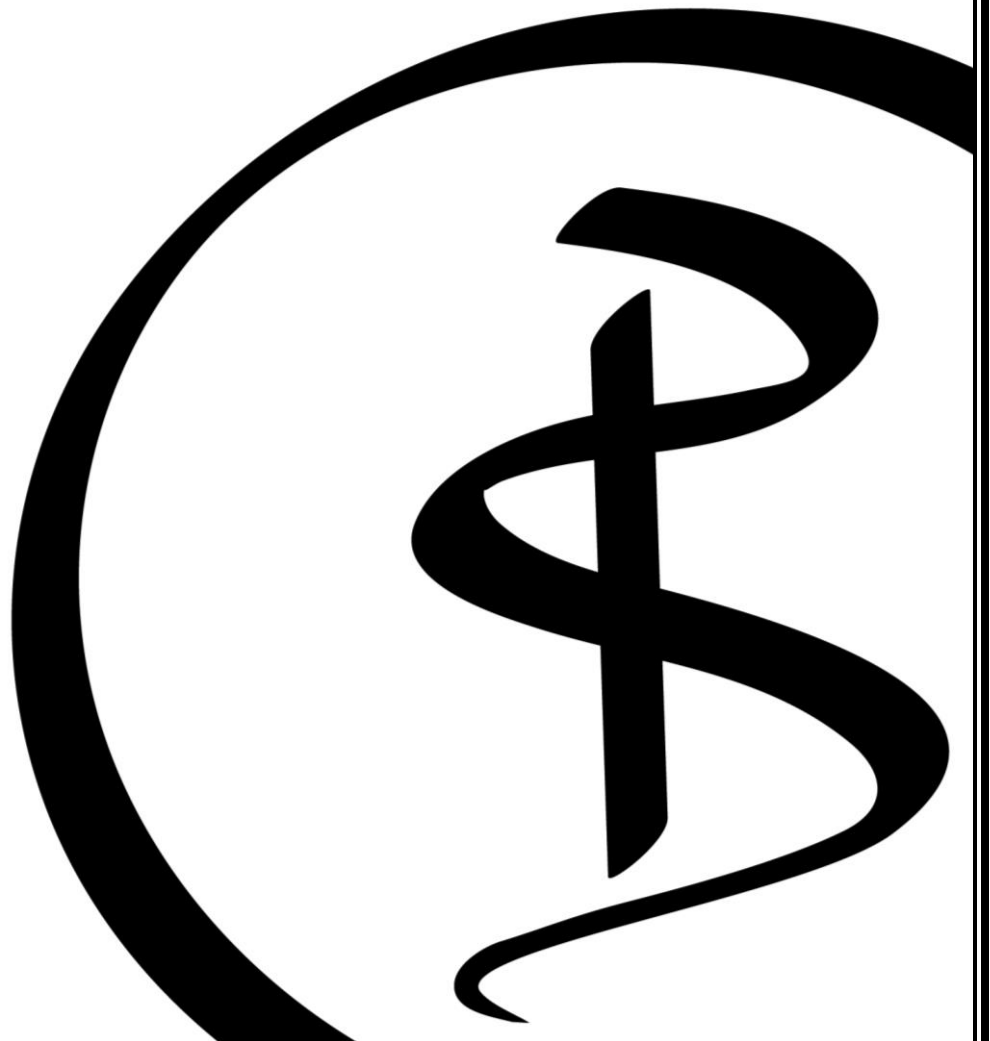




THE BRITISH SCHOOL OF OSTEOPATHY

Recognition of Prior Learning (RPL) Handbook

Integrated Master of Osteopathy (Part-Time)



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Recognition of Prior Learning (RPL) Handbook

M.Ost (Part-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 (Part-Time) course.	Mark Waters M.Ost (PT) 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)	X
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 (Part-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 2014¹

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 (Part-Time) Course Content

The Integrated Master of Osteopathy (Part-Time) course (M.Ost (PT)) is taught and assessed across four levels over five years:

Years 1 and 2 (Levels 4 and 5): 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;

Years 3 and 4 (Levels 5, 6 and M Level): where that knowledge and those skills are further developed, consolidated and integrated to provide a secure foundation for your developing clinical work;

Year 5 (Levels 6 and M Level): offers an opportunity to take your clinical skills to a much deeper level in order to prepare you for the challenges of working independently.

Within each year, four themes divide the course into Developing Criticality in Osteopathy, Knowledge for Osteopathic Practice, Professional Skills for Osteopathic Practice and Professional and Clinical Competence. Units are located within each theme in each year. It is

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

some but not all of these units that you are able to apply to be credited for from your previous study at degree level. The course also has a B.Ost Route in which you have the option of working at Bachelor's Level (Level 6) in years 4 and 5.

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.

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:

	Year 1	Year 2	Year 3	Year 4	Year 5
Area of Study	Credits (level)	Credits (level)	Credits (level)	Credits (level)	
Developing Criticality in Osteopathy	30 (4)	15 (5)	15 (6)	30 (7) M.Ost 30 (6) B.Ost	30 (7) M.Ost 30 (6) B.Ost
Knowledge for Osteopathic Practice	30 (4)	30 (4)	30 (5)	30 (6)	15 (6)
Professional Skills for Osteopathic Practice	15 (4)	30 (5)	15 (5) 15 (6)	15 (6)	
Professional and Clinical Competence	15 (4)	15 (5)	15 (5)	30 (6)	60 (7)
Total credits	90 (4)	30 (4) 60 (5)	60 (5) 30 (6)	75 (6) M.Ost 30 (7) M.Ost 105 (6) B.Ost	90 (7) M.Ost 15 (6) M.Ost 45 (6) B.Ost 60 (7) B.Ost

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 (PT):

	RPL (OEI & HcP background)
Units available for RPL	<ul style="list-style-type: none"> ▪ Developing Criticality in Osteopathy Level 4 & 5 ▪ Knowledge for Osteopathic Practice Level 4 & 5 ▪ Professional Skills for Osteopathic Practice Level 4 & 5 ▪ Professional and Clinical Competence Level 4 & Year 2 Level 5
Assessment Format: Portfolio of evidence	<ul style="list-style-type: none"> ▪ Curriculum/syllabus from previous degree ▪ Mapping of course content against M.Ost syllabus (Appendix 2) ▪ Transcript of results (document needs to be authenticated from awarding University)
Units not available for RPL	<ul style="list-style-type: none"> ▪ Professional and Clinical Competence Year 3 Level 5 ▪ Level 6 and Level 7(M)

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	<ul style="list-style-type: none"> ▪ Developing Criticality in Osteopathy Level 4 & 5 ▪ Knowledge for Osteopathic Practice Level 4 & 5
Assessment Format: Portfolio of evidence	<ul style="list-style-type: none"> ▪ Curriculum/syllabus from previous degree ▪ Mapping of course content against M.Ost syllabus (Appendix 2) ▪ Transcript of results (document needs to be authenticated from awarding University)
Units not available for RPL	<ul style="list-style-type: none"> ▪ Professional Skills for Osteopathic Practice Level 4 & 5 ▪ Professional and Clinical Competence Level 5 ▪ 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 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 outcome 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 (either through certification or evidence of experience) the learning outcomes of the award/level/module(s) for which you are applying for.

Normally the applicant 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 course leader may request the applicant to provide additional information, 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 etc. 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. All candidates will receive feedback from their applications. This will be conducted through the RPL Co-ordinator.

Successful applicants will receive confirmation of their award of credits. Unsuccessful applicants will be sent a letter from the RPL Co-ordinator to confirm that their “evidence does not meet the learning outcomes for the requested units/levels”. Further clarifying feedback can be provided if necessary.

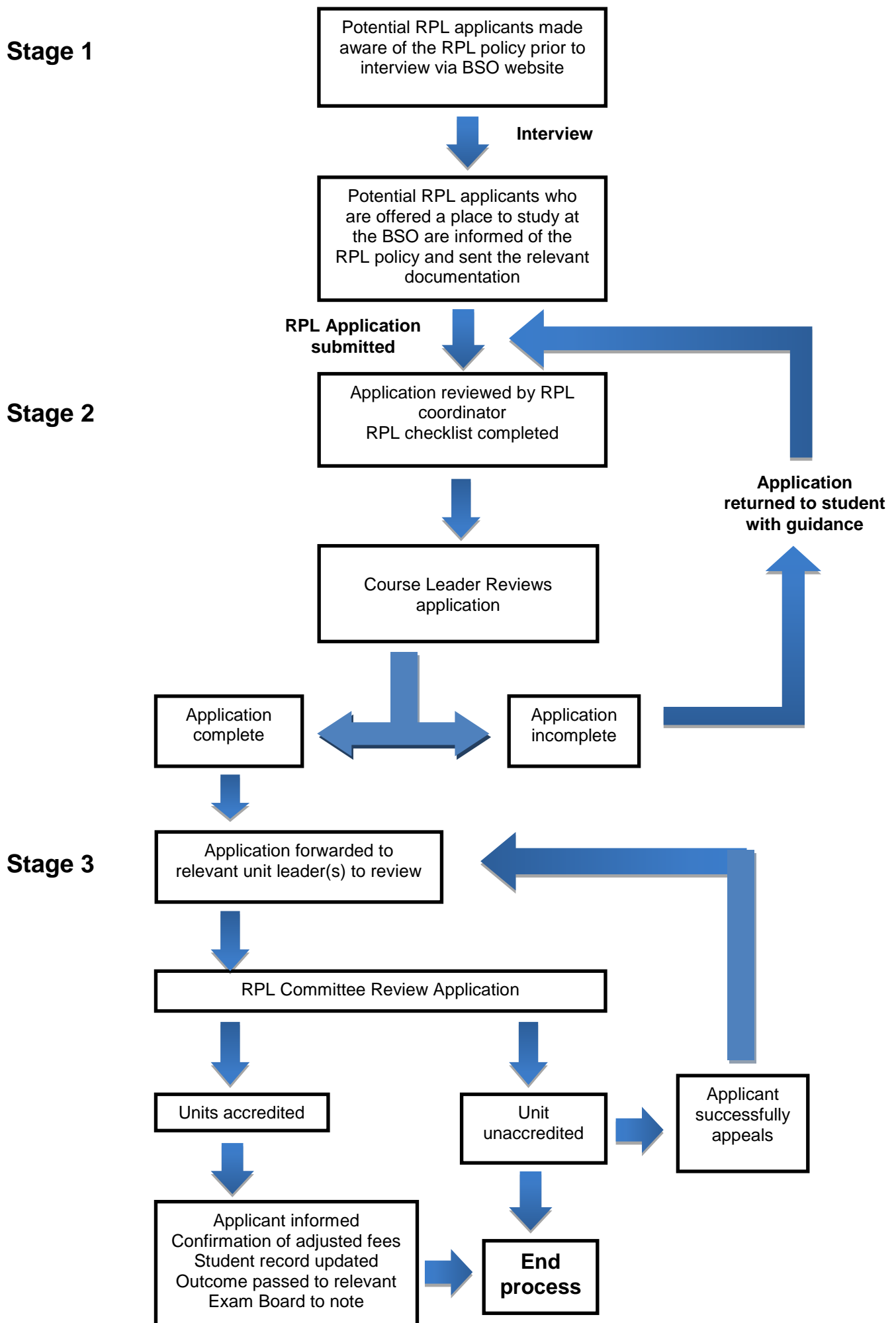
Q12. Is there an appeal process if my application is unsuccessful?

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 ensure that no maladministration has occurred. The RPL Co-ordinator will then respond to the 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 appropriate 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.



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 (if certificated 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 syllabus/curriculum of the programme studied mapped against the M.Ost (PT). To help evidence your claim for RPL, we require you to map the content of your studies against the learning outcomes of the eligible M.Ost (PT) units so the RPL committee can see clearly that you have successfully achieved the level of knowledge required by the 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@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)

Developing criticality in Osteopathy		Knowledge for Osteopathic Practice		Professional Skills for Osteopathic Practice		Professional and Clinical Competence	
Yr1	Yr2	Yr1	Yr2	Yr1	Yr2	Yr1	Yr2

Supporting Evidence/Portfolio Contents:

Curriculum/syllabus

Mapping of course content

Transcript of results

Office Use only

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

Appendix 1: Mapping of course content against M.Ost (Part-Time) Course syllabus

Mapping Exercise for Developing Criticality in Osteopathy Year 1

	<p><u>Learning Outcomes</u> On completion of this unit you should be able to:</p>	<p><u>Assessment Criteria</u> (these have been included to help guide you as to how the learning outcomes are applied at the BSO)</p>	<p><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).</p>	<p><u>Reference</u> Reference the documentation from which your evidence has been taken. (Eg document name, page number)</p>
1	<p>Discuss the concept of professionalism in the context of health care practice and osteopathy, taking into consideration the provision of safe, ethical and effective osteopathic care.</p>	<p>Drawing upon your knowledge of professionalism and the statutory regulatory framework for osteopathy in the UK, critically consider the complex and uncertain nature of clinical practice and the impact this may have on the provision of safe, ethical and effective osteopathic care. You should be able to evaluate the value of evidence based practice and the challenges associated with its implementation in the context of osteopathy and other health care professions.</p> <p>Reflect on concepts of good practice and critical incidents to analyse information provided on individual case studies.</p>		
2	<p>Discuss the professional, ethical, moral, legal and social issues inherent in clinical practice that facilitate and constrain partnerships in practice, particularly, with regard to the way in which these issues are influenced by and interact with cultural behaviours and beliefs.</p>	<p>Apply your understanding of professional, ethical, moral, legal and social issues to analyse and critically reflect on individual case studies.</p> <p>Review in a reflective manner your observations a variety of personal experiences with regard to professional practice and demonstrate how these experiences help you to evaluate your own personal strengths and weaknesses.</p>		

Appendix 1: Mapping of course content against M.Ost (Part-Time) Course syllabus

3	Demonstrate a basic ability to critically appraise osteopathic concepts in the context of clinical decision making.	<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> <p>Reflect on the meaning of the appraised research to you as an individual taking into account your own emergent role as a health care practitioner and professional osteopath.</p>		
4	Demonstrate an ability to put forward a coherent and well organised argument both verbally and in writing.	<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>		

Appendix 1: Mapping of course content against M.Ost (Part-Time) Course syllabus

Mapping Exercise for Developing Criticality in Osteopathy Year 2

	<u>Learning Outcomes</u> On completion of this unit you should be able to:	<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	Explain, propose and critique research designs, methodologies and data collection methods pertinent to different research questions.	Critically evaluate research papers in terms of the research question, and the appropriateness of the methods and methodologies used to answer the research question.		
2	Select and demonstrate understanding of appropriate methods of data analysis related to specific research questions and given data.	Show evidence of understanding of qualitative methods of data analysis, and descriptive and inferential statistics. This will be carried out by justifying the use of different methodologies to given scenarios and research questions.		
3	Appraise and evaluate osteopathic-related or healthcare research papers in terms of current trends and research practises. Reflect on research, ethical issues and critical thinking when critically analysing research papers.	Critically appraise and evaluate two osteopathic-related or 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.		
4	Demonstrate a sound critical understanding of a range of current professional and ethical approaches and theories of healthcare in which to appraise more complex and uncertain clinical situations and critical incidents, and an ability to evaluate critically clinical dilemmas in the context of such principles.	Critically evaluate osteopathic clinical studies in the light of range of professional and ethical theories and approaches that are influential in current healthcare practice. You should draw upon your theoretical knowledge and understanding to analyse the professional and ethical challenges implicit in clinical decision-making and to develop a justified rationale for action.		

Appendix 1: Mapping of course content against M.Ost (Part-Time) Course syllabus

Mapping Exercise for Knowledge for Osteopathic Practice Year 1

Refer to unit content for detail of topics covered below.

	<u>Learning Outcomes</u> On completion of this unit you should be able to:	<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	Demonstrate a broad knowledge and understanding of the human structure of the axial skeleton, upper and lower extremity, using correct anatomical terminology.	In the axial skeleton, upper and lower extremity, describe and identify anatomical structures in terms of their location, detailed three-dimensional structure, including their attachments, nerve supply, blood supply, functions and their relationships to nearby structures.		
2	Demonstrate a broad knowledge and understanding of the embryological development of the axial skeleton, upper and lower extremity.	Analyse and evaluate how human embryological development of the axial skeleton, upper and lower extremity informs human structure.		
3	Demonstrate a broad knowledge and understanding of the relationship between the structure of the axial skeleton, upper and lower extremity and function.	With reference to named examples in the axial skeleton, upper and lower extremity, analyse and evaluate how structure serves normal function and/ or movement.		
4	Demonstrate a broad knowledge and understanding of the physiological organization at the molecular and cellular levels, and the basic physiological principles of homeostasis.	Describe the basic physiological organization at the molecular and cellular levels and the principles and functions of homeostasis.		

Appendix 1: Mapping of course content against M.Ost (Part-Time) Course syllabus

5	Demonstrate a broad knowledge and understanding of the integumentary system; connective tissue and bone; nervous system; muscle; immunology and the GI tract and their role in health and normal function.	Describe the basic physiological organization of the integumentary system; connective tissue and bone; nervous system; muscle; immunology and the GI tract and analyse and evaluate their role in the maintenance of health and normal function.		
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Appendix 1: Mapping of course content against M.Ost (Part-Time) Course syllabus

Topics covered in Knowledge for Osteopathic Practice 1:

Human anatomy

- Human Anatomy and its Embryological Development
- Terminology & biomechanics
- The spine and its embryological development
- The pelvic Girdle
- Embryological development of the limbs
- The hip & thigh
- The knee & leg
- The ankle & foot
- Neurovascular supply to the lower extremity
- Anatomy of the chest wall & breast
- Muscles of respiration & breathing mechanics
- The shoulder girdle & glenohumeral joint
- The arm, elbow & forearm
- The wrist & hand
- Neurovascular supply to the upper extremity

Physiology

- Organisation at the molecular level
- Enzymes
- Homeostasis
- Organisation at the cellular level
- Epithelial tissue & skin structure
- Skin structure & protective functions
- Skin sensory function & temperature control
- Connective Tissues
- Cartilage & bone
- Nerve tissue
- Resting & action potential
- Synapses
- The autonomic nervous system
- Muscle Tissue
- The Sliding Filament Theory
- Proprioception
- Immunology
- Gastrointestinal tract physiology: basic structure
- Gastrointestinal tract physiology: secretions
- Gastrointestinal tract physiology: control of secretion & movement
- Gastrointestinal tract physiology: gall bladder, liver & absorption

Appendix 1: Mapping of course content against M.Ost (Part-Time) Course syllabus

Mapping Exercise for Knowledge for Osteopathic Practice Year 2

	<u>Learning Outcomes</u> On completion of this unit you should be able to:	<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	Demonstrate a broad knowledge and understanding of the human structure of the head, neck, thorax, abdomen and pelvis, using correct anatomical terminology.	In the head, neck, thorax, abdomen and pelvis, describe and identify anatomical structures in terms of their location, detailed three-dimensional structure, including their attachments, nerve supply, blood supply, functions and their relationships to nearby structures		
2	Demonstrate a broad knowledge and understanding of the embryological development of head, neck, thorax, abdomen and pelvis.	Analyse and evaluate how human embryological development of the head, neck, thorax, abdomen and pelvis informs human structure.		
3	Demonstrate a broad knowledge and understanding of the relationship between the structure of the head, neck, thorax, abdomen and pelvis and function.	With reference to named examples in the head, neck, thorax, abdomen and pelvis, analyse and evaluate how structure serves normal function and/ or movement.		
4	Demonstrate a broad knowledge and understanding of the basic physiological principles of the endocrine system, ventilatory system, blood, tissue fluids and cardiac cycle and their role in health and normal function.	Describe the basic physiological principles and functions of the endocrine system; ventilatory system; blood, tissue fluids and cardiac cycle and analyse and evaluate their role in the maintenance of health and normal function.		

Appendix 1: Mapping of course content against M.Ost (Part-Time) Course syllabus

5	Demonstrate a broad knowledge and understanding of the basic physiological principles of the urinary system; reproductive system' central nervous system; exercise physiology and pain and their role in health and normal function.	Describe the basic physiological principles and functions of the endocrine system; ventilatory system; blood, tissue fluids and cardiac cycle; urinary system; reproductive system' central nervous system; exercise physiology and pain and analyse and evaluate their role in the maintenance of health and normal function.		
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Appendix 1: Mapping of course content against M.Ost (Part-Time) Course syllabus

Topics covered in Knowledge for Osteopathic Practice 2:

Human Anatomy

Human Anatomy and its embryological development

The cervical spine

Surface anatomy, fascia and musculoskeletal anatomy of the neck

The lungs, mediastinum, its fascial links and its embryological development

The heart, its embryological development and that of the vascular system

The abdominal wall and its contents and embryological development

The pelvic walls, floor and viscera and embryological development

Cranial Anatomy including:

Osteology of the skull

Structure of the face and scalp, including nerve supply and its embryological development

Meninges; CSF and ventricles; vasculature of the brain.

Physiology

General Endocrine

The Hypothalamic-Pituitary Axis

Control of Blood Sugar

Control of Blood Calcium

Thyroid Glands

Adrenal Glands

Ventilatory Mechanics

Control of Ventilation

Gas Carriage

Exercise physiology

Body Fluids & Tissue Fluid Production

Blood Composition & Blood Groups

Haemostasis

Heart Physiology & The Cardiac Cycle

Control of Blood Pressure

Urinary Physiology: Basic Structure & Physiology

Urinary Physiology: Salt-Water Balance

Urinary Physiology: Acid-Base Balance

Reproductive Physiology: Basic Structure & Histology (Male)

Reproductive Physiology: Basic Structure & Histology (Female) & Control of Female Cycles

Structure, function of the central nervous system and its embryological development

Physiology of pain

Appendix 1: Mapping of course content against M.Ost (Part-Time) Course syllabus

Mapping Exercise for Professional Skills for Osteopathic Practice Year 1

	<p><u>Learning Outcomes</u> On completion of this unit you should be able to:</p>	<p><u>Assessment Criteria</u> (these have been included to help guide you as to how the learning outcomes are applied at the BSO)</p>	<p><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).</p>	<p><u>Reference</u> Reference the documentation from which your evidence has been taken. (Eg document name, page number)</p>
1	<p>Demonstrate a knowledge and understanding of the fundamental role of patient communication and consent in the therapeutic encounter.</p>	<p>Analyse a range of examples of the application of communication skills in osteopathic clinical practice and discuss how they illustrate your understanding of best practice in clinical communication and consent.</p>		
2	<p>Demonstrate knowledge and understanding of the theoretical and procedural basis of simple rhythmic articulation, soft tissue and fascial techniques and perform them to the level of novice by moving and positioning a patient in a variety of set ways, whilst demonstrating care, sensitivity and empathy, using appropriate verbal and non-verbal communication.</p>	<p>Describe using appropriate physiological and anatomical knowledge the rationale, purpose and construction of simple rhythmic articulation, soft tissue and fascial techniques, whilst communicating their purpose and process to the patient in seeking their consent, and then perform them to the level of novice by controlling patient positioning and handling carefully and respectfully, while caring of your own posture, thus ensuring your own and the patient's safety.</p>		

Appendix 1: Mapping of course content against M.Ost (Part-Time) Course syllabus

3	<p>Demonstrate knowledge and understanding of the theoretical and practical basis of palpation, considering its reliability and validity as a means of collecting and evaluating osteopathic clinical information, focusing on data the operator receives from the patient's tissues and the patient's perception of what is being done to them and palpate to the level of novice.</p>	<p>Analyse the strengths, weaknesses and limitations of palpation using current knowledge and palpate and identify the main tissues of body structures and their characteristic feel to the level of novice in a simulated patient.</p>		
4	<p>Demonstrate knowledge and understanding of the theoretical and practical basis of observation and how it underpins osteopathic evaluation and deploy osteopathic observation skills to the level of novice.</p>	<p>Evaluate the role, extent and limitations of patient observation in osteopathic practice using current knowledge and apply osteopathic clinical observation skills to the level of novice in conducting static standing, sitting and side-lying assessments.</p>		

Appendix 1: Mapping of course content against M.Ost (Part-Time) Course syllabus

Mapping Exercise for Professional Skills for Osteopathic Practice Year 2

	<p><u>Learning Outcomes</u> On completion of this unit you should be able to:</p>	<p><u>Assessment Criteria</u> (these have been included to help guide you as to how the learning outcomes are applied at the BSO)</p>	<p><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).</p>	<p><u>Reference</u> Reference the documentation from which your evidence has been taken. (Eg document name, page number)</p>
1	<p>Demonstrate a detailed knowledge and critical understanding of the theoretical and procedural basis of simple rhythmic articulation, soft tissue and fascial techniques and perform them to the level of advanced beginner, using palpation to maximize the effectiveness of the procedure, in order to achieve a given outcome, demonstrating care, sensitivity and empathy for the patient, underpinned by effective verbal and non-verbal communication, whilst caring for self.</p>	<p>Critically evaluate the evidence base underpinning the theories and principles of palpation, rhythmic articulation, soft-tissue and fascial techniques; and using palpatory data to monitor and modify the delivery of forces in therapeutic technique, perform systematic examination and rhythmic articulation (evaluating the range, quality and 'end' feel of movement), dynamic soft-tissue and fascial techniques to the level of advanced beginner to specific areas of the body, in a variety of positions, by utilising your own body mass and posture to effectively generate the forces required for each technique, paying due regard to patient consent, safety and comfort, whilst caring for self.</p>		
2	<p>Seek informed consent and then gather, analyse and synthesise relevant verbal historical clinical information and any non-verbal information from a patient and record it in a case history in a logical and accurate fashion.</p>	<p>Seek informed consent from a simulated patient and take a logical and structured case history in a controlled setting, by collecting verbal and non-verbal information and recording it in a way that demonstrates a logical and deductive approach, and which supports basic hypothesis development, to the level of novice.</p>		

Appendix 1: Mapping of course content against M.Ost (Part-Time) Course syllabus

3	<p>Observe patients to the level of advanced beginner, in a range of static positions, after seeking their informed consent and record and analyse the clinical information gained to discriminate between the relative significance of the data so as to inform a developing osteopathic evaluative hypothesis of the patient, whilst demonstrating effective care and empathy.</p>	<p>Carry out a range of static osteopathic evaluative procedures on a simulated patient, whilst demonstrating care and empathy, to the level of advanced beginner, after seeking their informed consent and collect, evaluate, interpret and discriminate between the data to produce an evaluative hypothesis of the patient.</p>		
4	<p>Demonstrate a detailed knowledge and critical understanding of the theoretical and procedural basis underpinning the general examination of a patient for external features of disease and the conduct of a comprehensive neurological assessment and perform these procedures in order to collect and synthesise relevant clinical information to inform a developing differential diagnosis.</p>	<p>Justify the general examination and/or neurological clinical methods procedures chosen, in a given hypothetical case history presentation and demonstrate their application, in a simulated patient, using clinical equipment where appropriate, to the level of novice and how clinical signs would be recorded and state the typical clinical signs given the particular presentation.</p>		
5	<p>Identify an emergency and take appropriate first aid action within the clinical context.</p>	<p>Perform first aid within the clinical context to the level of competent.</p>		

Appendix 1: Mapping of course content against M.Ost (Part-Time) Course syllabus

Mapping Exercise for Professional and Clinical Competence Year 1

	<u>Learning Outcomes</u> On completion of this unit you should be able to:	<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	Begin to integrate theoretical knowledge into a clinical context.	Draw upon your developing theoretical knowledge and skills (from all unit areas) to evaluate an observed critical incident from contemporary osteopathic practice.		
2	Demonstrate an appreciation of osteopathic concepts and their role in clinical management	Describe osteopathic values and beliefs in the context of a range of healthcare models and reflect on a patient interaction you have encountered and their relevance to you.		
3	Demonstrate a broad understanding the basics of effective team-working and an ability to recognize the factors that affect team performance.	Work effectively with other team members in completing a team based task and recognises the factors that affect team performance.		
4	Demonstrate a broad understanding of the relationship between structure and function.	Identify the principles and concepts underpinning the principle of structure and function and identify the strengths and weaknesses of the model.		

Appendix 1: Mapping of course content against M.Ost (Part-Time) Course syllabus

Mapping Exercise for Professional and Clinical Competence Year 2

	<u>Learning Outcomes</u> On completion of this unit you should be able to:	<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	Demonstrate a detailed knowledge and critical understanding of the role of osteopathic concepts and principles in osteopathic clinical practice.	With regard to selected clinical cases, critically evaluate the extent and role of osteopathic concepts and principles in patient evaluation and management.		
2	Demonstrate a detailed knowledge and critical understanding of the extent to which osteopathic models of healthcare integrate with mainstream healthcare provision.	With reference to a selected clinical case, evaluate the extent to which its osteopathic management is integrated into mainstream healthcare models.		
3	Demonstrate a critical knowledge and understanding of the impact that patients' sociological context has on illness.	With regard to selected clinical cases, critically evaluate the extent to which a patient's sociological context impacts on their osteopathic evaluation and management.		
4	Demonstrate effective team-working when working with colleagues in researching and presenting new theories and concepts.	Interacts effectively within a team, giving and receiving information and ideas, modifying responses where appropriate. Recognises and ameliorates situations likely to lead to conflict. Is aware of personal responsibility within the team.		