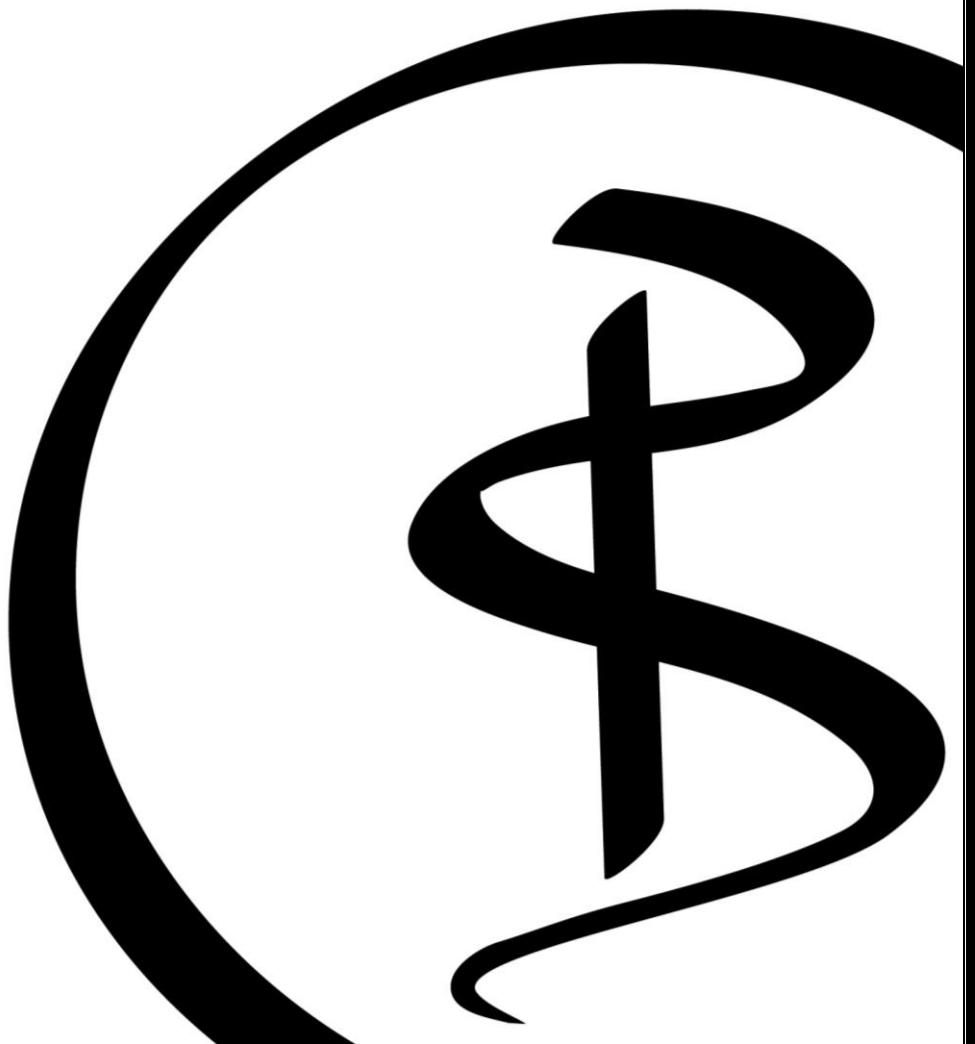




THE BRITISH SCHOOL OF OSTEOPATHY

# Recognition of Prior Learning (RPL) Handbook

Integrated Master of Osteopathy (Full-Time)



## COPYRIGHT

Apart from any fair dealing for the purposes of research, private study, criticism or review, as permitted under the UK Copyright Designs and Patents Act, 1988, this publication may not be reproduced, stored, or transmitted in any form or by any means, without the prior permission in writing of the British School of Osteopathy, or in the case of reprographic reproduction only in accordance with the terms of the licences issued by the Copyright Licensing Agency in the UK, or in accordance with the terms and licences issued by the appropriate Reproduction Rights Organisation outside the UK. Enquiries concerning reproduction outside the terms stated here should be sent to the British School of Osteopathy.

## Recognition of Prior Learning (RPL) Handbook

### M.Ost (Full-Time)

Version number	Dates produced and approved (include committee)	Reason for production/ revision	Author	Location(s)	Proposed next review date and approval required
V2.0	Jan 2015 (Academic Council)	To provide prospective students with information of Recognition of Prior Learning opportunities when applying for the M.Ost (Full-Time) Course.	Simeon London M.Ost (Full-Time) Course Leader	J:0 Quality Team - Core Documentation BSO Website	Dec 2016

### Equality impact

Positive equality impact (i.e. the policy/procedure/guideline significantly reduces inequalities)	
Neutral equality impact (i.e. no significant effect)	<b>X</b>
Negative equality impact (i.e. increasing inequalities)	

### Scope of Policy/Procedure/Guideline

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 (Full-Time) course.

## Introduction

### Definition:

*“RPL: Assessing previous learning that has occurred in any of a range of contexts including school, college and university, and/or through life and work experiences. Once recognised through this process, prior learning can be used to gain credit or exemption for qualifications and/or personal and career development.” QAA 2014<sup>1</sup>*

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.

At the BSO, RPL can only be awarded for certificated learning.

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:

The provision of the recognition and accreditation of prior learning demonstrates the commitment of the School to support widening participation and to provide access to a quality higher education experience. As the diversity of applicants to courses delivered by the BSO has increased, so has the need to enhance existing policies that recognise the value of prior learning, whether experiential, unaccredited or credited. The BSO 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 BSO 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.

The School follows the principles and guidance for conduct as expressed in the QAA UK Quality Code for Higher Education, Part B6: Assessment of Students and the Recognition of Prior Learning (October 2013) and the Guidelines on the Accreditation of Prior Learning (September 2004).

## M.Ost (Full-Time) Course Content

The integrated Master of Osteopathy (Full-Time) (M.Ost (FT)) course is divided into four Phases:

**Orientation (Level 4) Year 1:** where you begin to orientate yourself towards being an osteopath and primary care practitioner, acquiring basic knowledge and skills and starting to appreciate the challenges associated with being an osteopath;

**Development and Integration (Level 5) Year 2:** where that knowledge and those skills are further developed, consolidated and integrated to provide a secure foundation for your developing clinical work;

**Integration and Synthesis (Level 6 & M Level) Year 3:** 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;

---

<sup>1</sup> <http://www.qaa.ac.uk/about-us/glossary>

**Pre-professional (Level M and Level 6) Year 4:** offers an opportunity to take your clinical skills to a much deeper level in order to prepare you for the challenges of working independently.

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:

1. The submission of the RPL application is your responsibility.
2. The BSO makes an administration charge for this process. The charges are as follows:

**RPL 1 unit = £300.00**

**RPL 2 or more units = £500.00**

In order to organise payment of the above charges, please contact the Student Finance and Purchasing Officer) on (T) 020 7089 5318 or (E) [m.rodil@bso.ac.uk](mailto:m.rodil@bso.ac.uk).

Please note that RPL applications will not be assessed until the full fee is paid.

You cannot study level 5, 6 or M, without the requisite number of level 4 credits.

#### Credit Table:

	Orientation Phase (Year 1)	Development & Integration Phase (Year 2)	Integration & Synthesis Phase (Year 3)	Pre-Professional Phase (Year 4)
Area of Study	Credits (level 4)	Credits (level 5)	Credits (level 6/M)	Credits (level 6/M)
Critical Analysis & Enquiry	15	15	15M	30M
Osteopathic Practice			45	60M
Osteopathic Technique	30	30	30	15
Structure Function	30	30	15	
Function Dysfunction	15	15		
Developing Osteopathic Practice	30	30		
Osteopathic Concepts in a Clinical Setting			15	
Learning for Professional Autonomy				15M
Total Undergraduate Level	120	120	105	15
Total M Level			15	105

## Process:

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 (FT) course:

	<b>RPL (OEI &amp; HcP background)</b>
<b>Units available for RPL</b>	<ul style="list-style-type: none"><li>▪ Critical Analysis 1 &amp; 2 (CAE1 &amp; CAE2)</li><li>▪ Developing Osteopathic Practice 1 &amp; 2 (DOP1 &amp; 2)</li><li>▪ Function Dysfunction 1 &amp; 2 (FD1 &amp; FD2)</li><li>▪ Osteopathic Technique 1 (OT1)</li><li>▪ Structure Function1 (SF1)</li></ul>
<b>Assessment Format: Portfolio of evidence</b>	<ul style="list-style-type: none"><li>▪ Curriculum/syllabus from previous degree</li><li>▪ Mapping of course content against M.Ost syllabus (Appendix 2)</li><li>▪ Transcript of results (document needs to be authenticated from awarding University)</li></ul>
<b>Units not available for RPL</b>	<ul style="list-style-type: none"><li>▪ Osteopathic Technique 2 (OT2)</li><li>▪ Structure Function 2 (SF2)</li><li>▪ Level 6 and Level 7(M)</li></ul>

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

	<b>RPL (Science Degree background)</b>
<b>Units available for APCL</b>	<ul style="list-style-type: none"><li>▪ Critical Analysis 1 &amp; 2 (CAE1 &amp; CAE2)</li><li>▪ Function Dysfunction 1 &amp; 2 (FD1 &amp; FD2)</li><li>▪ Structure Function1 (SF1)</li></ul>
<b>Assessment Format: Portfolio of evidence</b>	<ul style="list-style-type: none"><li>▪ Curriculum/syllabus from previous degree</li><li>▪ Mapping of course content against M.Ost syllabus (Appendix 2)</li><li>▪ Transcript of results (document needs to be authenticated from awarding University)</li></ul>
<b>Units not available for APCL</b>	<ul style="list-style-type: none"><li>▪ Developing Osteopathic Practice 1 &amp; 2 (DOP1 &amp; 2)</li><li>▪ Osteopathic Technique 1 &amp; 2 (OT1 &amp; 2)</li><li>▪ Structure Function 2 (SF2)</li><li>▪ Level 6 and Level 7(M)</li></ul>

## 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 BSO 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 BSO who I can contact whilst I am preparing my portfolio?**

A5. Yes. A member of the School'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@bso.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 (FT) degree programme, where appropriate.

In assessing the claim, the M.Ost FT 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 BSO.

**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 Vice Principal (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.

### Stage 1

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



**Interview**

Potential RPL applicants who are offered a place to study at the BSO are informed of the RPL policy and sent the relevant documentation

### Stage 2

**RPL Application submitted**



Application reviewed by RPL coordinator  
RPL checklist completed



Course Leader Reviews application



Application complete



Application incomplete



Application returned to student with guidance



### Stage 3

Application forwarded to relevant unit leader(s) to review



RPL Committee Review Application



Units accredited



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



**End process**



Unit unaccredited



Applicant successfully appeals





**Q14. How do I prove my prior learning?**

A14. As you are seeking credit for prior learning, the BSO 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 BSO requires the syllabus/curriculum of the programme studied mapped against the M.Ost (FT) 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 (FT) units so that the RPL committee can see clearly that you have successfully achieved the level of knowledge required by M.Ost (FT) 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@bso.ac.uk](mailto:admissions@bso.ac.uk), or by post, please send to:

The Admissions Team  
Admissions Department  
The British School 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 BSO.



THE BRITISH SCHOOL OF OSTEOPATHY

## Recognition of Prior Learning RPL - 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)

CAE1	CAE2	FD1	FD2	SF1

OT1	DOP1	DOP2	Only available to applicants who have studied at another Osteopathic Educational Institution.

### Supporting Evidence Contents:

Curriculum/syllabus

Mapping of course content

Transcript of results

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

### Office Use only

Date Received		Outcome:	
Fee Received		Comments:	
Date Reviewed			
RPL Committee Chair			

## Mapping Exercise for the Critical Analysis & Enquiry 1 Unit (CAE1)

	<p style="text-align: center;"><b><u>Learning Outcomes</u></b> On completion of this unit you should be able to:</p>	<p style="text-align: center;"><b><u>Assessment Criteria</u></b> (these have been included to help guide you as to how the learning outcomes are applied at the BSO)</p>	<p style="text-align: center;"><b><u>Evidence of Prior Learning</u></b> Enter the relevant learning outcomes completed against the learning outcome to which it relates (you may include more than one piece of evidence).</p>	<p style="text-align: center;"><b><u>Reference</u></b> Reference the documentation from which your evidence has been taken. (Eg document name, page number)</p>
1	<p>Demonstrate a basic ability to critically appraise peer-reviewed literature in osteopathy and other health care professions.</p>	<p>Evaluate two chosen osteopathic-related or healthcare research papers relating to clinical effectiveness and diagnostic studies. The written synopsis must show evidence of basic appraisal skills of the literature reviewed, including a consideration of the methodology used, analysis of the results, and conclusions made.</p>		
2	<p>Discuss how evidence informs the osteopathic clinical decision-making process and your development as an osteopath.</p>	<p>Reflect on the meaning of the appraised research to you as individual taking into account your own emergent role as a health care practitioner and professional osteopath. This should include the ability to critically consider how evidence informs the osteopathic clinical decision-making process.</p>		
3	<p>Demonstrate an ability to put forward a coherent and well-organised argument in writing.</p>	<p>Write well-constructed work and show evidence of your ability to structure a coherent and well-organised argument. Reference appropriately by using the Harvard system.</p>		

4	<p>With appropriate support, identify your own needs for action and personal development by way of setting realistic targets for development, planning actions to improve weaknesses and build upon identified strengths, using appropriate resources monitoring progress.</p>	<p>Identify 4-6 skills requiring development in the PDP action plan and set realistic target dates for the development of each skill.</p> <p>Identify the additional resources needed to develop the skills listed and set realistic target dates for the development of the skills which have been identified.</p> <p>A measure of success must be identified for each skill listed. Level of competency to be achieved in the skill to be developed should be identified.</p> <p>The action plan must show evidence of achievement (including the date achieved) of the skills identified. Evidence to support the achievement of each skill is required.</p>		
---	--	---	--	--

**Mapping Exercise for the Critical Analysis & Enquiry 2 Unit  
(CAE2)**

	<p><b><u>Learning Outcomes</u></b> On completion of this unit you should be able to:</p>	<p><b><u>Assessment Criteria</u></b> (these have been included to help guide you as to how the learning outcomes are applied at the BSO)</p>	<p><b><u>Evidence of Prior Learning</u></b> Enter the relevant learning outcomes completed against the learning outcome to which it relates (you may include more than one piece of evidence).</p>	<p><b><u>Reference</u></b> Reference the documentation from which your evidence has been taken. (Eg document name, page number)</p>
1	<p>Explain, propose and critique research designs, methodologies and data collection methods pertinent to different research questions.</p>	<p>Critically evaluate research papers in terms of the research question, and the appropriateness of the methods and methodologies used to answer the research question.</p>		
2	<p>Select and demonstrate understanding of appropriate methods of data analysis related to specific research questions and given data.</p>	<p>Show evidence of understanding of descriptive and inferential statistics. This will be carried out by applying the correct statistical procedures to given data.  Show evidence of understanding of qualitative methods of data analysis. This will be carried out by justifying the use of different methodologies to given scenarios and research questions.</p>		
3	<p>Appraise and evaluate osteopathy-related or other healthcare research papers in terms of current trends and research practices.  Reflect on research, ethical issues and critical thinking when critically analysing research papers.</p>	<p>Critically appraise and evaluate two osteopathy-related or other healthcare research papers in terms of (i) the reliability, reproducibility and validity of the study based upon the research methodology used, (ii) ethical considerations of the studies, (iii) analysis of the results, and (iv) the conclusions made.</p>		

**Mapping Exercise for the Function Dysfunction 1 Unit  
(FD1)**

	<b><u>M.Ost Learning Outcomes</u></b> <b>On completion of this unit you should be able to:</b>	<b><u>Assessment Criteria</u></b> <b>(these have been included to help guide you as to how the learning outcomes are applied at the BSO)</b>	<b><u>Evidence of Prior Learning</u></b> <b>Enter the relevant learning outcomes completed against the learning outcome to which it relates (you may include more than one piece of evidence).</b>	<b><u>Reference</u></b> <b>Reference the documentation from which your evidence has been taken. (Eg document name, page number)</b>
1	Demonstrate a broad knowledge and understanding of: the physiological organisation at the molecular, cellular and tissue levels; the physiological principles of homeostasis; the genetic basis of disease and spread of infection, and oncology.	Describe the basic organisation at the molecular, cellular and tissue levels and the principles and functions of homeostasis; the genetic basis of disease, biological and non-biological factors as a basis for disease and oncology.		
2	Demonstrate a broad knowledge and understanding of: immunology and inflammation; dermatology and rheumatology.	With reference to named pathological processes, analyse and evaluate how a patient's clinical signs and symptoms informs clinical decision making.		
3	Demonstrate a broad knowledge and understanding of: physiological principles of excitable tissues and membrane potentials; muscle function and pathology, and general neurological disorders.	Describe the basic structure and function of the nervous system, including membrane potentials, synapses, central, peripheral and autonomic nervous systems, and neuroglia, proprioception, sliding filament theory, and muscle and neurological dysfunction.		
4	Work effectively as a PBL team member	To effectively contribute to the function of your PBL team over the course of the unit.		

## Mapping Exercise for the Function Dysfunction 2 Unit (FD2)

	<u>Learning Outcomes</u> <b>On completion of this unit you should be able to:</b>	<u>Assessment Criteria</u> <b>(these have been included to help guide you as to how the learning outcomes are applied at the BSO)</b>	<u>Evidence of Prior Learning</u> <b>Enter the relevant learning outcomes completed against the learning outcome to which it relates (you may include more than one piece of evidence).</b>	<u>Reference</u> <b>Reference the documentation from which your evidence has been taken. (Eg document name, page number)</b>
1	Demonstrate a broad knowledge and critical understanding of the physiological processes and common pathological presentations relating to the endocrine, haematological and cardiovascular systems.	With reference to a given set of signs and symptoms, evaluate the extent to which a given differential diagnosis is consistent with typical conditions in the endocrine, haematological and cardiovascular systems.		
2	Demonstrate a broad knowledge and critical understanding of the physiological processes and common pathological presentations relating to the pulmonary, gastrointestinal systems, the kidney and the gynaecological and urological systems.	With reference to a given set of signs and symptoms, evaluate the extent to which a given differential diagnosis is consistent with typical conditions in the pulmonary, gastrointestinal, nephrological, gynaecological and urological systems.		
3	Work effectively as a PBL team member, by being critically aware of your contribution to your team.	To effectively contribute to the function of your PBL team over the course of the unit.		

## Mapping Exercise for the Structure Function 1 Unit (SF1)

	<p><b><u>Learning Outcomes</u></b> On completion of this unit you should be able to:</p>	<p><b><u>Assessment Criteria</u></b> (these have been included to help guide you as to how the learning outcomes are applied at the BSO)</p>	<p><b><u>Evidence of Prior Learning</u></b> Enter the relevant learning outcomes completed against the learning outcome to which it relates (you may include more than one piece of evidence).</p>	<p><b><u>Reference</u></b> Reference the documentation from which your evidence has been taken. (Eg document name, page number)</p>
1	<p>Demonstrate an introductory knowledge of human structure and an understanding of the relationship between structure and function.</p>	<p>Describe the basic structure of an organ, including relevant external and internal features, its fascial attachments and neurovascular supply.</p> <p>Describe the attachments, functions and nerve supply of skeletal muscles (excluding muscles of the head and anterior muscles of the neck).</p> <p>Describe the origin, course and distribution of the major nerves and blood vessels identified in the SF1 Study Guides.</p> <p>Describe the origin and distribution of the other nerves of the lumbar, sacral and brachial plexuses.</p> <p>Describe the structure of a given joint, including its articular surfaces, fibrous capsule, synovial membrane, ligaments and neurovascular supply.</p> <p>Describe the movements that occur, including axes and range of movement, limiting factors and muscles producing each movement.</p>		
2	<p>Demonstrate a basic three-dimensional understanding of the human body.</p>	<p>Describe the three-dimensional shape of a given structure and describe its location in relation to nearby structures.</p> <p>Describe the location of a structure in relation to the surface of the body.</p> <p>Recognise and identify a structure from diagrams, including images from unfamiliar aspects.</p>		



3	Recognise, understand and use the language of anatomy, biomechanics and basic clinical terminology.	Understand and use correctly the terminology employed in the question and answer. Define or explain anatomical and clinical terminology listed as key words in the SF1 Study Guides. Use anatomical, positional and movement terminology appropriately and avoid the use of lay-terms.		
4	Demonstrate a basic understanding of osteopathic concepts of the musculoskeletal system.	Discuss how the musculoskeletal system relates to an individual's overall health and how it affects their ability to fulfil their normal role.		
5	Demonstrate knowledge and understanding of the early stages of human development.	Describe in detail: fertilisation, gastrulation, flexion and neuralation; the normal development of the axial system, head, the limbs cardiovascular, gastro-intestinal and genito-urinary systems. Describe in detail the common developmental abnormalities of the axial system, head and limbs, explaining how they occur and the clinical manifestations.		

## Mapping Exercise for the Osteopathic Technique 1 Unit (OT1)

	<u>Learning Outcomes</u> <i>On completion of this unit you should be able to:</i>	<u>Assessment Criteria</u> (these have been included to help guide you as to how the learning outcomes are applied at the BSO)	<u>Evidence of Prior Learning</u> Enter the relevant learning outcomes completed against the learning outcome to which it relates (you may include more than one piece of evidence).	<u>Reference</u> Reference the documentation from which your evidence has been taken. (Eg document name, page number)
1	Perform a given range of simple Lumbar Spine techniques.	Perform a range of simple rhythmic techniques, to the major peripheral joints and spinal areas of the body, as outlined in the Unit Handbook. Perform a range of soft tissue techniques to various muscles, as outlined in the Unit Handbook. Draw on physiological and anatomical knowledge to explain the rationale for and purpose of each technique performed. Identify and palpate given body structures (as outlined in the Unit Handbook). Control positioning of the patient carefully and respectfully including the need to take care of your own posture in handling. Effectively communicate the purpose and process of a technique with the patient.		

	<u>Learning Outcomes</u> <i>On completion of this unit you should be able to:</i>	<u>Assessment Criteria</u> (these have been included to help guide you as to how the learning outcomes are applied at the BSO)	<u>Evidence of Prior Learning</u> Enter the relevant learning outcomes completed against the learning outcome to which it relates (you may include more than one piece of evidence).	<u>Reference</u> Reference the documentation from which your evidence has been taken. (Eg document name, page number)
2	Perform a given range of simple lower extremity techniques.	Perform a range of simple rhythmic techniques, to the major peripheral joints and spinal areas of the body, as outlined in the Unit Handbook. Perform a range of soft tissue techniques to various muscles, as outlined in the Unit Handbook. Draw on physiological and anatomical knowledge to explain the rationale for and purpose of each technique performed. Identify and palpate given body structures (as outlined in the Unit Handbook). Control positioning of the patient carefully and respectfully including the need to take care of your own posture in handling. Effectively communicate the purpose and process of a technique with the patient.		
3	Perform a given range of simple Thoracic Spine techniques	Perform a range of simple rhythmic techniques, to the major peripheral joints and spinal areas of the body, as outlined in the Unit Handbook. Perform a range of soft tissue techniques to various muscles, as outlined in the Unit Handbook. Draw on physiological and anatomical knowledge to explain the rationale for and purpose of each technique performed. Identify and palpate given body structures (as outlined in the Unit Handbook). Control positioning of the patient carefully and respectfully including the need to take care of your own posture in handling. Effectively communicate the purpose and process of a technique with the patient.		

	<u>Learning Outcomes</u> <i>On completion of this unit you should be able to:</i>	<u>Assessment Criteria</u> (these have been included to help guide you as to how the learning outcomes are applied at the BSO)	<u>Evidence of Prior Learning</u> Enter the relevant learning outcomes completed against the learning outcome to which it relates (you may include more than one piece of evidence).	<u>Reference</u> Reference the documentation from which your evidence has been taken. (Eg document name, page number)
4	Perform a given range of simple upper extremity techniques	Perform a range of simple rhythmic techniques, to the major peripheral joints and spinal areas of the body, as outlined in the Unit Handbook. Perform a range of soft tissue techniques to various muscles, as outlined in the Unit Handbook. Draw on physiological and anatomical knowledge to explain the rationale for and purpose of each technique performed. Identify and palpate given body structures (as outlined in the Unit Handbook). Control positioning of the patient carefully and respectfully including the need to take care of your own posture in handling. Effectively communicate the purpose and process of a technique with the patient.		
5	Perform a given range of simple Cervical Spine and sacro-iliac techniques	Perform a range of simple rhythmic techniques, to the major peripheral joints and spinal areas of the body, as outlined in the Unit Handbook. Perform a range of soft tissue techniques to various muscles, as outlined in the Unit Handbook. Draw on physiological and anatomical knowledge to explain the rationale for and purpose of each technique performed. Identify and palpate given body structures (as outlined in the Unit Handbook). Control positioning of the patient carefully and respectfully including the need to take care of your own posture in handling. Effectively communicate the purpose and process of a technique with the patient.		

## Mapping Exercise for the Developing Osteopathic Practice 1 Unit (DOP1)

	<b><u>Learning Outcomes</u></b> On completion of this unit you should be able to:	<b><u>Assessment Criteria</u></b> (these have been included to help guide you as to how the learning outcomes are applied at the BSO)	<b><u>Evidence of Prior Learning</u></b> Enter the relevant learning outcomes completed against the learning outcome to which it relates (you may include more than one piece of evidence).	<b><u>Reference</u></b> Reference the documentation from which your evidence has been taken. (Eg document name, page number)
1	Discuss the skills, attributes and qualities expected of the individual as professional practitioner and registered osteopath, their significance in relation to osteopathic governance and practice and their role in relation to your development as a student osteopath.	Understand the relevance of osteopathic practice standards to the profession, the individual practitioner and the patient Identify personal strengths and areas for development in relation to professional practice		
2	Apply the foundation skills of patient observation and relate the value of these skills to osteopathic patient evaluation.	Reflect on the process of patient observation in the clinical setting, and · Discuss its application and value in relation to particular examples witnessed during your time in the clinic.		
3	Recognise and apply a range of healthcare models and concepts relevant to osteopathy and how these models might be applied within an osteopathic context.	Apply current healthcare models relevant to osteopathic practice within the context of a patient scenario. Identify aspects within the context of a patient scenario that relate to specific concepts of healthcare. Describe specific theories in sociology, human lifespan and applied physiology in the context of a patient scenario		

## Mapping Exercise for the Developing Osteopathic Practice 2 Unit (DOP2)

	<b><u>Learning Outcomes</u></b> On completion of this unit you should be able to:	<b><u>Assessment Criteria</u></b> (these have been included to help guide you as to how the learning outcomes are applied at the BSO)	<b><u>Evidence of Prior Learning</u></b> Enter the relevant learning outcomes completed against the learning outcome to which it relates (you may include more than one piece of evidence).	<b><u>Reference</u></b> Reference the documentation from which your evidence has been taken. (Eg document name, page number)
1	Interpret, record and communicate relevant case history data effectively.	Listen to, and extract, relevant clinical information from a spoken patient case history. Communicate relevant clinical information gathered from the patient in a succinct and structured manner.		
2	Discuss in detail the legal, ethical and moral issues inherent in clinical practice with reasoning and justification. Demonstrate an informed awareness of how these issues are influenced by, and interact with, cultural behaviours, beliefs and osteopathic governance.	Apply your understanding of legal, ethical and moral issues to analyse and critically reflect upon individual case studies.		
3	Evaluate the theories and concepts underpinning osteopathic practice in a logical and reasoned manner.	Submit a poster that effectively demonstrates your ability to communicate key conceptual models and their significance. Communicate your understanding and application of these concepts and how they can inform patient care.		
4	Observe and examine patients through the reasoned and logical application of a range of techniques and procedures that support the process of patient assessment and hypothesis generation.	Perform a broad range of clinical examination techniques used to evaluate patients in osteopathic practice Describe the theoretical basis for these techniques and your understanding of what the results of the tests might mean in clinical practice.		