



Programme Specification Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	Integrated Master (M.Ost)
1.5 FHEQ Level:	4, 5, 6 & 7
1.6 Programme Title:	Osteopathic Medicine
1.7 Mode and Duration of Study:	Full Time – 4 Years
1.8 School:	Health & Wellbeing
1.9 HECoS Code:	100243
1.10 Collaborative Provision Arrangement:	N/A
1.11 UCAS Code(s):	24M4
1.12 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
1.13 Accrediting Professional Body/PSRB:	The General Osteopathic Council (GOsC)
1.14 QAA Subject Benchmarking Group(s):	Osteopathy (2019)
1.15 Other External Points of Reference:	Osteopathic Practice standards (OPS) Guidance for Osteopathic Pre-registration Education (GOPRE) QAA Master's Degree Characteristic Statement (2020) The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales, and Northern Ireland (FHEQ) QAA Higher Education Credit Framework for England: Advice on Academic Credit Arrangements (2021) UK Professional Standards Framework (UKPSF)
1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	1000 hours of clinical placement that will take place in the university clinic
1.18 Foundation Degree Progression Routes:	N/A
1.19 Arrangements for Distance Learning:	N/A

1.20 Original Date of Production:	May 2022
1.21 Date of Commencement:	September 2023
1.22 Review Date:	By August 2029

2. Programme Outline

The integrated masters (IM) in Osteopathic Medicine (M.Ost) is a four-year full-time programme. During this time detailed study of the structure and function of the human body (in both health and disease), osteopathic principals, theories and techniques are read in detail and applied to underpin knowledge of the human being.

All students will take the standard four-year programme entering at Level 4. All pathways will be the same through Level 4-Level 6. Pathways are then decided at the end of Level 6 and must be approved following a discussion between the student, teaching team and Programme Leaders (PLs). PLs must sign off the discussed pathway once it is agreed that it is a suitable direction for the student. (It is strongly recommended that the students write their research proposal in line with the pathway they wish to take). The default pathway if no pathway is indicated by the student will be Advanced Clinical Reasoning.

At Level 7 there are three standardised modules that all students take plus an elective module that determine the pathway. This will make up the full 120 credits needed. The Integrated Masters project will support the specific pathway taken.

A minimum of 1,000 hours of clinical training is required for successful completion of the General Osteopathic Council (GOsC) standards. This is completed in our newly developed Osteopathic clinic and supported by a 4:1 student to staff ratio for clinical encounters. In order to complete the required hours within the 4-year programme students will be required to attend a three-week clinical placement between June and July in years 2 and 3.

	September-January	January-June	June-July
Level 4 Clinic hours		20 hours observation	
Level 5 Clinic hours	40 hours observation	40 hours observation	150 hours
Level 6 Clinic hours	150 hours	150 hours	150 hours
level 7 Clinic Hours	150 hours	150 hours	

*All hours completed in June and July are part of the following academic years clinical allocation.

All students will see a minimum of 50 new patients as per GOsC requirements. This creates an immersive programme providing student lead clinical provisions for 44 weeks of the year. Upon completion of the programme the individual will be eligible to apply to join the GOsC register. This is a separate independent process managed by the GOsC which is not undertaken by the University but must be undertaken by the individual. This process includes evidence of completion of this degree programme, a health reference, a personal reference, and a disclosure and baring check at a cost to the individual.

The M.Ost programme is designed to develop exceptional Allied Health Professionals (AHP) capable of excelling in a primary health care environment within the NHS or private practice. The

degree is built on our expertise of a multidisciplinary professional model that integrates the principles of evidence-Informed practice with a holistic paradigm of patient-centred health care.

Underpinning the programme are the Health Education England (HEE) four pillars of Advanced Clinical Practice (ACP); clinical practice, leadership & management, education and research. This ensures the development of graduates who can solve complex problems, think rigorously, work independently and function as part of a multidisciplinary team. We focus on integrating aspects of the ACP at Level 7, helping our students understand what HEE require and how these fit with an osteopathic model, giving a strong grounding for those wishing to diversify and pursue a career within the NHS following graduation.

The programme is underpinned by current research, theoretical discourse and professional practice in osteopathy. Importantly, the programme is designed for students to be competent registered Osteopaths while allowing them to explore specific interests to enhance their skill set within Osteopathy. This will not only help them to develop as a skilled practitioner but will also help individuals to develop their Continued Professional Development (CPD) in specific areas, diversifying their offering and positively impacting their career opportunities.

A considerable proportion of the Advanced Clinical Practitioner (ACP) criteria along with the Osteopathic Practice standards (OPS) as set out in the Guidance for Osteopathic Pre-Registration Education (GOPRE) documentation have been met in the writing of this programme. Our first-class health sciences teaching and research facilities with the addition of the onsite osteopathic teaching clinic enables students to develop and apply their knowledge in both theoretical and clinical settings. Their learning is supported with academic staff who hold both academic and professional practice qualifications and who continue to work in the sector as practitioners. Support from other Level 7 programmes also means that the delivery of elective modules and enhancements for our pathways are delivered by experts in their field utilising the existing expertise at Marjon.

2.1 Integrating Sustainability into the Curriculum

Higher Education is recognised as an important ground for the application of sustainability skills. The team use a range of pedagogical approaches to bring these elements into the learning environment. The inclusions of self-directed learning materials and electronic resources in the programme will help to integrate sustainability into the curriculum. For example, clinical case studies and critique of journal articles, with clear learning objectives will be published on the Virtual Learning Environment (VLE) to facilitate independent study. The programme team are responsible for embedding sustainability into the curriculum by considering the future impact of the lives of all students who pass through the programme.

We will promote student wellbeing and develop resilience, in the self and others. We implement this through adherence to the broad term of sustainability which outlines respect for human rights, equality, social and economic justice, intergenerational responsibilities and cultural diversity.

Additionally, there will be an emphasis on encouraging students to ask critical questions of themselves and others, which will enable them to clarify their own values as well as promote a sustainable future. Critical reflection and critical appraisal are integral to professional development and is fostered through reflexive accounts, learning journals, and discussion groups as well as in more traditional seminar sessions.

3. Distinctive Features

Our pre-registration M.Ost programme develops the knowledge and skills of our students beyond that associate with a traditional Osteopathy programme. The course balances academic and practice demands to prepare students for healthcare roles in both the public and private sector and surpasses the standards set out by the GOsC. This is possible due to our exceptional clinical environment where students undertake their clinical hours on site. Multi-disciplinary clinical placements include working with other health care professionals in the chronic pain clinic, cancer prehab clinic, the sports therapy clinic as well as utilising our own commercial osteopathic clinic.

The course encourages lifelong learning and emphasises the importance of Continuing Professional Development by utilising self-directed learning and reflection in a programme designed to support learners. Student's theoretical and work-based learning is reviewed and supported by highly specialised staff and peers alike in an encouraging and critically supportive environment which utilises the context of professional examples, discussions and placement.

Our Programme does not just produce Osteopaths it produces Osteopathic health care professionals that are able to work confidently as part of a multidisciplinary team in structured organisations or as private practitioners. Our practitioners understand professional standards not limited to Osteopathic Standards (OPS) or HEE but incorporating all.

Marjon Osteopathy is unique and progressive, developing and pushing boundaries in health care. Our graduate Osteopaths not only demonstrate competencies required by the GOsC but also many of the competences required by HEE as seen in the ACP along with the ability to demonstrate credit barring Level 7 modules in specific pathways, allowing them far greater employability than can be achieved from other offerings.

The programme team works hard to develop and maintain strong partnerships with other Osteopathic Education Institutions (OEIs) and develop links with other external institutes to help create and maintain additional placement opportunities outside of the university settings. With the programme aligning Level 7 modules closely to the HEE four pillars, our objective is to help bridge the gap in the NHS for musculoskeletal (MSK) clinicians providing leadership in the field. The team also works alongside other university-wide agendas such as employability and student engagement to embed these concepts more widely. This alongside our pathway-based curriculum enables specific development in fields of interest that offer additional employment opportunities.

Upon graduation, GOsC registered osteopaths will have opportunities to practice overseas by registering with the regional statutory regulator or local government subject to a mutual recognition protocol being set up. Further details on registration can be found at the GOsC website.

4. Programme Aims

The aim of the programme is to develop Osteopathic AHP that can work in the primary health care setting. Graduates will have an extensive understanding of the importance of multi & inter-disciplinary teamwork, a multi-professional approach, promotion of health within communities and individuals alongside the contextualised understanding of the relationship between theory and practice.

The programme integrates business skills into its program to ensure qualified practitioners not only fulfil all the essential criteria for becoming a registered Osteopath but also leave with necessary skill to support them in understanding business.

Osteopathic Standards (OPS)

<https://standards.osteopathy.org.uk/>

Guidance for Osteopathic Pre-Registration Education (GOPRE)

<https://www.osteopathy.org.uk/news-and-resources/document-library/training/guidance-for-osteopathic-pre-registration-education/>

Health Education England (HEE)

<https://www.hee.nhs.uk/sites/default/files/documents/multi-professionalframeworkforadvancedclinicalpracticeinengland.pdf>

The programme aims to:

- Develop critical thought, intellectual reasoning, and practical competence for application to diverse settings.
- Integrate students from diverse cultural and social backgrounds into the university and fulfil their potential in intellectual, practical and social domains.
- Supply a stimulating and caring learning environment in which students feel secure and motivated to learn.
- Prepare students for employment or postgraduate study by equipping them with a diverse range of skills.
- Critically evaluate and understand the influence that cultural and environmental factors have on patients.
- Work collaboratively with multidisciplinary members of healthcare provision in the UK.
- Critically evaluate the role and identity of osteopathic care in a variety of specialist areas
- Collect and evaluate the information on biological, psychological, and social functioning of patients, understanding the impact this will have on them and their recovery.
- Communicate effectively and appropriately with patients, carers and members of the general public on matters of health awareness and health promotion.

Specific programme aims:

- To develop comprehensive knowledge and a critical understanding of the concepts, theories and principles underpinning Osteopathy in the context of the individual and the community.
- Utilise pathways to shape an enhanced educational experience where specialisms can be explored.
- To create greater employability for graduate osteopaths by developing an enhanced skill set incorporating the OPS, HEE and specialised pathways.
- Develop research skills.
- Develop Clinical Practice. Design, implement and evaluate safe and effective osteopathy practice.
- Develop the educational and intellectual skills necessary to be able to take full advantage of further study, including progression on to postgraduate study.

- Develop leadership and management qualities in our graduates.

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:

1. A mastery of the concepts and principles, related to Osteopathy, AHP and primary health care in manual medicine, with the ability deliver and evaluate applied evidence informed practice.
2. A comprehensive and systematic understanding of the relevant knowledge base, with the ability to engage in self-directed learning, critically reflecting, developing and leading care and related services.
3. A comprehensive understanding of the biological, psychological, and social functioning of patients, the impact on careers and their families, support health literacy and empower individuals to make decisions about their care to maximise their health and well-being.
4. A critical and systematic understanding of how osteopathy and manual medicine can affect both the health and functional capacity of patients with various disorders.
5. The ability to critically assess and address own learning needs, negotiating a personal development plan that reflects the breadth of ongoing professional development across the PRSB standards to ensure clarity of the moral, ethical and legal issues which underpin professional practice.

Intellectual skills:

By the end of this programme students should be able to demonstrate:

6. The ability to interpret complex clinical information from a substantial range of sources and create appropriate clinical management and treatment plans for various disorders.
7. Critical analyse and evaluation of complex, incomplete, or contradictory theory and research data related to all aspects of musculo-skeletal medicine.
8. Problem solving techniques based on current critical understanding of evidence, find gaps within literature that require further research and understand how this relates to application of practice in a safe and pragmatic way.
9. Autonomic primary health practitionership and self-directed learning through continuing professional development and accountability in line with defined professional standards and expectations outlined by the GOsC and HEE.
10. The ability to facilitate collaborative links between clinical practice and research through proactive engagement.

Transferable / key skills:

By the end of this programme students should be able to demonstrate:

11. A mastery of analytical skills required of AHPs working in primary health care including but not limited to diagnosis, treatment, and management of musculoskeletal complaints with multi-level complexity.
12. The ability to evidence the underpinning subject-specific competencies, knowledge, skills, and behaviours relevant to the role, setting and scope and demonstrate application of the capabilities.
13. Understanding of the importance of patient specific communication, being able to demonstrate effective understanding of empowering and supporting people looking to make positive changes, make decisions and plan care.

14. The ability to systematically organise and communicate advanced information evidencing appropriate proficiency in English language, using criteria developed for specialist audiences in unpredictably complex contexts.
15. Expert decision-making skills with the ability to deal with differentiated and undifferentiated presentations and individual complex situations, synthesising information from multiple sources to make appropriate, evidence-informed judgements and/or diagnoses.

Practical skills:

By the end of this programme students should be able to demonstrate:

16. Well-developed interpersonal communication skills and the ability to adapt communication strategies appropriately.
17. Reflective autonomy surrounding professional practice understanding legal, ethical, and organisational policies and critical and reflective understanding of evidence informed practice with clear ability to participate in multi-disciplinary service and team evaluation.
18. Team leadership, resilience, and determination, managing situations that are unfamiliar, complex, or unpredictable
19. Critical application of clinical expertise to provide consultancy across professional and service boundaries to enhance quality across the sector.

6. Learning and Teaching Methods

To accommodate different learning styles and prior student experiences, a combination of teaching and learning strategies are used throughout the course. These comprise a structured teaching programme within which a variety of teaching methods will be used including:

Method	Description
Blended Learning	Utilising both pre-recorded lectures and live lectures combined with self-directed study and peer learning.
Case Studies	A group of people, or an individual, engaged in study or work, based on a 'real life' situation in a practical field. Case study or scenario-based learning activities.
Clinical Placement	Student lead Osteopathic practice delivering osteopathic assessment, treatment and management to a variety of different patients under the supervision of an experienced clinical supervisor.
Critical Reflection	Students engage in critical reflective practice and activities to highlight areas of academic, personal, and professional strength and weakness.
Directed Study and Reading	Specific reading task set by the lecturer for students.
Independent Study	Activities where an individual learner conducts research, or carries out a learning activity, on their own.
Lectures	Subject introduced and delivered by the teacher in a specific time which transmits information.
Peer Group Study	A learning event in which one learner, or a small group of learners, helps other learners with a particular subject.
Practical Sessions	Student activity, e.g., learning a skill or group work. This can also include laboratory sessions in the biomechanics and physiology laboratories.
Presentations	Typically refers to when a learner, guest speaker, explains or shows some content to a learning audience, like a lecture.
Seminars	These are an opportunity for students to have a non-teacher led session, where they may analyse data in detail and discuss it in groups or may work on a topic with a view to giving a short presentation on a topic, adding detail to a lecture, or reporting back on some data collection tasks, for example.
Tutorials	One-to-one teaching (student to lecturer) usually for counselling purposes based on the student's work.
Virtual Learning Environment	A software system designed to support teaching and learning in an educational setting.
Workshops	A group of people engaged in intensive study or work normally in a creative or practical field.

6.1 Learning Enhancement

The design of the course is to encourage achievement of the intended learning outcomes with an emphasis of meeting Osteopathic Practice Standards (2019) GOPRE and students' fitness to practice alongside HEE criteria. The curricula include the development of:

- Inter-personal and communication skills to adapt communication strategies to suit the specific needs of a patient and to establish and maintain a rapport and ethical relationship with a patient.
- Relevant knowledge and skills to function as a primary healthcare professional enabling them to progress to employment and/or further study and personal development.

- High-quality, safe, ethical, and effective osteopathic practice
- Professionalism in which osteopath students must deliver safe and ethical healthcare.
- Knowledge and understanding, cognitive skills, subject-specific skills, transferrable skills, progression to employment and/or further study and personal development.

These expectations will be introduced to students based on the key documents from the General Osteopathic Council during the Student Induction week in year 1 and revisited at every pre-clinical day.

The fitness to practice guidance will be based on the General Osteopathic Council 'Student practice to Practice' and the Student Regulation Framework of Plymouth Marjon University.

Curriculum development has also been driven by staff research, professional and scholarly activity alongside PRSB developments.

6.2 e-Learning

The master's in osteopathic medicine (M.Ost) programme team recognise the increasing contribution that digital resources make to the learning experiences of students. The team utilises the virtual learning environment to provide access to resources, discussion groups and other learning materials, such as audio files, learning objects, lecture capture, and performance analysis technology. The team utilise digital technology to support student development and to ensure they engage with digital technologies within modules across the four years of the programme. Students will have open access to extensive computer facilities within the University to support their studies.

7. Modes of Assessment

The Plymouth Marjon University Learning & Teaching Strategy. have a commitment to ensure that efficiency and effectiveness of assessments are maximised, and all assessments are fit for purpose, in accordance with the University's Student Regulations Framework.

A variety of assessments will be used throughout the degree programme including coursework, examination, practical examination, oral presentation, and poster presentation. Formative assessments will be included within each module and will be provided in the module handbook.

The Assessment approach chosen to include examination have been developed in order to assure the Standards of the GOsC are maintained at all times and at all levels. Osteopathic practice takes place in a clinical environment relies on the ability of the practitioner to work under pressure and maintain recall of their knowledge base in these conditions, this is an important aspect of clinical competence and vital for patient safety. Examinations are the closest we can get to emulate this situation.

The overall structure of the assessment diet has been designed to suitably assess the students' knowledge base whilst assuring we are able to maintain the integrity of the profession and the recognised qualification.

Throughout the programme there will be progression in the modes of assessments, for example, from Objective Structured Clinical Examination (OSCE) to Objective Structured Integrated Masters in Osteopathic Medicine v1.1

Practical Examinations (OSPE). In OSPE, a more detailed clinical reasoning and non-defined clinical skills will be examined.

When looking at the assessment Calendar for years 1 & 2 (level 4&5) there are multiple practical assessments for in January and May. These will only be one point of assessment in January and May but will be used to assess multiple modules. This is done to create a more integrated approach to examination of students in the clinical setting, which provides a greater opportunity for them to demonstrate knowledge and professional growth.

To successfully achieve the final award of Integrated Master of Osteopathy and subsequently being eligible to register as an Osteopath with the GOSc, all students must successfully complete all elements of each module with a mark of no less than 40% in levels 4,5 and 6; and no less than 50% in level 7 regardless of pathway chosen.

Formative and Summative assessment will be based on a variety of strategies including:

Method	Description
Case Study	An analysis of a real-life example within the field related to Osteopathy
Clinical Academic Blog	This is an online webpage used to enhance the learning and understanding of topics and create peer to peer learning opportunities and personal growth. Blogging should show progressive development of clinical reasoning and understanding
Clinical Competence Assessments	The assessments will be in the form of a 'traditional' osteopathy clinical encounter the assessment will involve the student will carry out a case history, assess the patient, discuss differential diagnoses, formulate a treatment plan and ideally perform some treatment if it is safe to do so.
Clinical Practice Portfolio	Learners observe selected practices related to their area of study and reflect and review them in relation to other models and processes as a means of learning. they are required to provide written records of the observation with short reflections on additional study required.
Critical Review	A written response based on individual research in to a selected topic. A structured written account with analysis and discussion of results
Essay	A written response to a question based on synthesis and analysis. These may be negotiated with an academic tutor.
FCC	Final Clinical Competency Exam's (FCC) will be incorporated into the clinical placement module in year 4
Individual or Group Plan	Written assessment giving details of a business plan relevant to the chosen field of study, including information as to how to action this plan.
Individual or Group Presentation (of a business plan)	Execution of plan from written assessment, students should give a presentation to the class of their idea and the real-world steps they have taken to bring this to fruition. where possible the student should try to get in to business to deliver the concept and bring additional patients in to the teaching clinic
Masters Project	An in-depth independent study of 15000 words (or equivalent), approved by the module leader, following a topic of the students' choice.
Objective Structured Clinical Examination (OSCE)	A form of performance-based examination used to measure the clinical knowledge and skills of the students. During a practical examination, candidates are observed and evaluated in case scenarios. there will be multiple stations each assessing different knowledge from a mixture of modules.
Poster Presentation	An experiential learning activity that stimulates curiosity and interest, encourages exploration and integration of concepts and provides students with a novel way of demonstrating understanding' (Handron, 1994, in Bracher, Cantrell & Wilkie 1998). This form of presentation using visual cues to highlight important findings and key discussion points.

Practical Examination	A form of performance-based examination used to measure the clinical knowledge and skills of the students. During a practical examination, candidates are observed and evaluated this can take different forms such as Objective, structured clinical examination (OSCE) Objective, structured practical exam (OSPE)
Presentation	Presentation of data/information/critical analysis in a visual or verbal format to include brief verbal delivery and defence of questions posed on the topic specific to the information contained in the poster. Assesses knowledge of selected topic and communication skills.
Report	A written response structured in an agreed format, based on individual research of a selected topic. This may include practical research.
Research Proposal	A research proposal will require learners to select a topic through analysis and synthesis of knowledge, literature, and research method. Learners will propose a way to answer a research question.
Script Concordance Tests	Script concordance tests are common in medical education. These written tests are based on clinical scenarios, the clinical reasoning of the students will be tested on making multiple judgments. The clinical reasoning processes can be probed and their concordance with those of a panel of reference experts can be measured.
Written Exam	Usually takes the form of essay questions, but also other forms, such as multiple-choice questions, short answer questions, or any combination, which are taken under examination conditions.

8. Exemptions to University Regulations

- All assessment tasks of each module must be passed to pass the module.
- Students are not allowed to trail failed work, or deferred work, into the next progression year.
- If a student fails a module and is unable to progress then the student must either resit the year or exit at this level with the appropriate exit award.
- Any deferred or resit work must be submitted in a gap year with or without attendance as agreed at the Progression and Award Board (PAB). If it is a placement module or clinical hours, the student will be changed to part-time study mode for the duration of the placement or clinical hours with attendance so that they are registered for insurance purposes and compliance clearance. This is in line with PRSB requirements in order to achieve the Recognised Qualification and pose no risk to the delivery of the ops.
- A student with Extenuating Circumstances will be allowed to re-sit one assessment following the re-sit board and before the Semester C board, for one module only, subject to passing all other elements of assessment across the stage of the programme.
- All assessments involving a practical element will not be anonymously marked.

9. Work-Based Learning/Placement Learning

To comply with the training standards of the professional body (GOsC), 1000 clinical hours must be completed by all Osteopathic students and they must see a minimum of 50 new patients and sufficient continuing patients to demonstrate clear clinical management. Various clinical presentations must be seen to demonstrate various patient demographics and diversity to represent a general clinical practice seen by osteopaths. A complete list of patient demographics is available from the GOsC. Each student will be supervised and assessed by a qualified and registered Osteopath in the clinical setting. The clinical rotation will run through semester A, B & C for Level 6 & 7 and semester C for level 5. The clinical ratio for supervision in the teaching clinic is 4:1. The clinical ratio is a prerequisite of the PRSB. The integrity of the programme depends on delivering the clinical experience throughout the year making this a forty-four-week programme in level 5&6 with levels 4 & 7 following normal semester times for the level studied. These hours will be completed within the modules containing clinical placement (OMED54, OMEH51, OMEH54, OMEM52 and OMEM54).

10. Programme Structure

Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
OMEC51	Anatomy	20	100% Exam	Semester A	Compulsory	Non- Condonable
OMEC52	Physiology	20	50% Exam 50% Practical	Semester A	Compulsory	Non- Condonable
OMEC53	Personal & Professional Development 1	20	50% Coursework 50% Practical	Semester A	Compulsory	Non- Condonable
OMEC54	Osteopathic Skills 1	20	50% Coursework 50% Practical	Semester B	Compulsory	Non- Condonable
OMEC55	Neurology	20	50% Exam 50% Practical	Semester B	Compulsory	Non- Condonable
OMEC56	Clinical Biomechanics and Anatomy	20	100% Practical	Semester B	Compulsory	Non- Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
OMED51	Pathology and Pharmacology	20	50% Exam 50% Course work	Semester A	Compulsory	Non- Condonable
OMED52	General Medical Screening	20	100% Practical	Semester A	Compulsory	Non- Condonable

OMED53	Osteopathic Skills 2	20	40% Exam 60% Practical	Semester A	Compulsory	Non-Condonable
OMED54	Personal and Professional Development 2	20	50% Coursework 50% Practical	Semester B	Compulsory	Non-Condonable
OMED55	Clinical Differential Diagnosis	20	40% Exam 60% Practical	Semester B	Compulsory	Non-Condonable
OMED56	Research Methods and Analysis in Nutrition, Health and Disease	20	50% Coursework 50% Practical	Semester B	Compulsory	Non-Condonable

Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
OMEH51	Clinical Practice 1	20	50% Coursework 50% Practical	Semester A	Compulsory	Non-Condonable
OMEH52	Osteopathic Evaluation and Therapeutics	20	60% Exam 40% practical	Semester A	Compulsory	Non-Condonable
OMEH53	Managing Clinical Uncertainty	20	50% Course work 50% Exam	Semester A	Compulsory	Non-Condonable
OMEH54	Clinical Practice 2	20	50% Coursework 50% Practical	Semester B	Compulsory	Non-Condonable
OMEH55	Osteopathic Skills 3	20	30% Coursework 70% Practical	Semester B	Compulsory	Non-Condonable
OMEH56	Private Practice Business Module	20	70% Coursework 30% Practical	Semester B	Compulsory	Non-Condonable

Level 7

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
OMEM51	Masters Project	30	70% Coursework 30% Practical	Semester X	Compulsory	Non-Condonable
OMEM52	Leadership in Health Care Education	30	100% Practical	Semester A	Compulsory	Non-Condonable
OMEM53	Advanced Clinical Reasoning	30	100% Course work	Semester A	Compulsory	Non-Condonable
OMEM54	Leadership in Clinical Practice	30	100% coursework	Semester B	Compulsory	Non-Condonable

Key: Semester X = A & B

Exit points:

- Students exiting at the end of Level 4 will be awarded the Certificate in Healthcare Studies.
- Students exiting at the end of Level 5 will be awarded the Diploma in Healthcare Studies.
- Students exiting at Level 6 will be awarded the BSc in Healthcare Studies .

The exit qualifications do not provide students with the eligibility to apply for registration with the GOsC.

The table below shows the various 'threads' through the programme. These 'threads' provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The 'threads' act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

Threads Level 4

Module Code	Module Title	Thread
OMECS1	Anatomy	1,2,3,7,8
OMECS2	Physiology	2,3,7,8
OMECS3	Personal & Professional development 1	1,2,3,4,5,7
OMECS4	Osteopathic Skills 1	1,2,3,4,5,7
OMECS5	Neurology	2,3,5,7
OMECS6	Clinical Biomechanics and Anatomy	2,3,7,8

Threads Level 5

Module Code	Module Title	Thread
OMED51	Pathology and Pharmacology	1,2,3,7
OMED52	General Medical Screening	1,2,3,4,5
OMED53	Osteopathic Skills 2	1,2,3,4,5,7
OMED54	Personal and Professional Development 2	1,2,3,5,6
OMED55	Clinical Differential Diagnosis	1,2,3,4
OMED56	Research Methods and Analysis in Nutrition, Health and Disease	1,2,3,7,8

Threads Level 6

Module Code	Module Title	Thread
OMEH51	Clinical Practice 1	1,2,3,4,5,6,7,8
OMEH52	Osteopathic Evaluation and Therapeutics	1,2,3,4,5,
OMEH53	Managing Clinical Uncertainty	2,6,7,8
OMEH54	Clinical Practice 2	1,2,3,4,5,6,7,8
OMEH55	Osteopathic Skills 3	1,2,3,4,5,7
OMEH56	Private Practice Business module	1,4

Threads Level 7

Module Code	Module Title	Thread
OMEM51	Masters Project	2,7,8
OMEM52	Leadership in Health Care Education	1,2,3,4,5,6,7,8
OMEM54	Leadership in Clinical Practice	1,2,3,4,5,6,7,8
OMEM53	Advanced Clinical Reasoning	1,2,3,4,5,6,7,8

1: Communication and patient partnership

2: Knowledge, skills and performance

3: Safety and quality in practice

4: Professionalism / employability

5: Clinical Practice

6: Leadership and Management

7: Education

8: Research

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

The General Osteopathic Council (GOsC)

12. Professional Advisory Group

N/A

13. Academic Progression Opportunities

Students will have the opportunity to pursue post graduate education, for example, Master of Philosophy (M.Phil) or Doctor of Philosophy (Ph.D.). Students will be made aware that post graduate progression is available within the context of lifelong learning and relationships with alumni often result in further study in the future. Graduates may also be eligible for direct entry to First Contact Practitioner (FCP), Advanced Clinical Practitioner (ACP) or Enhancement Clinical Practitioner (ECP) programmes to enhance their career.

14. Employability and Career Progression Opportunities

On completion of the M.Ost programme graduates will be eligible to join the statutory register of the General Osteopathic Council subject to meeting the conditions set by GOsC.

Many registered Osteopaths will work within the private health care sector. This is due to the growing demand for osteopathy following an increasing public desire for modern, patient-centred care. Some graduates will become self employed by running a small business.

There are an increasing variety of opportunities within the NHS for Osteopaths. By integrating the (HEE) four pillars and enhancing the scope of practice with our pathways this will help graduates push forwards into a diverse employment pathway boosting career potential for further progression. Additional career opportunities include education, research and industry.

Employability skills may include:

Analytical thinking and innovation – students can identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.

Active learning and reflective practice – students oversee their own learning through meaningful activities. They think about and apply what they are learning and can reflect to improve future performance.

Creativity, originality, and initiative – students can perceive the world in new ways, to find hidden patterns and to generate innovative solutions. Students develop the ability to assess situations and initiate solutions independently.

Critical thinking and analysis - students can actively conceptualise, analyse, and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion

Complex problem-solving – students can identify complex problems and review related information to develop and evaluate options and implement solutions in real-world settings.

Leadership and social influence - students can motivate others to act towards achieving a common goal.

Emotional intelligence – students can recognise and manage their emotions, and the emotions of others, both individually and in groups.

Reasoning, problem-solving and ideation – students can consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions

Systems analysis and evaluation – students can study a process or situation to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way

Digital Skills:

ICT Proficiency and Productivity – students can use devices (such as laptops, smartphones, and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g., text editing, presentations, spreadsheets, and basic screen recording software)

Digital Collaboration, Participation, Communication – students can communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g., using Google docs, group forums, social media, file sharing applications, Hub).

Finding Digital Information and Data Management – students understand different data storage systems and file types (e.g., using network drives, cloud storage and external storage devices). They can identify and use appropriate digital productivity tools to find information (e.g., using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g., folder and file organisation, use of analytical tools within Spreadsheets and Databases).

Digital Learning and Teaching – students can identify and use digital learning resources, apps, and services (e.g., Canvas). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback.

Digital Problem Solving, Creation & Development—students can identify and use digital tools to solve problems and answer questions (e.g., microsoft Office help, Digital Skills Help, Toolkit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio, and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).

Digital Security, Well-being, and Identity—students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g., security settings on social media, netiquette, keeping personal data secure). They can look after their personal health, safety, relationships, and work-life balance in digital settings and can develop and project a positive digital identity across a range of platforms (e.g., LinkedIn, Twitter).

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

16. Student Feedback Mechanisms

The programme team seeks to develop positive relationships with students through ongoing and continuous dialogue and regular communication.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the Programme Voice Panel. In addition, final year students will be invited to participate in the National Student Survey (NSS).

17. Other Stakeholder Feedback

The M.Ost programme has been developed by a multi-disciplinary team which comprises of senior academic staff from across the School with considerable experience of course development and/or delivery of relevant specialist disciplines. Additional consultancy was taken with GOsC, the Institute of Osteopathy (IO) the Council for Osteopathic Educational Institutes (COEI) and the current student body. The group of registered professionals provided input and directionality on the structure and content of the modules across the programme. The

importance of fulfilling the OPS with use of the GOPRE was the main area of feedback from the GOsC, this was of particular importance due to the release of the new GOPRE in September 2022. Included within the new documentation were overlapping areas with the HEE four pillars. This was seen as a strength to delivery as these at Level 7 fulfil GOsC requirements and also allows our students greater opportunities to progress within the NHS if this were a path they wanted to follow. This information was taken to the current student body who unanimously expressed interest and would have liked the opportunity to be part of their educational offering. The concept of elective modules and selected pathways was viewed as giving the ability to shape their education on the IM. This was seen as a great opportunity and of great value to the students.

Osteopathy degrees have always led to osteopathic careers and therefore the premise of this programme is that the scope of that osteopathic career is widened, opening opportunities in leadership, business, education and specialisation to the students during their education. This supports students' development as an osteopath and also their growth as a person.

Conversations with External Examiners (EEs) highlighted the need to diversify our offering. Feedback regarding the pathways from EEs has been supportive in the understanding that this will help create more rounded and worldly practitioners with a diverse range of skills and interests. Allowing students some control over the direction of their studies reignites their passion for education and will inject new life and directionality of our future practitioners producing more productive and boundary pushing practitioners at the cutting edge of their field.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

