-finance@uco.ac.uk).
  2. Please note that RPL applications will not be assessed until the full fee is paid.
  3. You cannot study level 5, 6 or M, without the requisite number of level 4 credits.

# Credit Table

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PART TIME M.OST COURSE STRUCTURE** | | | | | | | | | | | | | |
| **Unit Title** | **Year 1** | | | **Year 2** | | | **Year 3** | | **Year 4** | | | **Year 5** | |
| Credits | | FHEQ Level | Credits | FHEQ Level | | Credits | FHEQ Level | Credits | | FHEQ Level | Credits | FHEQ Level |
| Professionalism |  | |  | 10 | 5 | | 10 | 6 | 10 | | 7 | 10 | 7 |
| Functioning Human | 30 | | 4 | 10 | 4 | | 15 | 5 | 30 | | 6 |  |  |
| 15 | 5 | |
| Patient Care | 30 | | 4 | 20 | 5 | | 10 | 5 | 20 | | 6 |  |  |
| 10 | 6 |
| Research & Enquiry | 20 | | 4 | 20 | 5 | | 20 | 6 | 10 | | 7 | 30 | 7 |
| Being an Osteopath | 15 | | 4 | 15 | 4 | | 30 | 5 | 30 | | 6 | 60 | 7 |
| Total Credits | 95 | | | 90 | | | 95 | | 100 | | | 100 | |
|  |  | | |  | | |  | |  | | |  | |
| L4 = 120 Credits | | L5 = 120 Credits | | | | L6 = 120 Credits | | | | L7 = 120 Credits | | | |

# Process

* 1. Applicants who request transfer from other Osteopathic Education Institutions (OEI’s) and other healthcare professionals (HcP’s) may apply for RPL for the following units of the M.Ost (PT) course:

|  |  |
| --- | --- |
|  | RPL (OEI & HcP background) |
| Units available for RPL | Research and Enquiry 1 & 2 (RAE1 & RAE2)  Being an Osteopath 1, 2 & 3 (BAO1, BAO2 & BAO3)  The Functioning Human 1, 2 & 3 (FH1, FH2 & FH3)  Patient Care 1, 2 & 3 (PC1, PC2 & PC3)  Professionalism 2 (P2) |
| Assessment Format:  Portfolio of evidence | Curriculum/syllabus from previous degree  Mapping of course content against M.Ost syllabus (Appendix 2)  Transcript of results (document needs to authenticated from awarding University) |
| Units not available for RPL | Level 6 and Level 7(M) |

* 1. Applicants who have successfully achieved degrees in a science subject may apply for RPL for the following units of the M.Ost (PT):

|  |  |
| --- | --- |
|  | RPL (Science Degree background) |
| Units available for RPL | Research and Enquiry 1 & 2 (RAE1 & RAE2)  The Functioning Human 1 & 2 (FH1 & FH2) |
| Assessment Format:  Portfolio of evidence | Curriculum/syllabus from previous degree  Mapping of course content against M.Ost syllabus (Appendix 2) Transcript of results (document needs to authenticated from awarding University) |
| Units not available for RPL | Being an Osteopath 1,2 & 3 (BAO1,BAO2 & BAO3)  Patient Care 1, 2 & 3 (PC1, PC2 & PC3)  Professionalism 2 (P2)  Level 6 and Level 7(M) |

# Your Questions Answered

|  |  |
| --- | --- |
| **Q1.** | **What is RPL?** |
| A1. | Recognition of Prior Learning (RPL) is the recognition and awarding of credits for learning which you have undertaken with another university or college. |
| **Q2.** | **What credit can I be awarded?** |
| A2. | You can only be awarded credit for prior learning that matches the learning outcomes of the programme that you are studying. This could be done on the basis of individual modules/units, or for an entire level, or stage, of programme. |
|  | Although you can be awarded credit, you will not normally receive a grade for modules/levels credited under the RPL policy. |
| **Q3.** | **What evidence will I have to produce for this?** |
| A3. | This can be evidenced by certificated learning, i.e. the production of a transcript and/or a certificate/ diploma. You cannot be guaranteed the direct transfer of all the credit awarded by the other institution on transfer into this degree. Certificated evidence submitted to RPL will be considered based on credit that was obtained no more than five years previously. |
| **Q4.** | **What do I need to do now?** |
| A4. | You need to work through this booklet and the UCO RPL policy, including completing the application form, and put together evidence of your certificated learning. Any certificated learning evidence needs to be in the form of an authenticated document with a signature from the awarding university and a breakdown of your credits awarded. In addition to this, you must provide the course curriculum of your previous degree and the completed mapping exercise of our course content to your previous degree (the mapping exercise at the back of this handbook). |
| **Q5.** | **Do I have someone at the UCO who I can contact whilst I am preparing my portfolio?** |
| A5. | Yes. A member of the UCO’s Admissions Team will be your RPL Co-ordinator whom you may contact with regards to your RPL application. You can contact the Admissions Team on 020 7089 5316 or by email ([admissions@uco.ac.uk](mailto:admissions@uco.ac.uk)). |
| **Q6.** | **What will the RPL Co-ordinator do?** |
| A6. | Your RPL Co-ordinator will be able to answer your questions regarding the relevant information you are required to supply. If the RPL Co-ordinator is unable to answer your question directly, they will be able to direct you to the person who will know the answer, or will be able to get the answer for you. |
| **Q7.** | **What happens once I have submitted my RPL application with portfolio?** |
| A7. | The RPL committee will meet to assess your application and portfolio. The aim of this will be to ensure that the M.Ost learning outcomes have been met in your previous qualification. Each unit is considered individually. If the criteria have been met, you will have successfully achieved RPL for that unit applied for. If the criteria are not met, unfortunately your RPL application for that unit will be deemed unsuccessful. The committee will be able to provide you with feedback on your application for any of the units that are not awarded RPL. |
| **Q8.** | **How is my application assessed?** |
| A8. | The principle criterion for award of credit is that the applicant should demonstrate that they have successfully achieved (through certification) the learning outcomes of the award/level/module(s) for which you are applying for. |
|  | Normally you would be expected to demonstrate broad equivalence with the specific learning outcomes of the module/level and have a level of ability to underpin further course content in the in the M.Ost (PT) degree programme, where appropriate. |
|  | In assessing the claim, the M.Ost PT Course Leader may request additional information from you, including an interview if necessary. |
| **Q9.** | **What happens if my application is successful?** |
| A9. | If your RPL application is successful, you will not have to enrol into that unit or sit the summative assessments for the units you have achieved RPL for. You are welcome to attend the unit lectures to maintain your knowledge, which we would strongly recommend, so as to keep your knowledge and/or skills up to date. |
|  | Once your application has been successful, the Exam Board will ratify the decision. |

**Q10. What happens if my application is unsuccessful?**

A10. If your application is unsuccessful you will be required to undertake the unit and sit all the assessments (formative and summative) as part of your course of study at the UCO.

**Q11. What feedback will I get?**

A11. You will receive feedback from your application. This will be conducted through the RPL Co-ordinator. If you are successful you will receive confirmation of your award of credits.

If you are unsuccessful you will be sent a letter from the RPL Co-ordinator to confirm that your “evidence does not meet the learning outcomes for the requested units/levels”. Further clarifying feedback can be provided if necessary.

**Q12. Is there an appeal process if my application is unsuccessful?**

A12. Yes. If you feel that your application has not been fairly considered then in the first instance you should write to the RPL Co-ordinator, outlining the reasons for the appeal. The RPL Co-ordinator will review your application to ensure that no maladministration has occurred. The RPL Co-ordinator will then respond to your appeal as appropriate.

Applications may be reviewed if further evidence is subsequently presented that was not included in the initial application. Any such review would be at the discretion of the M.Ost FT Course Leader and the Deputy Vice-Chancellor (Education). Any new evidence would need to meet the criteria for evidence detailed above and in the RPL Policy and would need to be mapped in by the applicant in accordance with the RPL Policy, clearly identifying how this evidence addresses the gaps in the initial application. A review of further evidence would not normally attract a further RPL fee. However, if extensive evidence is subsequently supplied a fee may be charged.

**Q13. Can you explain the process to me?**

A13. The process of application is detailed in the RPL and is summarised in the following diagram on the following page.

RPL application flow chart

Interview

Potential RPL applicants made aware of the RPL policy prior to interview via the UCO website

Potential RPL applicants offered a place to study are informed of RPL and sent relevant documentation

Applicant informed. Confirmation of adjusted fees Student record updated Outcome passed to relevant Exam Board to note

Application reviewed by RPL co-ordinator

Course Leader reviews application

Application complete

Application incomplete

Application returned to student with guidance

Application forwarded to relevant unit leaders to review

RPL Committee review the completed application

Units accredited

Units unaccredited

Applicant successfully appeals

**End process**

|  |  |
| --- | --- |
| **Q14.** | **How do I prove my prior learning?** |
| A14. | As you are seeking credit for prior learning, the UCO will want to see evidence, normally an academic transcript or formal letter of verification certifying your learning.  This document should include the following details:   * Name of the institution awarding the credit(s)/degree * Validating body * Course/programme title studied * Student name * Dates of study * Modules passed, credit points achieved and final award   In addition to this, the UCO requires the syllabus/curriculum of the programme studied mapped against the M.Ost (PT) units that you are applying for. To help evidence your claim for RPL we require you to map the content of your studies against the Learning Outcomes of M.Ost (PT) units so that the RPL committee can see clearly that you have successfully achieved the level of knowledge required by M.Ost (PT) students. The mapping exercise documents are located at the end of this handbook. You are only required to map against the units that you are applying for RPL. |
| **Q15.** | **What do I do now?** |
| A15. | You will need to collect the evidence required and listed above to submit to the Admissions Team by email. Please send electronically to admissions@uco.ac.uk, or by post, please send to:  The Admissions Team  Admissions Department  The University College of Osteopathy  275 Borough High Street  London  SE1 1JE |
|  |  |
|  | Please note that if further evidence is required to support your RPL claim, you will be contacted by your RPL Co-ordinator and asked to send further documentation to the UCO. |

# Appendix 1: Recognition of Prior Learning (RPL) M.Ost (Part-Time) Application Form

|  |  |
| --- | --- |
| Name |  |
| Home Address |  |
|  |
| Postcode: |
| Telephone No(s) |  |
| Home |  |
| Mobile |  |
| Email Address |  |
| Previous Degree |  |
| Awarding University |  |
| Year of Award |  |
| Student Statement | I confirm that all of the work submitted will be my own work and that any quotations from published or unpublished works of others is acknowledged |
| Signature: |
| Date: |

**Units to be applied for RPL** *Please tick appropriate box(s)*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | RAE1 | RAE2 | FH1 | FH2 | FH3 | Available to applicants with any science degree background | |
|  |  |  |  |  |  |
|  |  | |  |  | | | |
| BAO1 | BAO2 | BAO3 | PC1 | PC2 | PC3 | P2 | Only available to applicants who have studied at another  Osteopathic Educational Institution. |
|  |  |  |  |  |  |  |

**Supporting Evidence Contents:**

|  |
| --- |
|  |
|  |
|  |

Curriculum/syllabus

Mapping of course content

Transcript of results

*Office Use only*

|  |  |  |  |
| --- | --- | --- | --- |
| Date  Received |  | Date  Reviewed (CL) |  |
| Fee  Received |  | RPL Committee review completed |  |
| Outcome:      Signed (Course Leader) Date: | | | |

## Mapping Exercise for the Research and Enquiry 1 Unit (RAE1)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Learning Outcomes**  **On completion of this unit you should be able to:** | **Assessment Criteria**  **(these have been included to help guide you as to how the learning outcomes are applied at the UCO)** | **Evidence of Prior Learning**  **Enter the relevant learning outcomes completed against the learning outcome to**  **which it relates (you may include more than one piece of evidence).** | **Reference**  **Reference the documentation from which your evidence has been taken. (Eg document name, page number)** |
| 1 | Demonstrate an understanding of the basic principles of qualitative and quantitative research, including methods for data collection, analysis and presentation and an ability to use electronic library systems to find set texts and additional sources. | Explain the validity, reliability, relevance and significance of findings based on different types of qualitative analysis and descriptive and inferential statistical analyses.  Navigate and use print and electronic library systems to find set texts and additional sources in order to support learning. |  |  |
| 2 | Demonstrate an ability to put forward a coherent and well-organised argument, showing an understanding of the expectations of academic writing, including the use of appropriate referencing systems. | Edit, revise and interact critically with your own and others’ work, using an understanding of the expectations for academic writing at undergraduate degree level;  Understand and use appropriate referencing systems to underpin academic writing. |  |  |
| 3 | Demonstrate effective critical thinking and appraisal skills when assessing different opinions in debates and evidence gathered from different types of research in a range of study and assessment contexts. | Apply effective critical thinking skills to a range of published work, including the use of critical appraisal tools, to evaluate the value and practice implications of findings from a range of qualitative and quantitative research studies. |  |  |

## Mapping Exercise for the Research and Enquiry 2 Unit (RAE2)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Learning Outcomes**  **On completion of this unit you should be able to:** | **Assessment Criteria**  **(these have been included to help guide you as to how the learning outcomes are applied at the UCO)** | **Evidence of Prior Learning**  **Enter the relevant learning outcomes completed against the learning outcome to which it relates (you may include more than one piece of evidence).** | **Reference**  **Reference the documentation from which your evidence has been taken. (Eg document name, page number)** |
| 1 | Discuss the nature of knowledge and evidence and the relationship between this knowledge and qualitative and quantitative research paradigms. | Show evidence of understanding the nature of knowledge and scientific evidence and the relationship between this knowledge and qualitative and quantitative research paradigms. |  |  |
| 2 | Demonstrate an applied understanding of qualitative approaches to research, including research methods and data collection techniques and approaches to data analysis appropriate for answering specific research questions relating to debates in practice. | Demonstrate an understanding of qualitative approaches to research, and appropriate types of qualitative research questions, through directed study, formative assessment tasks, contributions to small/whole group discussions and summative assessment activities. |  |  |
| 3 | Demonstrate an applied understanding of quantitative approaches to research, including research designs, methods, data collection techniques and statistical analysis. | Demonstrate an understanding of quantitative approaches to research, and appropriate types of quantitative research question, through directed study, formative assessment tasks, contributions to small/whole group discussions, and summative assessment activities. |  |  |
| 4 | Demonstrate an understanding of the principles of public and community healthcare relevant to your role as an osteopath and healthcare practitioner. Demonstrate an understanding of the principles of clinical epidemiology and the epidemiological research that informs clinical practice and healthcare policies and services. | Demonstrate an understanding of the principles of clinical epidemiology and relevance of epidemiological data in diagnosis and prognosis  Demonstrate an understanding of key concepts in epidemiological research and an ability to analyse data on incidence, prevalence, risk factors health indicators and relationships between exposures and individual health status  Demonstrate ability to interpret epidemiological data in the context of its value for guiding osteopathic healthcare practice and research. |  |  |

## Mapping Exercise for the Functioning Human 1 Unit (FH1)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **M.Ost Learning Outcomes On completion of this unit you should be able to:** | **Assessment Criteria**  **(these have been included to help guide you as to how the learning outcomes are applied at the UCO)** | **Evidence of Prior Learning**  **Enter the relevant learning outcomes completed against the learning outcome to which it relates (you may include more than one piece of evidence).** | **Reference**  **Reference the documentation from which your evidence has been taken. (Eg document name, page number)** |
| 1 | Apply your knowledge and understanding of anatomy and physiology to describe the way in which a human being, as an organism, adapts to its environment. | Describe normal human function, drawing on your knowledge of how a person’s anatomical and physiological systems work together to enable the body to function. |  |  |
| 2 | Demonstrate a knowledge and understanding of the phases of human development over a lifespan, with consideration of how human adaptation and agency may alter throughout life. | Describe normal human development from conception through adulthood and into old age, including how development supports human function, accounting for how function may change over time. |  |  |
| 3 | Demonstrate the ability to perform and explain a range of basic skills for examining the physiological function of body systems. | Competently perform and explain relevant clinical examination techniques that can be used to evaluate the physiological function of body systems. |  |  |

## Mapping Exercise for the Functioning Human 2 Unit (FH2)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Learning Outcomes**  **On completion of this unit you should be able to:** | **Assessment Criteria**  **(these have been included to help guide you as to how the learning outcomes are applied at the UCO)** | **Evidence of Prior Learning**  **Enter the relevant learning outcomes completed against the learning outcome to which it relates (you may include more than one piece of evidence).** | **Reference**  **Reference the documentation from which your evidence has been taken. (Eg document name, page number)** |
| 1 | Apply your knowledge and understanding of anatomy and physiology to describe the way in which a human being, as an organism, adapts to their environment. | Describe normal human function in relation to special senses, gathering and responding to information, drawing on your knowledge of how the persons anatomical and physiological systems work together to enable function to occur. |  |  |
| 2 | Demonstrate a knowledge and understanding of the phases of human development over a lifespan, with consideration of how human adaptation and agency may alter throughout life. | Describe normal human development from conception through adulthood and into old age, including how development supports human function.  Account for how function may change over time. |  |  |

## Mapping Exercise for the Functioning Human 3 Unit (FH3)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Learning Outcomes**  **On completion of this unit you should be able to:** | **Assessment Criteria**  **(these have been included to help guide you as to how the learning outcomes are applied at the UCO)** | **Evidence of Prior Learning**  **Enter the relevant learning outcomes completed against the learning outcome to which it relates (you may include more than one piece of evidence).** | **Reference**  **Reference the documentation from which your evidence has been taken. (Eg document name, page number)** |
| 1 | Apply your comprehensive knowledge and understanding of anatomy and physiology to discuss how a person (as an organism) responds to longer term environmental challenges, how this may result in inappropriate adaptation and consequent patho-physiology, and the impact this maladaptation may have on function and agency. | Analyse and interpret a range of clinical evidence in relation to patient clinical presentations.  Apply your understanding to discuss an individual’s response to environmental challenges, potential maladaptation and/or underlying patho-physiology and the consequent impact of this response on their human function and agency. |  |  |
| 2 | Demonstrate the ability selectively to apply and justify the use of a broad range of clinical examination skills that enable you to evaluate a patient’s function and dysfunction. | Select, apply and justify the use of appropriate clinical examination techniques in response to a range of clinical evidence.  Interpret examination findings so that you are able to recognise systemic physiological dysfunction and disease. |  |  |

## Mapping Exercise for the Professionalism 2 Unit (P2)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Learning Outcomes**  ***On completion of this unit you should be able to:*** | **Assessment Criteria**  **(these have been included to help guide you as to how the learning outcomes are applied at the UCO)** | **Evidence of Prior Learning**  **Enter the relevant learning outcomes completed against the learning outcome to which it relates (you may include more than one piece of evidence).** | **Reference**  **Reference the documentation from which your evidence has been taken. (Eg document name, page number)** |
| 1 | Reflect on the values, attributes, and behaviours that underpin good practice and identify your own strengths and areas for development so that you can effectively plan and monitor your own progress as a developing health care professional. | Reflect upon your clinical observation experience, classroom-based learning, discussions with your peers, and peer reviewed research thus far. Develop a critically informed view of good practice, your own values, attributes, and behaviour. |  |  |
| 2 | Recognise and demonstrate how the OPS and governance in wider healthcare informs and guides professional and personal actions in clinical practice; including the complex, diverse, and sometimes conflicting responsibilities of both private and public healthcare practice. | Apply your understanding of the OPS, ethics, and values-based practice to an individual clinical & professional case study; propose and justify strategies for managing ethically complex clinical situations. |  |  |

## Mapping Exercise for the Patient Care 1 Unit (PC1)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Learning Outcomes**  ***On completion of this unit you should be able to:*** | **Assessment Criteria**  **(these have been included to help guide you as to how the learning outcomes are applied at the UCO)** | **Evidence of Prior Learning**  **Enter the relevant learning outcomes completed against the learning outcome to which it relates (you may include more than one piece of evidence).** | **Reference**  **Reference the documentation from which your evidence has been taken. (Eg document name, page number)** |
| 1 | Discuss the importance of verbal and non-verbal communication skills and professional approach to patient interaction and how these underpin the taking of case histories and patient consultations in a health care setting. | Analyse a range of examples of the application and the importance of communication skills in osteopathic consultation and case history taking.  Discuss how these examples illustrate your understanding of best practice in clinical communication and its impact on your clinical reasoning. |  |  |
| 2 | Discuss the significance of touch in interpersonal communication and as a therapeutic component of patient care, the subjective nature of palpation in osteopathy, and their role in the evaluation and management of the patient. | Discuss the strengths, weaknesses and limitations of palpation in patient care, using current knowledge.  Discuss the strengths, weaknesses and limitations of palpation in patient care, using current knowledge.  With a good understanding of anatomy palpate and identify the main tissues of body structures and their characteristic feel in a simulated patient, at the level of a novice.  Demonstrate awareness of the appropriate attire the patient practitioner must wear in order to maximise effectiveness of palpation and technique. |  |  |
| 3 | Demonstrate your understanding and application of basic patient observation, clinical examination, therapeutic techniques and anatomical underpinning. | Describe and apply an introductory range of osteopathic assessment and treatment techniques, drawing on your knowledge of human function and current evidence.  Provide to peers and simulated patients an appropriate rationale, purpose and process for the use of these techniques in specific situations.  Obtain and maintain consent appropriate to ensuring good patient care.  Carefully, professionally and respectfully control patient positioning and handling while also caring for your own posture, understanding the anatomy of the patient and thus ensuring your own and the patient’s safety at all times. |  |  |

## Mapping Exercise for the Patient Care 2 Unit (PC2)

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|  | **Learning Outcomes**  ***On completion of this unit you should be able to:*** | **Assessment Criteria**  **(these have been included to help guide you as to how the learning outcomes are applied at**  **the UCO)** | **Evidence of Prior Learning**  **Enter the relevant learning outcomes completed against the learning outcome to which it relates (you may include more than one piece of evidence).** | **Reference**  **Reference the documentation from which your evidence has been taken. (Eg document name, page number)** |
| 1 | Responsively and succinctly gather, record, interpret and communicate complex and at times conflicting verbal and non-verbal information with peers, tutors and other health care providers; this information should provide evidence of your ability to evaluate and interpret clinical information within the patient’s life story, verbally and in writing. | Take a patient case history that collates a range of evidence and summarises the patient’s narrative adequately to support the development of a reasoned, person-centered differential clinical diagnosis.  Present a summary of a patient case history, both verbally and in writing, that is appropriate for a range of audiences including other health care providers. |  |  |
| 2 | Integrate touch and palpation as a means of communication within the therapeutic relationship and to inform critically your evaluation of human function. | Apply the theoretical and procedural basis of palpation in relation to communication, evaluation and treatment of the patient.  Demonstrate awareness of the appropriate attire the patient practitioner must wear in order to maximise effectiveness of palpation and technique. |  |  |
| 3 | Demonstrate your understanding and the ability to integrate, apply, interpret and record a broad range of patient observation skills and examination, diagnostic and therapeutic techniques that are appropriately adapted to your own and a range of patient morphologies. | Apply the theoretical and procedural basis of osteopathic assessment and techniques, demonstrating care, sensitivity and empathy for the patient, underpinned by effective verbal and non-verbal communication, while also implementing self-care.  Recognise professional boundaries within the therapeutic relationship and the importance of self-care in professional practice. |  |  |

## Mapping Exercise for the Patient Care 3 Unit (PC3)

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|  | **Learning Outcomes**  ***On completion of this unit you should be able to:*** | **Assessment Criteria**  **(these have been included to help guide you as to how the learning outcomes are applied at**  **the UCO)** | **Evidence of Prior Learning**  **Enter the relevant learning outcomes completed against the learning outcome to which it relates (you may include more than one piece of evidence).** | **Reference**  **Reference the documentation from which your evidence has been taken. (Eg document name, page number)** |
| 1 | Demonstrate an informed knowledge of adjunctive and alternative examination, treatment and management modalities in addition to osteopathic care. | Discuss adjunctive and/or alternative modalities to osteopathic practice so that you are able to provide best care in collaboration with patients and other health care professionals. |  |  |
| 2 | Formulate, justify and apply appropriate exercise and rehabilitation strategies that are informed by the evidence base and that support your osteopathic management of the patient. | Apply your understanding of the principles of exercise and rehabilitation to develop a tailored programme for a patient, as part of your osteopathic management. |  |  |

## Mapping Exercise for the Being an Osteopath 1 Unit (BAO1)

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|  | **Learning Outcomes**  **On completion of this unit you should be able to:** | **Assessment Criteria**  **(these have been included to help guide you as to how the learning outcomes are applied at the UCO)** | **Evidence of Prior Learning**  **Enter the relevant learning outcomes completed against the learning outcome to which it relates (you may include more than one piece of evidence).** | **Reference**  **Reference the documentation from which your evidence has been taken. (Eg document name, page number)** |
| 1 | Discuss your understanding of the central concepts of human function, health and illness that guide and inform osteopathic patient care. This includes consideration of the plausibility of these central concepts. | Discuss the central concepts of human function, health and illness in relation to specific patient scenarios and how they inform clinical practice in osteopathy, drawing on different sources of evidence to support your views.  Discuss osteopathy in the context of contemporary health care provision by comparing and contrasting osteopathy with other models of health care. |  |  |
| 2 | Discuss the role and significance of the patient’s case history as a medium through which both patients and practitioners understand the clinical presentation in the context of values and beliefs. | Evaluate the patient’s case history and identify key elements that help you to interpret your understanding of their clinical presentation. |  |  |

## Mapping Exercise for the Being an Osteopath 2 Unit (BAO2)

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|  | **Learning Outcomes**  **On completion of this unit you should be able to:** | **Assessment Criteria**  **(these have been included to help guide you as to how the learning outcomes are applied at the UCO)** | **Evidence of Prior Learning**  **Enter the relevant learning outcomes completed against the learning outcome to which it relates (you may include more than one piece of evidence).** | **Reference**  **Reference the documentation from which your evidence has been taken. (Eg document name, page number)** |
| 1 | Recognise the complexity of the patient within the context of their own personal circumstances and the diversity of factors that can influence a person’s ability to adapt dynamically to their environment. | Discuss the influence that individual circumstances and other related factors can have on a person’s ability to adapt to their environment. |  |  |
| 2 | Discuss your understanding of the osteopath’s professional values and responsibilities and their significance in relation to osteopathic practice and patient care. | Reflect on the relationship between the professional values and responsibilities of the osteopath in providing person-centred care, using theoretical and practical evidence to support your views. |  |  |

## Mapping Exercise for the Being an Osteopath 3 Unit (BAO3)

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|  | **Learning Outcomes**  **On completion of this unit you should be able to:** | **Assessment Criteria**  **(these have been included to help guide you as to how the learning outcomes are applied at the UCO)** | **Evidence of Prior Learning**  **Enter the relevant learning outcomes completed against the learning outcome to which it relates (you may include more than one piece of evidence).** | **Reference**  **Reference the documentation from which your evidence has been taken. (Eg document name, page number)** |
| 1 | Reflect on how practitioners adapt their clinical practice to the needs of the patient, within the context of the professional relationship. | Analyse and evaluate the way in which practitioners adapt their roles in clinical practice in response to the needs of the patient. |  |  |
| 2 | Demonstrate an understanding of your roles and responsibilities as an advanced beginner and as a member of your clinical team.  Understand the importance of clinic management and business skills in the effective day-to-day operation of the UCO clinic and in the provision of osteopathic care. | Analyse and evaluate your development as a practitioner within the context of a clinical team. |  |  |
| 3 | Demonstrate your conceptual understanding of what it is to be a person and how to explore and develop their story so that it provides you with the context for interpreting and managing their clinical presentation. | Interpret patient narrative in order to understand the person in context.  Apply your interpretation to suggest suitable strategies for managing the person’s problem. |  |  |
| 4 | Gather and integrate a range of relevant clinical evidence that enables you to evaluate the patient’s functional capacity to adapt within their environment. | Interpret a range of clinical evidence so that you are able to construct an integrated evaluation of a person’s functional capacity. |  |  |
| 5 | Demonstrate the ability to recognise, apply, and defend a broad range of relevant osteopathic concepts in specific clinical situations. | Identify osteopathic concepts relevant to a person’s clinical presentation.  Defend your professional opinions by referencing clinical evidence and appropriate literature. |  |  |

1. <https://www.qaa.ac.uk//en/quality-code/advice-and-guidance/assessment> [↑](#footnote-ref-1)