



THE BRITISH SCHOOL OF OSTEOPATHY

Course Information Form: Postgraduate Certificate in Academic & Clinical Education

Form Guidance

The Course Information Form (CIF) provides essential information to students, staff and others about a particular course of study and is designed to meet the School's own expectations regarding the provision of course information to prospective and current students and those of external organisations such as the Quality Assurance Agency (QAA).

Guidance (in italic text) is provided within the form that should be followed when CIFs are being completed.

SECTION 1: COURSE DETAILS			
<i>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 (http://intranet.bso.ac.uk/Academic_Quality/).</i>			
Awarding Institution:	The British School of Osteopathy		
Award:	Postgraduate Certificate		
Course Title:	Academic and Clinical Education		
FHEQ Level:	Level 7		
Intermediate / Exit Qualifications:	None		
Location of Delivery:	British School of Osteopathy		
Duration of Course:	One year		
Mode of Delivery:	Part-Time		
External Benchmarks to which the Course is Mapped:	QAA FHEQ (Level 7) (November 2014) QAA Osteopathy Benchmark Statement (2015) QAA Physiotherapy Benchmark Statement (2001) QAA Master's Degree Characteristics Statement (2015) UK Higher Education Academy Professional Standards Framework (2011) General Chiropractic Council Statement – Degree Recognition Criteria 12 May 2010 Education sections 13-15		
Professional, Statutory & Regulatory Body (PSRB) Accreditation:	N/A		
	Accreditation Date:	N/A	Renewal Date: N/A
UCAS Course Code:	N/A		
QL Course Code:	PGCERTACE		



THE BRITISH SCHOOL OF OSTEOPATHY

Course Information Form: Postgraduate Certificate in Academic & Clinical Education

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 (http://intranet.bso.ac.uk/Academic_Quality/).

Course Summary:

This postgraduate course is designed for healthcare professionals who wish to develop their skills as educators. It is designed to develop the skills, attitudes and capabilities of a competent educator by exploring current concepts and theories of teaching and learning to enable educators to make informed choices regarding teaching, learning, and assessment methods in both the classroom and clinic based learning settings. The course will explore contemporary research and practice in education to develop a critical and reflective approach to teaching and learning. A range of assessment and e-learning strategies will be employed to support diverse student needs, including an assessment with a choice of lead areas to allow students to develop an area of special interest from a choice of supervisory relationships, assessment tools or models of curriculum design.

Distinctive Features of the Course:

This course:

- Is designed to support the development of healthcare practitioners involved in education to become more effective as scholarly educators within an academic healthcare institution. It focusses on developing the skills to support both academic and clinical teaching, learning, and assessment informed by a critical appraisal of current educational theory and conceptions.
- Has a unique emphasis exploring and examining the educational and professional skills required teaching healthcare, a field which requires both the integration of academic and clinical material and the transfer of classroom learning to practical and clinical settings.
- Has a focus on situated learning within a community of practice and examines concepts and theories of teaching and learning, clinical supervision, supervisory relationships and teaching clinical skills at undergraduate and postgraduate levels. It offers opportunities to acquire, develop and practice the skills required to plan, design, deliver and support effective academic and clinical teaching and learning.
- It will offer a deeper understanding of experiential learning and the different educational models exploring this process.
- Is devised to be practical, and flexible in its delivery with an emphasis on supporting collaborative learning in the workplace. It is shaped to allow delivery to a range of healthcare professionals, including visiting overseas practitioners as well as for delivery by a flying faculty to overseas institutions.
- Will foster the development of intellectual, professional, and personal attributes required to become an effective and scholarly educator within your own discipline. Will foster the development of a scholarly and evidence-based approach to teaching and learning within your own discipline.



THE BRITISH SCHOOL OF OSTEOPATHY

Course Information Form: Postgraduate Certificate in Academic & Clinical Education

Further Study & Employability:

Further study:

This postgraduate certificate will:

- Enable you to continue studying at masters' level. The two units of learning, if successfully completed, can be used as elective modules and subject to approval may offer an opportunity to join Master's programmes in Education or Medical Education at another HEI.;
- Osteopathic educators may pursue their pedagogic research interests through the British School of Osteopathy's Professional Doctorate in Osteopathy.

Career:

This postgraduate certificate will support your professional development in academic practice within your own discipline, supporting the professionalisation of osteopathic, chiropractic and physiotherapy education in line with other health care professions such as medicine.

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 (<http://intranet.bso.ac.uk/Academic Quality/>).

Standard Entry Requirements:	A Bachelor's Degree with Honours from a UK University (or equivalent).
Additional Entry Requirements:	<p><u>Additional:</u></p> <ul style="list-style-type: none"> • English Qualification equivalent to an IELTS overall score of 7.0. • Recognised qualification with the appropriate professional, statutory and regulatory body in healthcare. For international and European Union students from non-regulated countries, a qualification in healthcare is required. • Involvement in teaching healthcare at pre-registration or postgraduate level; minimum of 20 hours per academic year. Selection will normally be by application form, although some applicants may be invited for an interview.
Recognition of Prior (RPL) Learning Arrangements:	None



THE BRITISH SCHOOL OF OSTEOPATHY

Course Information Form: Postgraduate Certificate in Academic & Clinical Education

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 (http://intranet.bso.ac.uk/Academic_Quality/).

Educational Aims of the Course

1. To equip healthcare professionals developing as educators with the skills, attitudes and capabilities of a competent educator by exploring and critically appraising current concepts and theories of teaching and learning to enable educators to make informed choices regarding teaching, learning, and assessment methods in both the classroom and clinic based learning settings.
2. To enable educators to develop the skills to synthesise and critically evaluate new data/ideas to effectively support academic and professional development of a wide range of undergraduate and postgraduate students studying in the field of manual therapy by exploring current debates in higher professional education regarding models of reflection, student centred learning, situated learning, clinical supervision and supervisory relationships.
3. To address the specific needs of educators in healthcare who are planning, delivering, and assessing both classroom and clinic based learning at undergraduate and postgraduate level in both predictable and complex or uncertain situations.
4. To enable clinical professionals to develop key written and verbal communication skills and strategies, to enable the communication of concepts, ideas and information clearly in a variety of ways to effectively support a wide range of students, supported by effective open discussion.
5. To promote the development of intellectual, professional, and personal attributes including reflexivity, a self-critical stance and the confidence to question received wisdom and seek effective solutions in unfamiliar situations, so enabling healthcare practitioners to develop as educators.
6. To promote the development of research and scholarship in teaching and learning within the field of healthcare and encourage ongoing personal development through self-assessment and appropriate continuing professional development.

Course Learning Outcomes

Upon successful completion of this course, you should be able to:-

1. Critically appraise the currency and validity of different models of teaching and learning in order to effectively design course materials and implement a range of teaching, learning, and assessment methods in both classroom and clinic based learning settings, critically considering the relationship between educational aims and objectives, learning outcomes, assessment criteria and assessment tasks and demonstrating the skills, attitudes and capabilities of a competent educator.
2. Demonstrate the ability to synthesise new ideas/data into strategies to effectively support academic and professional development of a wide range of students and critically evaluate the effectiveness of these strategies in the light of relevant literature in teaching and learning.
3. Demonstrate awareness of the challenges and opportunities of integrating the roles of professional practitioner and educator and comprehensive knowledge of strategies to support situated learning in a community of practice.
4. Critically appraise key concepts and current debates in higher professional education regarding models of reflection, student centred learning, role of the syllabus and curriculum in education, situated learning, clinical supervision and supervisory relationships to support students moving towards autonomous professional practice.
5. Demonstrate use of reflexivity, critical thinking and self-awareness, including self-assessment and identification of emergent developmental needs, to continue an improving level of scholarship.



THE BRITISH SCHOOL OF OSTEOPATHY

Course Information Form: Postgraduate Certificate in Academic & Clinical Education

Course Regulations

Both units must be successfully completed to gain the award of the PG Cert ACE and are designed to be taken sequentially.

Course Structure

Unit Title	Year 1	
	Credits	FHEQ Level
Education for Academic Teaching in Manual Therapy	30	7
Education for Clinical Supervision and Teaching Clinical Skills	30	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 (http://intranet.bso.ac.uk/Academic_Quality/).

Teaching & Learning Strategy

The course has a unique emphasis on supporting you as a healthcare practitioner as you develop as an educator and this is explored through discussions and assignments looking at individual beliefs and perceptions of teaching and learning. The course questions and appraises how these perceptions may be informed and shaped by current educational conceptions and research, and encourages you to examine the opportunities and challenges you face integrating the role of educator with that of healthcare professional. It develops to focus on exploring situated learning within a community of practice and developing the skills to support both academic and clinical teaching and learning and encourages you as an emergent educator to be critically reflective about your abilities and capable of developing and fulfilling personal development plans.

This course will provide you with opportunities to:

- Attend lectures and workshops and participate in discussions;
- Engage with your peers and tutors in e-learning activities;
- Attend individual tutorials;
- Engage in self-directed learning activities;
- Receive feedback from tutors and peers on learning activities;
- Provide feedback to peers on learning activities.

Teaching and learning methods:

Using a wide range of established learning and teaching methods such as seminars/tutorials; workshops; e-learning tasks and group discussions; self-directed study; group work (e.g. team appraisal of relevant educational papers) you will be exposed to a meaningful, collaborative and challenging educational experience that draws upon knowledge and skills acquired at undergraduate level as well as the experiential learning acquired as a professional health care practitioner.

You will develop as professional educators in your area of manual therapy by exploring and developing core knowledge of teaching and learning and developing these skills by engaging in open group discussion in seminars and critically appraising current educational literature. This approach will help you value and engage in learning as a social practice through participation in a community of practice, gaining the skills to support your students gain full access to your professional community.



THE BRITISH SCHOOL OF OSTEOPATHY

Course Information Form: Postgraduate Certificate in Academic & Clinical Education

The course's teaching, learning and assessment strategy aligns with the BSO's assessment strategy by promoting deep and meaningful learning underpinned by scholarship and pedagogic research, whilst providing students with opportunities to develop and practise teaching and learning specific knowledge and skills in a supportive environment and offering a variety of delivery styles and experiences to support different learning preferences.

The course's teaching and learning framework will emphasise to students the importance of an active approach to their learning. To this end, you will learn the theory and, through formative and summative assessment, design, deliver and critically appraise your own teaching, learning and assessment strategies. Notwithstanding this active and responsible approach to your learning, your learning needs will be diagnosed and supported by an academic tutor and student support structure.

You will also be supported through effective use of e-learning strategies, including the School's virtual learning environments, including FirstClass and BONE. Apart from the use of e-learning as a means for dissemination of information to students, you will have access to chat rooms, tutor moderated online discussions, online diaries and specific learning resources to support your learning tasks.

Effective e-learning tutoring will promote the development of communities of practice in this postgraduate course by encouraging open discussion and debate within the community. E-learning discussion will also allow individual contribution at a pace to suit you and support from the tutor moderating the discussion to post contributions to develop or challenge the threads posted and unite discussion about theory and practice, whilst also allowing you to post ideas from the world outside education to expand your conceptions with metaphors encouraging debate between students, educators and the wider world of educational literature and beyond.

All the educators teaching into this programme are qualified educators, most holding Masters or Doctorate level qualifications and have a particular interest in supporting practitioners develop as educators. They have taught and researched in a variety of fields including undergraduate healthcare programmes, higher education and post graduate education, both nationally and internationally. This breadth of experience allows the curriculum to benefit from recent research and multi-institute experience.

Assessment Strategy

The assessment strategy has been devised to allow various different styles of assessment to be experienced including:

A Range of Summative Assessments: The range of summative assessments used in the programme and that will contribute to your final grades allow you to appreciate the value of different assessments and your role in student development using critical analysis, reflective writing and appraisal of educational articles. The range includes:-

- A written assessment interpreting a computer derived personal teaching profile and its relationship to current conceptions of teaching and learning to develop skills in self-awareness and self-appraisal;
- A written assessment on a choice of subjects to allow a student's personal area of interest to be developed. The choice will include a critical appraisal of supervisory relationships, an assessment tool or models for curriculum.
- Critical appraisal of educational articles and pedagogic research within written assessments.
- Critical reflection and use of reflective cycles to engage with personal development involving the evidence gathered from a formative portfolio.

A Range of Formative Assessments: The range of formative assessment used in the programme allows you to experiment with your teaching and learning strategies without risk of compromising your final grades. The range of opportunities includes:-



THE BRITISH SCHOOL OF OSTEOPATHY

Course Information Form: Postgraduate Certificate in Academic & Clinical Education

- Development of a reflective diary portfolio which may be expressed in a variety of ways (electronic, personal notes) allowing expression of personal style. This will enable you to collect meaningful information, record your own thoughts regarding your teaching and learning, and develop your ideas of yourself as an educator, including your skills, areas of interest and needs for future professional development;
- Peer and tutor formatively assessed teaching observations, offering feedback to support the development of communication skills and allowing practical experience of designing and developing course and teaching and learning materials.
- Generated feedback and personal reflection will form part of a summatively assessed critical reflection on the teaching observations including the creation of a responsive plan for future professional development.
- Development and delivery of group work presenting a critical analysis of relevant educational articles

All assessments are supported by the opportunity for dialogue with the unit and course leaders. Online resources including examples of reflective writing and critical analysis and clear and timely written feedback on submissions to support your development and identify areas to develop.

Course Assessment Map (In Date Order assuming a September start)

Date (Unit & Week)	Unit Title	Formative Assessment	Summative Assessment
Unit One, October	Education for Academic Teaching in Manual Therapy	Development of Diary/Portfolio	Critical analysis of your personal teaching perspectives and the results gained from completing the online Teaching Perspectives Inventory.
Unit One, December	Education for Academic Teaching in Manual Therapy	Mini tutorial academic teaching session – formative peer/tutor assessment	A reflective statement based on your reflective diary/portfolio of teaching experiences, exploring their possible relationship to theories of teaching and learning. To include a component showing the design, preparation and justification for a tutorial.
Unit Two, April	Education for Clinical Supervision and Teaching Clinical Skills	Mini tutorial practical skills teaching session – formative peer/tutor assessment	A choice from:- a) Critical evaluation of supervisory relationships relative to your current teaching role. b) Critical examination of a clinical or technical assessment tool in a defined case setting. c) Critical appraisal of two models of curriculum.
Unit Two, July	Education for Clinical Supervision and Teaching Clinical Skills	Development and delivery of group work presenting a critical analysis of relevant educational	A critical reflection on your feedback generated following observation of a peer educator delivering a teaching and learning experience.



THE BRITISH SCHOOL OF OSTEOPATHY

Course Information Form: Postgraduate Certificate in Academic & Clinical Education

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 (http://intranet.bso.ac.uk/Academic_Quality/).

Student Support During the Course

You will be supported by the unit coordinators and the programme teaching team at the BSO.

You will have access to the BSO's library and learning resources in addition to online learning resources through the Library and the School's Online Learning Environment.

You will also be supported by the BSO's Student Support Team, in collaboration with the course leader and an academic tutor allocated from the teaching team.

Support for Students with a Disability

If you have, or think you have a disability or special learning need, you are advised to disclose this to the Student Support Team as soon as possible in order to ensure that reasonable adjustments may be made for you.

The BSO promotes equality for all students and staff. The assurance, improvement and promotion of equality for all BSO users are overseen by the BSO Equality Committee in line with our duties under the Equality Act 2010. Meetings take place at least once a year. Your voice is represented through student representatives from each BSO course and the Student Union. The BSO Single Equality Scheme and Plan is available on the BSO main website and in other formats upon request.

For more information, please see: <http://www.bso.ac.uk/train-to-be-an-osteopath/student-life/diversity-and-equal-opportunities/>.

This course, like all masters' level study, is highly dependent on self-directed learning. This means that disability should not be a deterrent to study as any arrangements you already have in place can be utilised to facilitate your work. However, if you feel that a disability you have may have an impact on your study, we will make every effort to mitigate the effect.

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 (http://intranet.bso.ac.uk/Academic_Quality/).

Communication:

To help with the development of this you will:-

Be involved in online and group tutorial discussions. You will be required to effectively communicate your arguments utilising different verbal and writing presentation styles. You will also be required to effectively communicate findings to different audiences.

Information Literacy:

To help with the development of this you will:-

Be required to undertake a critical review of the relevant literature as an integral part of your written assignments.

Be required to provide a group presentation following analysis of educational papers.



THE BRITISH SCHOOL OF OSTEOPATHY

Course Information Form: Postgraduate Certificate in Academic & Clinical Education

Research & Evaluation:
To help with the development of this you will:- Critically evaluate relevant literature and pedagogic research in the field of general education and health care education.
Creativity & Critical Thinking:
To help with the development of this you will:- Develop and deliver teaching sessions, offer and receive peer feedback. Explore and evaluate models of reflective and critically reflective thinking. You will also develop your problem solving skills by critically examining a clinical assessment tool or justifying a clinical supervisory model in a defined case setting.
Team Working:
The development of collaborative partnerships supported by team working is central to effective educational institutions. You are encouraged to participate in a variety of group discussions which will enable you to effectively work as a part of an academic or clinical team and to develop your leadership skills.
Improving Learning & Performance:
This postgraduate certificate will develop your critical reflection, self-analytical and educational skills to a higher level. You are encouraged to identify the standards required by reviewing a wide selection of published material.
Career Management Skills:
This course will support the development of critical self-awareness, the ability to evaluate personal and career development needs and creation of personal development plans.
Different Approaches to Learning (Progress Files):
You are encouraged to keep a reflective diary to record your development and also your thoughts and feelings for the duration of the course.
Professional Standards:
The development of critical self-reflection and critical appraisal skills through exposure to varied approaches to teaching and learning and assessment will enable you to further develop your own standards and to start evaluating those required within the profession.



THE BRITISH SCHOOL OF OSTEOPATHY

Course Information Form: Postgraduate Certificate in Academic & Clinical Education

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 (http://intranet.bso.ac.uk/Academic_Quality/).

Course Leader:	Fiona Hendry D.O, M.A.Med. Ed.
Portfolio:	Postgraduate
Date of Course Approval:	04/07/2016
Date of Periodic Review:	04/07/2016
Version:	1.0

CIF MODIFICATION RECORD

Level of Modification (Administrative, Minor or Major)	Summary of Modification	Modification Approve by	Date of Modification Approval