

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:	BSc (Hons)
1.5 FHEQ Level:	6
1.6 Programme Title:	Osteopathic Theory
1.7 Mode and Duration of Study:	Full Time – 1 Year
1.8 School:	Health & Wellbeing
1.9 HECoS Code:	100243
1.10 Collaborative Provision Arrangement:	N/A
1.11 UCAS Code(s):	N/A
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:	N/A
1.14 QAA Subject Benchmarking Group(s):	N/A
1.15 Other External Points of Reference:	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) Professional Standards Framework (UKPSF)
1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	N/A
1.18 Foundation Degree Progression Routes:	N/A
1.19 Arrangements for Distance Learning:	Fully connected delivery with 2 contact weeks
1.20 Original Date of Production:	April 2023
1.21 Date of Commencement:	September 2023
1.22 Review Date:	By August 2029

2. Programme Outline

The BSc (Hons) Osteopathic theory is designed to enhance the understanding of practitioners who have previously studied in the manual therapy field giving them a greater understanding of how the human body functions.

Critical evaluation of the theory of Osteopathy and underpinning Health care systems will help to upskill practitioners to a point where they are able to think and work independently or as part of a multidisciplinary team. 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. Detailed study of structure and function in health and disease associated osteopathic principals, theories and techniques are read in detail on this programme.

The BSc (Hons) Osteopathic Theory is unique and progressive, developing and pushing boundaries in health care. Allowing students to explore the osteopathic health care system while enhancing their current skill set.

This degree does not grant access to the General Osteopathic Council (GOsC) register but can be used to gain a greater understanding of how the body works and help students develop greater analytical skills as a practitioner while opening additional career pathways allowing diversification and positively impacting their career opportunities.

Following completion of the programme if GOsC registration is sought this BSc can be used to RPL directly on to the Integrated Masters in Osteopathic Medicine here at Plymouth Marjon University

2.1 Integrating Sustainability into the Curriculum

The programme is built almost entirely on self-directed learning utilising live stream lectures that are recorded and utilised as students require. This, in conjunction with additional weekly online group meetings, 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.

Higher Education is recognised as an important ground for application of sustainability skills. The team use a range of pedagogical approaches to bring these elements into the learning environment. This programme will allow greater access for students given its flexible delivery method and could allow students to gain valuable qualifications that would be unobtainable via the standard delivery methods.

3. Distinctive Features

The BSc (Hons) Osteopathic Theory is designed to help develop a critical evaluation of the theory and practice of Osteopathy. Our programme develops the knowledge and skills of our students' understanding of health care science in line with traditional Osteopathy. This programme is developed to up skill those already in clinical practice but wanting to understand more about the Osteopathic theories and principals.

The course encourages lifelong learning and emphasises the importance of Continuing Professional Development (CPD) 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.

4. Programme Aims

- Develop critical thought, intellectual reasoning, and practical competence for application to diverse settings.
- Up-skill students from diverse cultural and social backgrounds into Higher education to 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.
- Critically evaluate osteopathic care and theories.
- Communicate effectively and appropriately with patients, carers and members of the public on matters of health awareness and health promotion.

5. Programme Learning Outcomes

Knowledge & understanding:

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

1. An understanding of the concepts and principles related to Osteopathy, and primary health care in manual medicine.
2. A comprehensive and systematic understanding of the relevant knowledge base, with the ability to engage in self-directed learning.
3. A comprehensive understanding of how to 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.

Intellectual skills:

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

5. The ability to interpret complex information from a range of sources and create appropriate clinical management for various disorders.
6. The ability to critically analyse and evaluate research data related to musculo-skeletal medicine.

7. The ability to use and develop problem solving techniques based on current critical understanding of evidence.
8. Self-directed learning through continuing professional development and accountability

Practical skills:

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

9. Well-developed interpersonal communication skills and the ability to adapt communication strategies appropriately.
10. An understanding of the legal, ethical and organisational policies surrounding professional practice.
11. Critical and reflective understanding of evidence informed practice.
12. The ability to apply clinical expertise to provide professional consultancy.

Transferable / key skills:

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

13. Understanding of Osteopathic theory not limited to diagnosis, treatment, and management of musculoskeletal complaints.
14. Evidence of the underpinning subject-specific competencies, knowledge, skills, and behaviours.
15. Understanding of the importance of patient specific communication, being able to support people looking to make positive changes.
16. 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.

6. Learning and Teaching Methods

This programme has been developed to be delivered primarily through online learning in a connected series of live and pre-recorded lectures. All academic material will be streamed live and recorded allowing students the option to join on Teams in real time and/or to watch the lecture at a time convenient for them. Each lecture will have a weekly 1-hour seminar for students to attend via Teams to ask questions based on the last lecture in the series. It is important to understand that this seminar is not designed to replace the lecture and any students asking questions that suggest they have not watched the material and read around the subject will be directed to do so. There will also be block weeks in which the practical element of the class's will be taught.

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	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.
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/Learning	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	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.
Practical Sessions	Student activity, e.g., learning a skill or group work.
Presentations	The presentation of work in progress to peers and/or staff / professionals to gain constructive criticism to enable development.
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	Computer and network enabled transfer of skills and knowledge, using electronic applications and processes to learn.
Workshops	Group of people engaged in intensive study or work, normally in a creative or practical field.

6.1 Learning Enhancement

The central teaching and learning methods are identified on individual module descriptors. Where applicable module delivery is enhanced via the application of any of the teaching methods identified in Section 6.0.

6.2 e-Learning

The BSc (Hons) Osteopathic theory programme team recognises 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 during the one-year programme.

7. Modes of Assessment

Plymouth Marjon University has 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 and clinical portfolio.

The overall structure of the assessment diet has been designed to suitably assess the students' knowledge base.

Method	Description
Individual or Group Business Plan	Written response structured in an agreed format, based on individual research of a selected topic. This may include practical research.
Project	An in-depth independent study approved by the module leader, following a topic of the students' choice.
Script Concordance Tests (online)	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 Examination (online)	Open book. Usually takes the form of essay questions, but also other forms, such as multiple-choice questions, short answer questions, or any combination of these.

8. Exemptions to University Regulations

N/A

9. Work-Based Learning/Placement Learning

N/A

10. Programme Structure

Module Code	Module Title	Credits	Assessment	Semester	Compulsory/ Optional	Condonable/ Non-Condonable
OSTH01	Pathology	20	100% Exam	A	Compulsory	Condonable
OSTH02	Osteopathic Evaluation and Therapeutics	20	100% Exam	B	Compulsory	Condonable
OSTH03	Managing Clinical Uncertainty	20	100% Exam	A	Compulsory	Condonable
OSTH04	Clinical Portfolio	40	100% Coursework	X	Compulsory	Condonable
OSTH05	Private Practice	20	100% Coursework	B	Compulsory	Condonable

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.

Module Code	Module Title	Thread
OSTH01	Pathology	1,3,6
OSTH02	Osteopathic Evaluation and Therapeutics	1,2,4,5
OSTH03	Managing Clinical Uncertainty	2,3,4,6
OSTH04	Clinical Portfolio	1,3,5,6
OSTH05	Private Practice	2,4,5

1. Research & enquiry
2. Global citizenship
3. Data literacy
4. Leadership & influence
5. Creative & critical thinking
6. Subject expertise.

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

N/A

12. Professional Advisory Group

N/A

13. Academic Progression Opportunities

Students will have the opportunity to pursue post graduate education, for example, Integrated Masters in Osteopathic Medicine and/or Master of Philosophy (M.Phil). Students will be made aware that post graduate progression is available within the context of lifelong learning.

14. Employability and Career Progression Opportunities

On completion of the BSc (Hons) in Osteopathic theory many students may work in the private health care sector. This is due to the growing demand for manual therapists following an increasing public desire for modern, patient- centred care. Some graduates will become self-employed, running a small business.

While the NHS is traditionally the biggest employer for MSK practitioners and the majority of these are Physiotherapists, there are an increasing variety of opportunities within the NHS for other therapists. This strengthens the career prospects of the graduate for career opportunities in other workplace settings such as hospitals, private practice, education, research and industry.

Employability skills may include:

- **Analytical thinking and innovation** – students are able to 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 are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.
- **Creativity, originality and initiative** – students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.
- **Critical thinking and analysis** - students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion
- **Complex problem-solving** – students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.
- **Leadership and social influence** - students are able to motivate others to act towards achieving a common goal
- **Emotional intelligence** – students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups.
- **Reasoning, problem-solving and ideation** – students are able to 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 are able to study a process or situation in order 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 are able to 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 are able to 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 have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They are able to 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 are able to identify and use digital learning resources, apps and services (e.g. LearningSpace, Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g. Turnitin).
- **Digital Problem Solving, Creation & Development** – students are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital

Skills Help, TelKit, 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 are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to 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

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 BSc (Hons) Osteopathic Theory programme has been developed by a team of senior academic staff with considerable experience of course development and/or delivery of relevant specialist disciplines. Feedback has been sought from within the sector as well as from students and External Examiners (EEs).

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.

