



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 and 7
1.6 Programme Title:	Osteopathic Medicine
1.7 Mode and Duration of Study:	Full Time – four years Part Time – six years
1.8 School:	Sport, Health and 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	General Osteopathic Council (GOsC)
1.14 QAA Subject Benchmarking Group(s):	Osteopathy
1.15 Other External Points of Reference:	N/A
1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	Work based learning is embedded throughout the programme. UMJD01 – Work Based Learning will provide a specific work-based learning module for the programme
1.18 Foundation Degree Progression Routes	N/A
1.19 Arrangements for Distance Learning:	None
1.20 Original Date of Production:	July 2016
1.21 Date of Commencement:	September 2017
1.22 Review Date:	September 2023

2. Programme Outline

Students of osteopathy in the United Kingdom follow a four or five-year degree course, during which they study anatomy, physiology, pathology, pharmacology, nutrition, biomechanics and osteopathic techniques. In addition they undergo a minimum of 1,000 hours of clinical training. Qualification generally takes the form of a bachelor's degree in osteopathy – a BSc (Hons), B.Ost or B.OstMed – or a Master degree in osteopathy (M.Ost).

The integrated undergraduate masters programme is offered as a 4-year full time or 6-year part time pre-registration Integrated Master in Osteopathic Medicine (M. Ost). The Master of

Osteopathic Medicine (M. Ost) is designed to develop a critical evaluation of the theory and practice of osteopathy and to produce primary care health practitioners who are able to solve complex problems and think rigorously and independently. The degree is built on our expertise of a multidisciplinary professional model that integrates the principles of evidence-based practice with a holistic paradigm of patient-centered health care.

The programme is underpinned by current research, theoretical discourse and professional practice in osteopathy. Importantly, the programme is designed for students to be a competent chartered osteopath in meeting the Osteopathic Practice Standards set by General Osteopathic Council. The first class health sciences teaching and research facilities and commercial osteopath clinic on campus will enable 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.

2.1 Integrating Sustainability into the Curriculum

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 to facilitate independent study.

Global Citizenship

Global engagement (Global Citizenship) including embedding international perspective in modular content, promoting international exchange for students studying for osteopathy within EU.

The programme will develop students to:

- Critically evaluate the influence of cultural and environmental factors on patients
- Work collaboratively with the multidisciplinary members of healthcare provision in the UK
- Critically evaluate the role of osteopathic care in a variety of specialist areas
- Collect and evaluate information on the physical and psychosocial status of a patient.
- Communicate effectively and appropriately with patients, carers and members of the general public on matters of health awareness and health promotion

Upon graduation, GOsC registered osteopaths will have opportunities to practice overseas by registering with the regional statutory regulator or local government or authority. Further details on registration can be found at: <http://www.osteointernational.uk/osteopathy-worldwide/>

3. Distinctive Features

The programme is offered as a 4 year full time or 6 year part time pre-registration integrated undergraduate masters programme. The Master of Osteopathic Medicine (M.OsT) is designed to develop a critical evaluation of the theory and practice of osteopathy and to produce primary care health practitioners who are able to solve complex problems and think rigorously and independently. The degree is built on our expertise of a multidisciplinary professional model that integrates the principles of evidence-based practice with a holistic paradigm of patient-centered health care.

One of the distinctive features of our programmes is the offering of the part time route in Master in Osteopathic Medicine. This will offer an opportunity to enable people to make career changes.

Part-time students will be able to undertake the prescribed route by taking two years to complete Level 4 and another two years to complete Level 5. Part-time students will then join the full-time route at Level 6 and 7.

The teaching and assessments will be identical in both full-time and part-time modes.

4. Programme Aims

The proposed Master in Osteopathic Medicine degree at University of St Mark & St John has been designed to enable students to meet the Osteopathic Practice Standards (OPS) as shown below:

1. Trustworthy and confidential communication and patient partnership (OPS Theme 1 - Communication and patient partnership).

The aim is for osteopath students to have well-developed interpersonal communication skills and the ability to adapt communication strategies to suit the specific needs of each patient.

They will be sensitive to the range and forms of communication to enable them to select the most effective form of communication to work in partnership with patients whilst establishing the best care and treatment for them.

2. Competent knowledge, skills and performance (OPS Theme 2 – Knowledge, skills and performance).

The aim is for osteopath students to have a competent level of understanding in osteopathic concepts and principles, sufficient knowledge and critical analytical skills which will enable osteopathy graduates to become primary and autonomous practitioners who specialise in diagnosis, management, treatment and prevention of body structure and the way this can compromise the health and well-being of the individual and to support individuals to maximise their potential, and to contribute effectively to the provision of Osteopathy and the Osteopathic Profession.

They will have opportunities to develop a range of skills and competencies to enable them to support individuals to maximise their potential, and to contribute effectively to the provision of Osteopathy and the Osteopathic Profession.

3. High-quality, safe, ethical and effective healthcare practice (OPS Theme 3 – Safety and quality in practice).

The aim is to develop osteopath students to be able to conduct a high-quality, safe, ethical and effective patient evaluation in diagnosis and management.

Osteopath students will be able to formulate and deliver a justifiable osteopathic treatment plan and to recognise adverse reactions to osteopathic treatment and take appropriate action.

They will have opportunities to foster a critical and reflective understanding of Osteopathy and the application of evidence based practice and educator theory to professional working, ensuring fitness for practice, purpose and award.

4. Professionalism and best patient care (OPS theme 4 – professionalism).

We will emphasise and educate the roles of osteopaths as being part of the wider health community working in partnership with professional colleagues of osteopathy and other healthcare professionals and patients. We aim to develop osteopath graduates to have a good understanding of the importance of multidisciplinary team working and inter-relationship between the context of practice, a multi-professional approach and the promotion of health within communities and individuals.

A strong recognition of professionalism and the duty of candour will be fostered, and we aim to establish and further develop lifelong learning and professional accountability within the governance framework of the General Osteopathic Council.

The osteopathic standards have been mapped against the programme modules and can be found in Appendix A.

The aims of the programme are to develop osteopath undergraduates who have a good understanding of the importance of multidisciplinary team working and inter-relationship between the context of practice, a multi-professional approach and the promotion of health within communities and individuals. We aim to foster a strong recognition of professionalism and the duty of candour.

We also aim to establish and further develop lifelong learning and professional accountability within the governance framework of the General Osteopathic Council.

The programme aims to:

- Develop students' critical thought, intellectual reasoning and practical competence for application to diverse settings.
- Help students from diverse cultural and social backgrounds to fulfil their potential in both intellectual and practical domains.
- Provide 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.

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.
- To enhance employability with the development of a range of skills which ensure that students become proficient in clinical practice.
- Allow students to develop their research and practical skills in applied aspects of health and osteopathy with an appreciation of moral, ethical, education and legal issues.
- Allow students to design, implement and evaluate safe and effective osteopathy practice.
- To develop the intellectual skills necessary to be able to take full advantage of further study, including progression on to a postgraduate study.

5. Programme Learning Outcomes

Knowledge & understanding:

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

1. A competent level of understanding in osteopathic concepts and principles, sufficient knowledge and critical analytical skills.
2. A range of skills and competencies to enable them to support individuals to maximise their potential, and to contribute effectively to the provision of Osteopathy and the Osteopathic Profession.
3. A critical appreciation of how psycho-social contexts shape the relationship between diseases and life change interventions.
4. A critical understanding of how osteopathy can affect both the health and functional

capacity of patients with various disorders.

5. An appreciation and understanding of the moral, ethical and legal issues which underpin professional practice especially in the clinical setting.
6. The ability to apply the concepts, theories and policies associated with Osteopathy through a range of contexts and be able to deliver and evaluate applied practice.

Intellectual skills:

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

7. Critically assess and evaluate evidence and to develop reasoned and informed argument.
8. Describe, analyses and interpret data using a variety of appropriate osteopathy techniques to prescribe for patients with various disorders.
9. Interpret knowledge and information to solve problems in theoretical and practical contexts.
10. Research and critically evaluate theories, principles and concepts in aspects related to the osteopathy with minimal supervision and an increasing independence.
11. Apply existing theories, concepts and techniques to solve new problems.
12. Take responsibility for their learning and continuing professional development.

Transferable / key skills:

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

13. A well-developed interpersonal communication skills and the ability to adapt communication strategies to suit the specific needs of each individual.
14. Critical reflection and evaluation of personal strengths and weaknesses.
15. Critical and reflective understanding of evidence based practice.
16. Effective team work, and team membership, and take responsibility for leadership where appropriate.
17. Selection and management of information using appropriate ICT, reflective of exercise testing and prescription, including the internet, word processing, spreadsheets and statistical software packages etc.
18. Selection and use of appropriate quantitative and qualitative research skills for data collection, presentation, analysis and problem solving.
19. The ability to organise and communicate information, using established criteria evidencing appropriate proficiency in English language, to audiences in familiar contexts both verbally and in writing (level 4).
20. The ability to organise and communicate information, using a range of relevant criteria evidencing appropriate proficiency in English language, to a variety of audiences in unfamiliar contexts of increasing complexity (level 5).
21. The ability to organise and communicate specialist and inter-related information evidencing appropriate proficiency in English language, using selected criteria, to audiences in complex contexts. (level 6).
22. 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 (level 7).

Practical skills:

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

23. Demonstrate a competent level of understanding in osteopathic concepts and principles, sufficient knowledge and critical analytical skills competent level of understanding in osteopathic concepts and principles, sufficient knowledge and critical analytical skills in

diagnosis, management, treatment and prevention of body structure.

24. Conduct a high-quality, safe, ethical and effective patient evaluation in diagnosis and management for different populations.
25. Formulate and deliver a justifiable osteopathic treatment plan and to recognise adverse reactions to osteopathic treatment and take appropriate action.
26. Conduct a high-quality, safe, ethical and effective patient evaluation in diagnosis and management of different disorders.

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
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.
Computer based learning / E-learning	Computer and network enabled transfer of skills and knowledge, using electronic applications and processes to learn.
Crit / Group Critique	The presentation of work in progress to peers and/or staff / professionals in order to gain constructive criticism to enable development.
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.
Electronic material	This includes VLE based exercises and other software
Group discussions	A focus groupwork together to discuss opinions and gauge their responses to specific stimuli.
Group Work	Students work in small groups to achieve a goal or carry out a task. There is usually a feedback session, or a chance to disseminate the results within the larger module group.
Guest speaker	Using specialists from the field to present to students. Typically refers to when a learner, guest speaker, explains or shows some content to a learning audience; similar to a lecture.
Independent learning/directed self-study	Activities where an individual learner conducts research, or carries out a learning activity, on their own.
Lectures/whole group lecturers	Subject introduced and delivered by the teacher in a specific time which transmits information
Observation (methods)	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.
Peer group study	A learning event in which one learner, or a small group of learners, helps other learners with a particular subject
Personal and professional development planning:	Students take part in activities that contribute towards the creation of a personal and professional action plan to achieve stated personal and career related objectives.

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; similar to a lecture.
Seminar groups	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 task, for example.
Student-led presentations	Where used, these may not be assessed. However, where they occur in LEL modules with an exam, students are assured of an exam question on their presentation topic. Thus work on their presentation has an 'end'.
Tutorials	One-to-one teaching (student to lecturer) usually for counselling purposes based on the student's work.
Video viewing and analysis	Students view instructional/educational videos for academic content
Virtual Learning Environment	A software system designed to support teaching and learning in an educational setting.
Work based tasks	Learning events which take place within a working environment enabling learners to develop 'real' skills and practices. There will be a mandatory 1000 hours of clinical practice.
Workshops	A group of people engaged in intensive study or work normally in a creative or practical field.

6.1 Learning Enhancement

The Master in Osteopathic Medicine programme has been developed by a multidisciplinary team which comprises of senior academic staff from across the Faculty with significant experience of course development and/or delivery of relevant specialist disciplines; consultancy from a programme leader of an existing osteopathy course provider and local osteopaths.

The design of the course is to encourage achievement of the intended learning outcomes with an emphasis of meeting Osteopathic Practice Standards (2012) and students' fitness to practice. 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.

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

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

6.2 e-Learning

The Master in Osteopathic Medicine (M.Ost) programme team recognise the increasing contribution that digital resources make to the learning experiences of students. The team utilise 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 University of St Mark & St John's Learning, Teaching and Student Experience 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.

Throughout the programme there will be progression in the modes of assessments, for example, from Objective Structured Clinical Examination (OSCE) to Objective Structured Practical Examinations (OSPE). In OSPE, a more detailed clinical reasoning and non-defined clinical skills will be examined. There will also be a larger proportion of examination when students progress from level 4 to level 7.

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

Method	Description
Assignment	An extended piece of written work, which includes research and/or own reflective practice
Case study	An analysis of a real-life example within the field of Sport, Physical Activity and Health.
Critical Review/literature review	A critique of a selected text (usually a chapter from a book or an article from a journal), activity or organisation. An essay style assignment critically evaluating literature pertinent to a topic.
Developmental Project	An independent study, approved by the module leader, which should indicate clear improvement and development specific to a learning environment.

Essay	A written response to a question based on synthesis and analysis. These may be negotiated with an academic tutor.
Evaluation/Evaluative Report	An evaluative or critically reflective piece of writing that identifies key issues, challenges, and 'learning' that is relevant to the student's experiences. This may be as the result of a placement, event, work experience etc.
Examination	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.
Master Project	An in-depth independent study of 15000 words (or equivalent), approved by the module leader, following a topic of the students' choice.
Learning agreement	A contract style agreement evidencing an action plan for improving specific aspects of learning in an HE environment.
Online Assessment	Undertaking a task or series of tasks using a computer which may be time-constrained and may employ adaptive technologies.
Oral Presentation	A talk illustrated/supported by a variety of audio-visual aids, which demonstrates knowledge and understanding of a selected topic. This can be individual or group.
Objective Structured Practical Examinations (OSPE)	A form of performance-based examination used to measure the clinical knowledge and skills of the students. During an OSPE, candidates are observed and evaluated in case scenarios.
Objective Structured Clinical Examination (OSCE)	A form of performance-based examination used to measure the clinical knowledge and skills of the students. During an OSCE, candidates are observed and evaluated as they go through a series of test stations.
Peer evaluation	A form of assessment in which assessments by the students are made of each other and which contribute towards the module grade.
Portfolio / E-Portfolio / Resource File/Reflective Portfolio	A collection of assessments covering the learning outcomes of a module, which usually takes several different forms such as essays, reports, presentations and task sheets, digital media. A compilation of weekly tasks, brief laboratory reports, coaching plans and evaluations as evidence of students' achievement.
Poster Presentation	Presentation of data/information/critical analysis in a visual 'poster' 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.
Practical Assessment	Practical performance measured against set criteria using recognised guidelines or national awards.
Reflective journal	An evaluative or critically reflective piece of writing that identifies key issues, challenges, and 'learning' that is the relevant to the students' experiences. This may be as a result of a placement, event, work experience, etc.

Report / Laboratory Report	A written response structured in an agreed format, based on individual research of a selected topic. This may include practical research. A structured written account of a laboratory practical with analysis and discussion of results.
Research proposal	A brief written plan which indicates clearly and succinctly how the student wishes to proceed in a piece of research.
Clinical practice and competence assessments	<p>The assessments will be in the form of a 'traditional' osteopathy Final Clinical Competence assessment but will involve one patient at a time, 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.</p> <p>Final Clinical Competency Exam's (FCCE) will be incorporated into the clinical placement modules in year 3 (OMEH03, Clinical competence assessments x 1) and year 4 (OMEM03, Clinical competence assessments x 2). Students must pass the Clinical Competency Exam in each of these non-condonable modules before they can progress and graduate.</p>
Script concordance tests	<p>Script concordance tests are common in osteopathy and 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.</p> <p>The details of assessments in each module could be found in the module descriptors.</p>

8. Exemptions to University Regulations

Trailing of modules is not permitted at Level 5 and Level 6. Any student that fails their second re-sit attempt will be required to either re-take the whole academic year or exit the programme.

9. Work-Based Learning/Placement Learning

To comply with the training standards of the General Osteopathic Council, 1,000 clinical hours must be completed by students during level 6 and 7 study.

The clinical experience for the osteopath students

Please see the following estimated clinical contact. Each profile concentrates on a typical month with expected totals given for week/month and academic year.

The number of new consultations the student would be expected to have as the practitioner.

Clinical contact with patients as a practitioner	Year 1 / Level 4	Year 2 / Level 5	Year 3 / Level 6	Year 4 / Level 7
For a typical month	0	0-1	3	4
For an academic year	0	5	30	40

The number of new consultations where the student would be expected to observe only and not act as the practitioner.

Number of new consultations where students to observe	Year 1 / Level 4	Year 2 / Level 5	Year 3 / Level 6	Year 4 / Level 7
For a typical month	0	1	3	4
For an academic year	0	10	30	40

The number of different patients the student would be expected to treat as the practitioner for returning visits.

Number of different patients the student would be expected to treat as the practitioner for returning visits	Year 1 / Level 4	Year 2 / Level 5	Year 3 / Level 6	Year 4 / Level 7
For a typical month	0	2	10	12
For an academic year	0	20	100	120

The number of different returning patients the student would be expected to observe.

Number of different returning patients the student would be expected to observe	Year 1 / Level 4	Year 2 / Level 5	Year 3 / Level 6	Year 4 / Level 7
For a typical month	2	4	10	12
For an academic year	20	80	100	120

The total number of patient treatments expected to be given by the student as the practitioner.

Total number of patient treatments expected to be given by the student as the practitioner	Year 1 / Level 4	Year 2 / Level 5	Year 3 / Level 6	Year 4 / Level 7
For a typical month	0	12	24	48
For an academic year	0	120	240	480

The total number of returning patient treatments the student would be expected to observe.

Total number of returning patient treatments the student would be expected to observe.	Year 1 / Level 4	Year 2 / Level 5	Year 3 / Level 6	Year 4 / Level 7
For a typical month	4	12	24	48
For an academic year	40	120	240	480

A profile of what the student experience is intended to be for a representative individual student for each year group that has observation and limited clinical contact only with patients, i.e. student does not yet see patients as a practitioner. This should include the following:

The number of new consultations the student would be expected to observe or have limited contact with (please define what the limited contact entails if this is applicable).

The number of new consultations the student would be expected to observe or have limited contact with.*	Year 1 / Level 4	Year 2 / Level 5	Year 3 / Level 6	Year 4 / Level 7
For a typical month	1	2	4	8
For an academic year	10	20	40	80

* Limited contact is defined as being in charge of a single assessment only, e.g. measuring range of motion for a certain joint.

The number of different returning patients the student would be expected to observe.

The number of different returning patients the student would be expected to observe.	Year 1 / Level 4	Year 2 / Level 5	Year 3 / Level 6	Year 4 / Level 7
For a typical month	2	8	16	24
For an academic year	20	80	160	240

The total number of returning patient treatments the student would be expected to observe.

The total number of returning patient treatments the student would be expected to observe.	Year 1 / Level 4	Year 2 / Level 5	Year 3 / Level 6	Year 4 / Level 7
For a typical month	2	8	16	24
For an academic year	20	80	160	240

10. Programme Structure

Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
OME090	Engaging with Learning: Osteopathic Medicine	20	100% Coursework	Semester X	Compulsory	*Non-Condonable
OME004	Human Physiology & Functional Anatomy	20	50% Practical 50% Exam	Semester A	Compulsory	*Non-Condonable
OME001	Osteopathic skills I	20	30% Coursework 70% Practical	Semester B	Compulsory	*Non-Condonable
NUTC01	Biochemistry & Biophysics	20	50% Coursework 50% Exam	Semester A	Compulsory	*Non-Condonable
OME002	Personal and Professional development I	20	75% Coursework 25% Practical	Semester X	Compulsory	*Non-Condonable

OMEC03	Musculoskeletal Anatomy and Biomechanics	20	50% Coursework 50% Exam	Semester B	Compulsory	*Non-Condonable
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Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SHSD01	Research methods and analysis in sport and health sciences	20	100% Coursework	Semester X	Compulsory	*Non-Condonable
OMED04	Pathophysiology of non-communicable diseases	20	50% Coursework 50% Exam	Semester A	Compulsory	*Non-Condonable
OMED01	Clinical differential Diagnosis	20	50% Practical 50% Exam	Semester B	Compulsory	*Non-Condonable
OMED05	Nutrition, Health and Disease	20	50% Coursework 50% Exam	Semester B	Compulsory	*Non-Condonable
OMED02	Personal and Professional Development II	20	60% Coursework 40% Practical	Semester X	Compulsory	*Non-Condonable
OMED03	Osteopathic skills II	20	70% Practical 30% Exam	Semester A	Compulsory	*Non-Condonable

Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
OMEH05	Pharmacology and Toxicology	20	20% Coursework 50% Exam 30% Practical	Semester A	Compulsory	*Non-Condonable
OMEH01	Osteopathic skills III	20	30% Coursework 70% Practical	Semester A	Compulsory	*Non-Condonable
OMEH02	Osteopathic Evaluation and Therapeutics	20	60% Exam 40% Practical	Semester B	Compulsory	*Non-Condonable
OMEH04	Entrepreneurship & Small Business Management	20	70% Exam 30% Practical	Semester B	Compulsory	*Non-Condonable
OMEH03	Clinical Practice 1	40	25% Coursework 75% Practical	Semester X	Compulsory	*Non-Condonable

Level 7

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
OMEM01	Managing Clinical Uncertainty	20	50% Coursework 50% Exam	Semester A	Compulsory	Non- Condonable
OMEM02	Clinical practice II	40	25% Coursework 75% Practical	Semester X	Compulsory	Non- Condonable
OMEM03	Master project	60	70% Coursework 30% Practical	Semester X	Compulsory	Non- Condonable

Key: Semester X = A & B

Part Time

Level 4 – Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
OMECE90	Engaging with Learning: Osteopathic Medicine	20	100% Coursework	Semester X	Compulsory	*Non- Condonable
OMECE04	Human Physiology & Functional Anatomy	20	50% Practical 50% Exam	Semester A	Compulsory	*Non- Condonable
OMECE01	Osteopathic skills I	20	30% Coursework 70% Practical	Semester B	Compulsory	*Non- Condonable

Level 4 – Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
NUTC01	Biochemistry & Biophysics	20	50% Coursework 50% Exam	Semester A	Compulsory	*Non- Condonable
OMECE02	Personal and Professional development I	20	75% Coursework 25% Practical	Semester X	Compulsory	*Non- Condonable
OMECE03	Musculoskeletal Anatomy and Biomechanics	20	50% Coursework 50% Exam	Semester B	Compulsory	*Non- Condonable

Level 5 – Year 3

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SHSD01	Research methods and analysis in sport and health sciences	20	100% Coursework	Semester X	Compulsory	*Non-Condonable
OMED04	Pathophysiology of non-communicable diseases	20	50% Coursework 50% Exam	Semester A	Compulsory	*Non-Condonable
OMED01	Clinical differential Diagnosis	20	50% Practical 50% Exam	Semester B	Compulsory	*Non-Condonable

Level 5 – Year 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
OMED05	Nutrition, Health and Disease	20	50% Coursework 50% Exam	Semester B	Compulsory	*Non-Condonable
OMED02	Personal and Professional Development II	20	60% Coursework 40% Practical	Semester X	Compulsory	*Non-Condonable
OMED03	Osteopathic skills II	20	70% Practical 30% Exam	Semester A	Compulsory	*Non-Condonable

Level 6 – Year 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
OMEH05	Pharmacology and Toxicology	20	20% Coursework 50% Exam 30% Practical	Semester A	Compulsory	*Non-Condonable
OMEH01	Osteopathic skills III	20	30% Coursework 70% Practical	Semester A	Compulsory	*Non-Condonable
OMEH02	Osteopathic Evaluation and Therapeutics	20	60% Exam 40% Practical	Semester B	Compulsory	*Non-Condonable
OMEH04	Entrepreneurship & Small Business Management	20	70% Exam 30% Practical	Semester B	Compulsory	*Non-Condonable
OMEH03	Clinical Practice 1	40	25% Coursework 75% Practical	Semester X	Compulsory	*Non-Condonable

Level 7 – Year 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
OMEM01	Managing Clinical Uncertainty	20	50% Coursework 50% Exam	Semester A	Compulsory	Non-Condonable
OMEM02	Clinical practice II	40	25% Coursework 75% Practical	Semester X	Compulsory	Non-Condonable
OMEM03	Master project	60	70% Coursework 30% Practical	Semester X	Compulsory	Non-Condonable

Key: Semester X = A & B

- A definitive module descriptor is required for each module

Delivery Pattern

Structure and Points of Progression

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.

* Due to the professional regulations of the General Osteopathic Council (GOsC), only 1 module can be condonable at level 4, 5 and 6. None of the modules can be condonable at level 7. This is in-line with osteopathy degree provision in other institutes of higher education.

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

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 results in further study in the future.

14. Employability and Career Progression Opportunities

On completion of the Master in Osteopathic Medicine (M. Ost) at the University of St Mark & St John, students will be able to join the statutory register of the General Osteopathic Council. This is dependent on graduation and a DBS check.

The majority of 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-centered care. Some graduates will be expected to become self employed by running a small business or working in a clinic that is owned by someone else.

According to the statistics of other osteopathy programmes (British College of Osteopathic Medicine), employability has been excellent with at least 80% of graduates gaining employment within 6 months of graduation.

There will also be opportunities for further PhD study in specific sub-disciplines of rehabilitation and osteopathy.

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 University 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
- Disability and Inclusion Advice Service
- Student Funding Advice
- Student Counselling and Well-being
- Out of Hours

Student support and guidance is further promoted by the following:

- A 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 gathering, quiet reflection and prayer.
- On-campus Nursery provision.

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with students to ensure there is an ongoing and continuous dialogue on a monthly basis to allow for regular communication and feedback. The team aim to develop a trusting culture where students see that their feedback directly influences the programme to continue to drive improvement and refine the student experience.

Formal feedback aims to be transparent where two way reporting is apparent to students.

Feedback mechanisms include:-

- Module Evaluations from students and Module Reports are available to students.
- Staff Student Liaison Committees made up of elected student representatives. Minutes and Action Points are available via the virtual learning environment and Actions from previous meetings are formally followed up at subsequent meetings.
- Programme Reports and the External Examiners report and response, are made available to students and are discussed formally at Staff Student Liaison Committees (SSLCs).

- Student feedback on specific issues, for example through module evaluations or via discussions at the Staff Student Liaison Committee, are evident via minor modification processes that require student feedback as part of the quality assurance mechanisms.
- The development of the new curriculum was discussed at the SSLC in order to seek the views of students.
- Students are made aware of the summative nature of the National Student Survey and issues identified by students are disseminated via Programme Reports and discussed via the SSLC so students are aware of their feedback influencing the continuous improvement of the programme.

17. Other Stakeholder Feedback

N/A

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.

