

BRITISH COLLEGE OF
BCOM
OSTEOPATHIC MEDICINE



UNIVERSITY OF
PLYMOUTH

PROGRAMME QUALITY HANDBOOK 2018-2019

(BSc (Hons) Osteopathy for Diplomates)

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1. Welcome and Introduction to BSc (Hons) Osteopathy for Diplomates.

Welcome to BSc(Hons) Osteopathy for Diplomates delivered by the British College of Osteopathic Medicine.

The British College of Osteopathic Medicine (BCOM) was founded in 1936 and has been training osteopaths in London ever since. It is among the premier UK osteopathic education institutions and was the first to achieve a validated honours degree in osteopathic medicine

A holistic approach to osteopathy is central to the philosophy of the College. The purpose of BCOM's courses is to guide student osteopaths through the acquisition of basic science and osteopathic technique skills towards an integrated clinical appraisal of patients. This allows the formulation of safe, effective, rational and caring treatment plans for a beneficial outcome that is feasible in a given situation. This may be summarised by the following aims:-

- To ensure that graduates acquire adequate clinical competence via a self-critical approach to integrated learned skills.
- To promote an attitude of inquiry and the maintenance of this attitude into professional life and to keep abreast of current knowledge.
- To instil a research ethos into practitioners of holistic Osteopathy.
- To increase access to osteopathic training to all those with a declared desire and appropriate academic qualifications.

Osteopathy was founded on the principle that an intimate relationship exists between the structure and function of the human body. There are considered to be three main elements central to this principle (see below), each of which is fundamentally related to the innate and acquired protective mechanisms of the body. The function of these mechanisms, particularly that of the immunological system, and their action in terms of stress is of particular importance to total health and is therefore of central importance in the teaching and philosophy of all BCOM courses.

The three main elements are based upon the premise that:

1. The physical structure or anatomy of the body relates to its physiological function.
2. The biochemical or nutritional structure of the body relates to its physiological function.
3. The emotional or mental structure of the individual relates to the psychosomatic function and therefore the physiological function of the individual.

The central principle of a structural and functional relationship is woven into the academic and clinical fabric of these osteopathic courses. Each element is interdependent upon the others and an individual cannot function healthily if any

of the three is compromised. This philosophy forms the basis of osteopathic practice at BCOM.

Although osteopathy is associated with physical medicine and specifically with the musculo-skeletal system, it has far wider applications to visceral and holistic practice. It maintains the fundamental premise of patient contact with "hands on" practice whilst including nutritional, dietetic and counselling support. The patient-practitioner rapport is therefore close, with the practitioner utilising academic knowledge together with clinical skills for complete patient support.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including:
The approved programme specification
Module records

Note: The information in this handbook should be read in conjunction with the current edition of:

Your Programme Institution & University Student Handbook which contains student support based information on issues such as finance and studying at HE available at <https://www.bcom.ac.uk/osteonet/document-type/regulations-and-handbooks/>

Your Module, Teaching, Learning and Assessment Guides
available at: [/www.bcom.ac.uk/osteonet/document-type/assessments/](https://www.bcom.ac.uk/osteonet/document-type/assessments/)

Your University of Plymouth Student Handbook
available at: <https://www.bcom.ac.uk/osteonet/document-type/regulations-and-handbooks/>

Your Programme Quality Handbook
Available at: <https://www.bcom.ac.uk/osteonet/document-type/regulations-and-handbooks/>

2. Programme Specification

COURSE SPECIFICATION: BSc (Hons) Osteopathy for Diplomates
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1. Name of course and highest award	BSc (Hons) Osteopathy for Diplomates
2. Scheme	Undergraduate
3. Total credit for course	90 credits
4. Possible interim awards	None
5. Awarding/validating institution/body	Plymouth University
6. Teaching institution	BCOM
7. Course also accredited by	n/a
8. Professional body exemptions/accreditation	n/a
9. External subject benchmarks	Graduation does not give eligibility for membership of the GOsC GOsC Standard 2000 QAA Osteopathy Benchmark
10. UCAS code (undergraduate only)	n/a
11. Route code	
12. JACS code	tba
13. Source of funding	Private fees (non-HEFCE)
14. Approved to run from	2013/14
15. Mode of attendance	Block
16. Expected duration of course	<12 months

17. Organised work experience/sandwich year/year abroad

The programme is an academic top-up to honours degree level for diplomates in Osteopathy. All entrants will have significant clinical experience as an Osteopath, and this practice experience primarily informs the course as previous primary “work experience”

3. Brief Description of the Programme

The BSc (Hons) Osteopathy for Diplomates, often known as the Conversion Course, is in total a 90-credit programme, designed to provide an “academic top-up” to honours-degree level. That top-up is analogous to the difference between an Ordinary Degree and an Honours Degree; the student has already achieved a qualification that is assessed to be just below that of an Honours degree, i.e. a Diploma in Osteopathy. The broad educational aims of the course can be described as:

- To convert the qualification held by Diplomates of BCOM and other equivalent institutions to a BSc (Hons) in Osteopathy.
- To develop further in the graduates an enhanced awareness of the wider context of orthodox and complementary health care.
- To develop the critical, evaluative, creative and synthesising abilities of graduates particularly as these relate to Osteopathic practice.
- To engender a research ethos into practitioners of Holistic Osteopathy.
- To provide the opportunity for Diplomates to upgrade their qualifications, so that they may take full advantage of the research potentials that are available to them within the field of complementary medicine.
- To provide the opportunity for Diplomates to upgrade their qualification (particularly where unavailable nationally or locally) so that they may take advantage of employment positions, for example in an academic institution.
- To enable Osteopaths from overseas, particularly mainland Europe, to achieve a degree qualification that is yet unavailable in their own country and to meet the recommendations of the Bologna Accord.

4. Details of Accreditation by a Professional/Statutory Body

BSc(Hons) Osteopathy for Osteopaths is an academic top-up programme and does not provide eligibility for registration with the General Osteopathic Council.

5. Exceptions to Plymouth University Regulations

(Note: Plymouth University’s Academic Regulations are available internally on the intranet: <https://staff.plymouth.ac.uk/extexam/academicregs/intranet.htm>)

None

6. Programme Aims

The programme will deliver:

The broad educational aims of the course can be described as:

- To convert the qualification held by Diplomates of BCOM and other equivalent institutions to a BSc (Hons) in Osteopathy.
- To develop further in the graduates an enhanced awareness of the wider context of orthodox and complementary health care.
- To develop the critical, evaluative, creative and synthesising abilities of graduates particularly as these relate to Osteopathic practice.
- To engender a research ethos into practitioners of Holistic Osteopathy.
- To provide the opportunity for Diplomates to upgrade their qualifications, so that they may take full advantage of the research potentials that are available to them within the field of complementary medicine.
- To provide the opportunity for Diplomates to upgrade their qualification (particularly where unavailable nationally or locally) so that they may take advantage of employment positions, for example in an academic institution.
- To enable Osteopaths from overseas, particularly mainland Europe, to achieve a degree qualification that is yet unavailable in their own country and to meet the recommendations of the Bologna Accord.

7. Programme Intended Learning Outcomes (ILO)

The programme provides opportunities for participants to develop and demonstrate the general outcomes listed below. The learning outcomes are referenced to SEEC Level Descriptors (SEEC, 2010) and adapted for osteopathy.

On successful completion of the course the student will be able to:

1. Critically evaluate published research articles
2. Design a well-argued research protocol
3. Provide an evaluation of the importance of clinical trials, clinical audit and survey studies in the advancement of clinical knowledge
4. Understand the position of osteopathic healthcare in their home country
5. Successfully undertake a research study constructed with sound ethical principles.
6. Evaluate clinical research data and report critically the findings
7. Appraise critically the scientific literature and apply this to clinical practice
8. Discuss the relationship of osteopaths with other health care specialists
9. Critically appraise healthcare systems in selected European and other countries.
10. Demonstrate an awareness of the need to guide patients from a practice to special help groups to support overall patient care.

11. Produce an original piece of research work showing initial planning and selection of a subject group, with an understanding of research methodology and a practical application within a clinical setting

Since all the students are qualified practitioners, their previous Diploma course can be said to have provided core career management skills. The BSc (Hons) Osteopathy for Diplomates seeks to develop existing skills, particularly research methods, to a higher level by enhancing the participants' own practice through such activities as clinic audit and evidence-based research.

8. Distinctive Features

The course is analogous to a 90-credit top-up from Ordinary Degree to Honours Degree in that the student has already achieved a qualification that is assessed to be just below that of an Honours degree. The course is purely a means to upgrade the student's academic qualification to BSc Honours level. However, the content of the course enables the demonstration of the graduate attributes of self-awareness, performance in a variety of idioms and contexts and ethical and creative considerations.

9. Admissions Criteria

Applicants to the degree course must normally have completed the four year full-time Diploma Course in Osteopathy at the British College of Osteopathic Medicine (BCOM) and have been awarded a D.O.

or

- have completed a similar full time Diploma course (minimum of 4 years duration) to that above. BCOM would form a working relationship with the Osteopathic Educational Institution to monitor and ascertain that the Diploma course is similar to that of BCOM's Diploma course
- and possess full professional registration with an osteopathic registering body in their country of domicile
- and have submitted a Curriculum Vitae plus course resume (together with osteopathic and clinical transcripts)

- and have fluency in the English language to the level of TOFEL 575 or IELTS 6.0 and have attended an interview to assess their suitability to meet the aims of the course

10. Academic Standards and Quality Enhancement

Carina Petter (Subject external)

Module Code	Module Name
BOST601	Advances in Osteopathic Medicine
BOST615	Reflective Practice and Audit

Suzanna Frisby (Subject and Award external)

Module Code	Module Name
BOST603	Research Methods
BOST604	Research Paper

[Additional stakeholders specific to this programme:](#)

Students: Students are engaged through the Programme Committee meetings.

11. Programme Structure¹

The following structure diagram(s) provides the current structure for this programme:

FHEQ level: For: BSc (Hons) Osteopathy for Diplomates				
F/T Route Year	When in Year? (i.e. Autumn, Spring etc)	Core or Option Module	Credits	Module
P/T	All year	Core	15	Research Methods
P/T	All year	Core	15	Advances in Osteopathic Medicine
P/T	All year	Core	30	Reflective Practice & Audit
P/T	All year	Core	30	Research Project

¹ The provided table includes only a single line. This should be multiplied by copying and pasting to produce the correct number of modules for the level of the programme. For ease of consideration and clarity, please include a separate table for each level by again copying and pasting this table. Colour coding/ shading may be used to differentiate between new modules and existing approved modules shared with other programmes.

12. Module Records

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE:	BOST601	MODULE TITLE:	Advances in Osteopathic Medicine
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CREDITS: 15	FHEQ Level: 6	JACS CODE: N/A
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*

The module is designed to encourage and develop a reflective review of recent advances in Osteopathic Medicine. The benefits of an extension to the evidence base to osteopathic medicine will be explored.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	100%	P1 (Practical)	% or Pass/Fail (delete as appropriate)
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				

SUBJECT ASSESSMENT PANEL Group to which module should be linked:

Osteopathy

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

1. An extension of critical awareness of recent advances in Osteopathic Medicine to clinical practice.
2. A development of their understanding of the implications of recent advances in Osteopathic Medicine within the context of contemporary society.
3. An expansion of an evidence base to the concept of an holistic clinical practice ~the concept of treating the whole person, not simply the 'part'.
4. A further understanding of how osteopathic principles can be applied to developing disciplines of relevance to osteopathy

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

At the end of the module the learner will be expected to be able to:

1. Discuss the impact of advances In Osteopathic Medicine to clinical practice, including issues relating to medico-legal issues
2. Evaluate the extent to which osteopaths can play a more diverse role in the clinical environment.
3. Discuss the means by which evidence-based medicine can be utilized to further the acceptance of osteopathy by orthodox medicine

DATE OF APPROVAL:	Click here to enter a date.	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	Click here to enter a date.	SCHOOL/PARTNER:	BCOM
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	

Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must e considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2018/19	NATIONAL COST CENTRE: N/A
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MODULE LEADER: MR BARRY KLEINBERG	OTHER MODULE STAFF: MR MANOJ MEHTA
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SUMMARY of MODULE CONTENT Osteopathy, ethics and the law Research background to Osteopathy Scope of osteopathic practice
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	20	
Guided Independent Study	130	
Total	<u>150</u>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E			
	T			
Coursework	C 1	Written assignment	100% Total = 100%	Learning outcomes 1,2 & 3
Practical	P			

Updated by: FH & MM	Date: 30/08/2018	Approved by: <u>M.Mehta</u>	Date: 7-7- 17
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Recommended Texts and Sources:

1. SALE, D., 2005, *Understanding Clinical Governance and Quality Assurance*. Palgrave.
2. LAMBDEN, P., 2005, *The Osteopath's Guide to Keeping Out of Trouble*. Radcliffe Publishing
3. BROWN, A., *Practice Manager's Law Handbook*. Blackwell Science.
4. BRAZIER, M., 2007, *Medicine Patients and the Law* London: Penguin.
5. DIMOND, B., *The legal aspects of complementary therapy practice: a guide for health care professionals* Edinburgh: Churchill Livingstone, 1998
6. HERRING, J., 2008, *Medical Law and Ethics*. OUP.
7. SIM, J., 1997, *Ethical decision-making in therapy practice* Oxford: Butterworth-Heinemann, 1997

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/en/Publications/Documents/Framework-Higher-Education-Qualifications-08.pdf>
- Subject benchmark statements <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

- QAA Quality Code <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code>

Additional Guidance for Module Record Completion (including KIS definitions):

Full guidance on the completion of module records and further information, including details of KIS definitions is located on the Academic Partnerships portal. Please contact Academic Partnerships Programme Administration if further advice is required.

- JACS codes. A list of current codes (JACS3) can be found at: <http://www.hesa.ac.uk/content/view/1805/277/>

National Cost Centres. A list of current (2012/13 onwards) Cost Centres is available at: <https://www.hesa.ac.uk/content/view/102/143/1/2/>

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE:	BOST603	MODULE TITLE:	Research methods
CREDITS:	15	FHEQ Level:	6
		JACS CODE:	N/A
PRE-REQUISITES:	None	CO-REQUISITES:	None
		COMPENSATABLE:	No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module is designed to equip students with the necessary research skills, tools and methods to be able to write a protocol and ethics application that in turn leads into a formal research project. The protocol is assessed for its feasibility. Data handling techniques are introduced and experience is gained with basic statistical software packages.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	50%	P1 (Practical)	
		C1 (Coursework)	50%		
E2 (Clinical Examination)	%	A1 (Generic Assessment)			
T1 (Test)	%				

SUBJECT ASSESSMENT PANEL Group to which module should be linked:
osteopathy

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

1. The opportunity to further their proficiency in a variety of research strategies.
2. An ability to appraise critically, clinical and scientific papers from peer-reviewed journals.
3. The ability to use and apply relevant statistical processing to data so that it may be organised, analysed and cogently presented within the context of clinical studies.
4. To be self critical and to appraise their own produced work.
5. The environment to develop their creative and synthesising skills by constructing and testing their own hypotheses

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

At the end of the module the learner will be expected to be able to:

1. Discuss the relevance of the scientific method to the Osteopathic profession.
2. Adopt a scientific approach within their research processing.

3. Evaluate clinical research data and report critically the findings.
4. Appraise critically the scientific literature and apply this to osteopathic clinical practice.

DATE OF APPROVAL:	Click here to enter a date.	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	Click here to enter a date.	SCHOOL/PARTNER:	BCOM
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	

Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2018/19	NATIONAL COST CENTRE: N/A
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MODULE LEADER: Dr K Rolfe	OTHER MODULE STAFF: Team of supervisors
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SUMMARY of MODULE CONTENT

1. To evaluate scientific literature. Criteria for a good paper will also apply to the student's own paper.
2. Research design. Various types of design covered. Reliability and validity. Ethics
3. Questionnaire Design: Includes examples for evaluation of good and bad examples of questionnaires.
4. Descriptive and Inferential statistics
5. Use of computer spreadsheets.
Writing the dissertation and directions on scientific writing.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	
Tutorial	5	
Guided Independent Study	115	
Total	<u>150</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E			
	T			
Coursework	C	Written Assignment	=50%	Learning outcomes 2 & 3
		Written Assignment	= 50% Total = 100%	Learning outcomes 1&4
Practical	P			

Updated by: KJR & MM	Date: 30/00/2018	Approved by: M.MEHTA	Date: 7-7/7/17
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Recommended Texts and Sources:

1. DAY, R.A., GASTEL, B., 2011, *How to write and publish a scientific paper*. Greenwood Press
 2. AVEYARD, H., 2014. *Doing a literature review in health and social care: a practical guide*. 3rd ed. Maidenhead: Open University Press.
 3. DAWSON, C., 2009. *Introduction to research methods: a practical guide for anyone undertaking a research project*. Oxford: How To Books.
 4. KUMAR, R., 2011. *Research methodology: a step-by-step guide for beginners*. 3rd ed. London: Sage.
- Web-sites
 PubMed – www.ncbi.nlm.nih.gov/sites/entrez
 NHS Evidence- <https://www.evidence.nhs.uk/>

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/en/Publications/Documents/Framework-Higher-Education-Qualifications-08.pdf>
- Subject benchmark statements <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code>

Additional Guidance for Module Record Completion (including KIS definitions):

Full guidance on the completion of module records and further information, including details of KIS definitions is located on the Academic Partnerships portal. Please contact Academic Partnerships Programme Administration if further advice is required.

- JACS codes. A list of current codes (JACS3) can be found at:
<http://www.hesa.ac.uk/content/view/1805/277/>

National Cost Centres. A list of current (2012/13 onwards) Cost Centres is available at: <https://www.hesa.ac.uk/content/view/102/143/1/2/>

SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE:	BOST604	MODULE TITLE:	Research Paper
CREDITS:	30	FHEQ Level:	6
		JACS CODE:	N/A
PRE-REQUISITES:	None	CO-REQUISITES:	None
		COMPENSATABLE:	No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module is integral to how the course's core function of an academic top up to an honours degree is assessed and meets QAA criteria. The analytical and integrative skills required to produce the paper equal the standard for a BSc (Hons). The project will involve the formulation and testing of an experimental hypothesis, data analysis and a relevant discussion.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	70%	P1 (Practical)	20%
E2 (Clinical Examination)	%	A1 (Generic Assessment)	10%		
T1 (Test)	%				

SUBJECT ASSESSMENT PANEL Group to which module should be linked:
osteopathy

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

1. To provide the student with an awareness of the importance of research in the advancement of osteopathic clinical practice. Students will develop their practical and experiential understanding of research methodology and statistical analysis, developing the skills set and experience necessary to carry out effective clinical research.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

At the end of the module the learner will be expected to be able to:

1. Produce a research study based upon the testing of an experimental hypothesis showing initial planning and selection of a subject, with an understanding of research methodology and a practical application within a clinical setting.
2. Appraise critically the scientific literature and apply this to clinical practice.
3. Focus and succinctly transfer gathered information to form a cogent unified work.
4. Show critical appreciation of statistical methods and logical discussion and conclusions to a body of original work.
5. Produce a well presented word-limited journal ready research paper on a previously

defined topic.

DATE OF APPROVAL:	Click here to enter a date.	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	Click here to enter a date.	SCHOOL/PARTNER:	BCOM
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	'All Year'

Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2018/19

NATIONAL COST CENTRE: N/A

MODULE LEADER: Dr K Rolfe

OTHER MODULE STAFF: Team of supervisors

SUMMARY of MODULE CONTENT

The paper will consist of a piece of written work of ~2,500 words involving approximately 300 hrs of work and will normally take up to ten months to complete and submit. The title and subject of the paper must be approved by the Head of Research and notified in writing. Students are encouraged to suggest their own title. A protocol has already been checked for feasibility and assessed in the Research Methods module. Ethical approval will have been sought via BCOM Ethics Committee and/or a local body in the students' own country. The projects will be supervised by tutors allocated by the Head of Research.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	3	
Seminar	5	
Project Supervision	5	
Guided Independent study	287	
Total	300	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E			
	T			
Coursework	C1	Dissertation	70%	Learning outcomes 1 to 5
		Report	10%	Learning outcome 3
			= 80%	
Practical	P	Oral assessment	20%	Learning outcome 4
			Total = 100%	

Updated by: KJR & MM	Date: 30/08/2018	Approved by: M. MEHTA	Date: 7/7/17.
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Recommended Texts and Sources:

5. DAY, R.A., GASTEL, B., 2011, *How to write and publish a scientific paper*. Greenwood Press
 6. AVEYARD, H., 2014. *Doing a literature review in health and social care: a practical guide*. 3rd ed. Maidenhead: Open University Press.
 7. DAWSON, C., 2009. *Introduction to research methods: a practical guide for anyone undertaking a research project*. Oxford: How To Books.
 8. KUMAR, R., 2011. *Research methodology: a step-by-step guide for beginners*. 3rd ed. London: Sage.
- Web-sites
 PubMed – www.ncbi.nlm.nih.gov/sites/entrez
 NHS Evidence- <https://www.evidence.nhs.uk/>

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE:	BOST615	MODULE TITLE:	Reflective Practice and Audit
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CREDITS: 30	FHEQ Level: 6	JACS CODE:
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PRE-REQUISITES: NO	CO-REQUISITES: None	COMPENSATABLE: None
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SHORT MODULE DESCRIPTOR: (max 425 characters)

This module explores and consolidates the student's experience and understanding of professional practice by using methods of audit, clinical reflection and interactive discussion skills.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]

WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				

SUBJECT ASSESSMENT PANEL Group to which module should be linked: osteopathy

Professional body minimum pass mark requirement: 40%

MODULE AIMS:

1. To develop the ability to reflect upon actual practice experience in a critical way and to apply it to academic work
2. To develop an understanding of the ethical, medico-legal and commercial issues encountered in local practice
3. To promote evidence-based clinical practice.
4. To develop professional skills of audit within the clinical environment

ASSESSED LEARNING OUTCOMES: (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Demonstrate an awareness of ethical issues that may arise during osteopathic patient management and discuss how these would be managed.
2. Discuss local medico-legal issues with an international audience that may arise in clinical practice

3. Demonstrate an awareness of the code of practice prescribed by local osteopathic regulatory bodies and national governments
4. Demonstrate an appreciation of the implications of Clinical Audit and apply these back to practice.

DATE OF APPROVAL:	10/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	10/2015	SCHOOL/PARTNER:	BCOM
DATE(S) OF APPROVED CHANGE:	10/2015	TERM/SEMESTER:	ALL YEAR

Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2018/19	NATIONAL COST CENTRE: N/A
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MODULE LEADER: Ms J Sager	OTHER MODULE STAFF: Mr Mehta
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SUMMARY of MODULE CONTENT

Delivery is by a mix of block teaching and self-directed learning. Students must show an awareness of the importance for Continuing Professional Development and the necessity for reflection and audit in practice. An appreciation for the importance of research and a critical approach to their learned knowledge and skills is central. A seminar structure is used in which student groups will participate in directed discussion of the need for clinical reflection. Anonymous, actual case histories from the students own practice, and based upon a variety cases of gender, age, presenting complaint, treatment and outcome, are used towards the creation of a reflective log. Students produce a written coursework and may refer to BCOM staff and/or to a cohort-organised forum of other BSc (Hons) Osteopathy for Diplomates students for exchange of ideas.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	10	
Tutorial	5	
Guided Independent study	285	
Total	<u>300</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E			
	T			
Coursework	C 2	Written assignment	60%	Learning outcome 1,2,3
		Written assignment	40%	Learning outcome 4
			Total = 100%	
Practical	P 1			

Updated by: FH & MM	Date: 30-08-18.	Approved by: <u>M.MEHTA</u>	Date: 7/7/17
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Recommended Texts and Sources:

1. BROWN, A., 2000. *Practice manager's law handbook*, Oxford: Blackwell Scientific
2. LAMBDEN, P., 2000. *The osteopath's guide to keeping out of trouble: a toolkit to meet professional obligations and avoid pitfalls in practice*, Oxford: Radcliffe Publishing
3. PALMER, M., 1999. *Moral problems in medicine: a practical course book*, Cambridge: Lutterworth Press,
4. STONE, J., MATTHEWS, J., 1996. *Complementary medicine and the law*, Oxford: Oxford University Press.
5. STONE, J., 2002. *An ethical framework for complementary and alternative therapists*, London:

Web-sites

European Forum for Good Clinical Practice- <http://www.ist-world.org>
Osteopathic research database- <http://www.osteopathic-research.com/>
Research papers by Leon Chaitow- <http://www.leonchaitow.com>
PubMed (MedLine) database of published research -
<http://www.ncbi.nlm.nih.gov/entrez/query.fcgi>
Clinical evidence - <http://www.clinicalevidence.com/ceweb/conditions/index.jsp>
OMNI - <http://omni.ac.uk/>
National Electronic Library for Health - <http://www.nelh.nhs.uk/>
Bandolier - evidence based medicine -
<http://www.jr2.ox.ac.uk/bandolier/index.html>
Clinical Diagnostic Tools on the Web-
<http://www.dartmouth.edu/~biomed/resources.html/diagnosis.shtml>

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications

University of Plymouth Academic Partnerships Programme Quality Handbook UK

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<http://www.qaa.ac.uk/en/Publications/Documents/Framework-Higher-Education-Qualifications-08.pdf>

- Subject benchmark statements <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code>

Full guidance on the completion of module records and further information, including details of KIS definitions is located on the Academic Partnerships portal. Please contact Academic Partnerships Programme Administration if further advice is required.

- JACS codes. A list of current codes (JACS3) can be found at: <http://www.hesa.ac.uk/content/view/1805/277/> National Cost Centres. A list of current (2012/13 onwards) Cost Centres is available at: <https://www.hesa.ac.uk/content/view/102/143/1/2/>

13. Teaching Learning and Assessment Guides

Module Details	<p>BOST 601 - Advances in Osteopathic Medicine The module is designed to encourage and develop a reflective review of recent advances in Osteopathic Medicine. The benefits of an extension to the evidence base to osteopathic medicine will be explored.</p> <p>Module leader: Mr Barry Kleinberg</p> <p>Module aims:</p> <ol style="list-style-type: none"> 1. An extension of critical awareness of recent advances in Osteopathic Medicine to clinical practice. 2. A development of their understanding of the implications of recent advances in Osteopathic Medicine within the context of contemporary society. 3. An expansion of an evidence base to the concept of an holistic clinical practice ~the concept of treating the whole person, not simply the 'part'. 4. A further understanding of how osteopathic principles can be applied to developing disciplines of relevance to osteopathy. <p>Assessed learning outcomes: Discuss the impact of advances In Osteopathic Medicine to clinical practice, including issues relating to medico-legal issues Evaluate the extent to which osteopaths can play a more diverse role in the clinical environment. Discuss the means by which evidence-based medicine can be utilized to further the acceptance of osteopathy by orthodox medicine</p>
Schedule	<p>The module will cover: Osteopathy, ethics and the law Research background to Osteopathy Scope of osteopathic practice Lectures will be held either on Monday and Tuesday (se time table for details of times). 20 hours of lectures and 50 hours of work based learning within sports care environment Schedule is subject to alteration of there are unforeseen circumstances.</p>
Information on	<p>Assessments: Coursework – 2000 word Essay = 100%</p> <p>Dates of assessments will be sent at the start of the academic year following liaising with faculty and students.</p> <p>Any student with learning disability and/or extenuating circumstances must inform the Registry team as soon as possible.</p>
Other	<p>Resists for end of year assessments will be notified to students after the assessment board. Re-sit fees are £25 a re-sit</p> <p>Book lists are available on Osteonet under the syllabus tab</p>

Module Details	<p>BOST 615 - Reflective Practice And audit This module explores and consolidates the student's experience and understanding of professional practice by using methods of audit, clinical reflection and interactive discussional skills.</p> <p>Module leader: Ms Jemma Sager</p> <p>Module aims:</p> <ol style="list-style-type: none"> 1. To develop the ability to reflect upon actual practice experience in a critical way and to apply it to academic work 2. To develop an understanding of the ethical, medico-legal and commercial issues encountered in local practice 3. To promote evidence-based clinical practice. 4. To develop professional skills of audit within the clinical environment <p>Assessed learning outcomes:</p> <p>Demonstrate an awareness of ethical issues that may arise during osteopathic patient management and discuss how these would be managed.</p> <p>Discuss local medico-legal issues with an international audience that may arise in clinical practice</p> <p>Demonstrate an awareness of the code of practice prescribed by local osteopathic regulatory bodies and national governments</p> <p>Demonstrate an appreciation of the implications of Clinical Audit and apply these back to practice.</p>
Schedule	<p>The module will cover:</p> <p>Delivery is by a mix of block teaching and self-directed learning. Students must show an awareness of the importance for Continuing Professional Development and the necessity for reflection and audit in practice. An appreciation for the importance of research and a critical approach to their learned knowledge and skills is central. A seminar structure is used in which student groups will participate in directed discussion of the need for clinical reflection. Anonymous, actual case histories from the students own practice, and based upon a variety cases of gender, age, presenting complaint, treatment and outcome, are used towards the creation of a reflective log. Students produce a written coursework and may refer to BCOM staff and/or to a cohort-organised forum of other BSc (Hons) Osteopathy for Diplomates students for exchange of ideas.</p>
Information on	<p>Assessments: Coursework – 1000 word Essay = 50% Reflective Log = 50%</p> <p>Dates of assessments will be sent at the start of the academic year following liaising with faculty and students.</p> <p>Any student with learning disability and/or extenuating circumstances must inform the Registry team as soon as possible.</p>
Other	<p>Resists for end of year assessments will be notified to students after the assessment board. Re-sit fees are £25 a re-sit</p> <p>Book lists are available on Osteonet under the syllabus tab</p>

Module Details	<p>BOST 603 - Research Methods</p> <p>This module is designed to equip students with the necessary research skills, tools and methods to be able to write a protocol and ethics application that in turn leads into a formal research project. The protocol is assessed for its feasibility. Data handling techniques are introduced and experience is gained with basic statistical software packages.</p> <p>Module leader: Dr Kerstin Rolfe</p> <p>Module aims:</p> <ol style="list-style-type: none"> 1. The opportunity to further their proficiency in a variety of research strategies. 2. An ability to appraise critically, clinical and scientific papers from peer-reviewed journals. 3. The ability to use and apply relevant statistical processing to data so that it may be organised, analysed and cogently presented within the context of clinical studies. 4. To be self critical and to appraise their own produced work. 5. The environment to develop their creative and synthesising skills by constructing and testing their own hypotheses <p>Assessed learning outcomes:</p> <p>Discuss the relevance of the scientific method to the Osteopathic profession. Adopt a scientific approach within their research processing. Evaluate clinical research data and report critically the findings. Appraise critically the scientific literature and apply this to osteopathic clinical practice.</p>
Schedule	<p>The module will cover:</p> <p>To evaluate scientific literature. Criteria for a good paper will also apply to the student's own paper. Research design. Various types of design covered. Reliability and validity. Ethics Questionnaire Design: Includes examples for evaluation of good and bad examples of questionnaires. Descriptive and Inferential statistics Use of computer spreadsheets. Writing the dissertation and directions on scientific writing.</p>
Information on	<p>Assessments:</p> <p>1000 word Research Protocol = 50% 1000 word Critical review = 50%</p> <p>Dates of assessments will be sent at the start of the academic year following liaising with faculty and students.</p> <p>Any student with learning disability and/or extenuating circumstances must inform the Registry team as soon as possible.</p>
Other	<p>Resists for end of year assessments will be notified to students after the assessment board. Re-sit fees are £25 a re-sit</p> <p>Book lists are available on Osteonet under the syllabus tab</p>

Module Details	<p>MOST614 - Research Paper</p> <p>This module is integral to how the course's core function of an academic top up to an honours degree is assessed and meets QAA criteria. The analytical and integrative skills required to produce the paper equal the standard for a BSc (Hons). The project will involve the formulation and testing of an experimental hypothesis, data analysis and a relevant discussion.</p> <p>Module leader: Dr Kerstin Rolfe</p> <p>Module aims: To provide the student with an awareness of the importance of research in the advancement of osteopathic clinical practice. Students will develop their practical and experiential understanding of research methodology and statistical analysis, developing the skills set and experience necessary to carry out effective clinical research</p> <p>Assessed learning outcomes:</p> <ol style="list-style-type: none"> 1. Produce a research study based upon the testing of an experimental hypothesis showing initial planning and selection of a subject, with an understanding of research methodology and a practical application within a clinical setting. 2. Appraise critically the scientific literature and apply this to clinical practice. 3. Focus and succinctly transfer gathered information to form a cogent unified work. 4. Show critical appreciation of statistical methods and logical discussion and conclusions to a body of original work. 5. Produce a well presented word-limited journal ready research paper on a previously defined topic
Schedule	<p>The module will cover:</p> <p>The paper will consist of a piece of written work of ~2,500 words involving approximately 300 hrs of work and will normally take up to ten months to complete and submit. The title and subject of the paper must be approved by the Head of Research and notified in writing. Students are encouraged to suggest their own title. A protocol has already been checked for feasibility and assessed in the Research Methods module. Ethical approval will have been sought via BCOM Ethics Committee and/or a local body in the students' own country. The projects will be supervised by tutors allocated by the Head of Research.</p>
Information on	<p>Assessments:</p> <p>2,500 words Research Paper = 70% Research Viva – 20% Research Log = 10%</p> <p>Dates of assessments will be sent at the start of the academic year following liaising with faculty and students.</p> <p>Any student with learning disability and/or extenuating circumstances must inform the Registry team as soon as possible.</p>
Other	<p>Resists for end of year assessments will be notified to students after the assessment board. Re-sit fees are £25 a re-sit</p> <p>Book lists are available on Osteonet under the syllabus tab</p>

