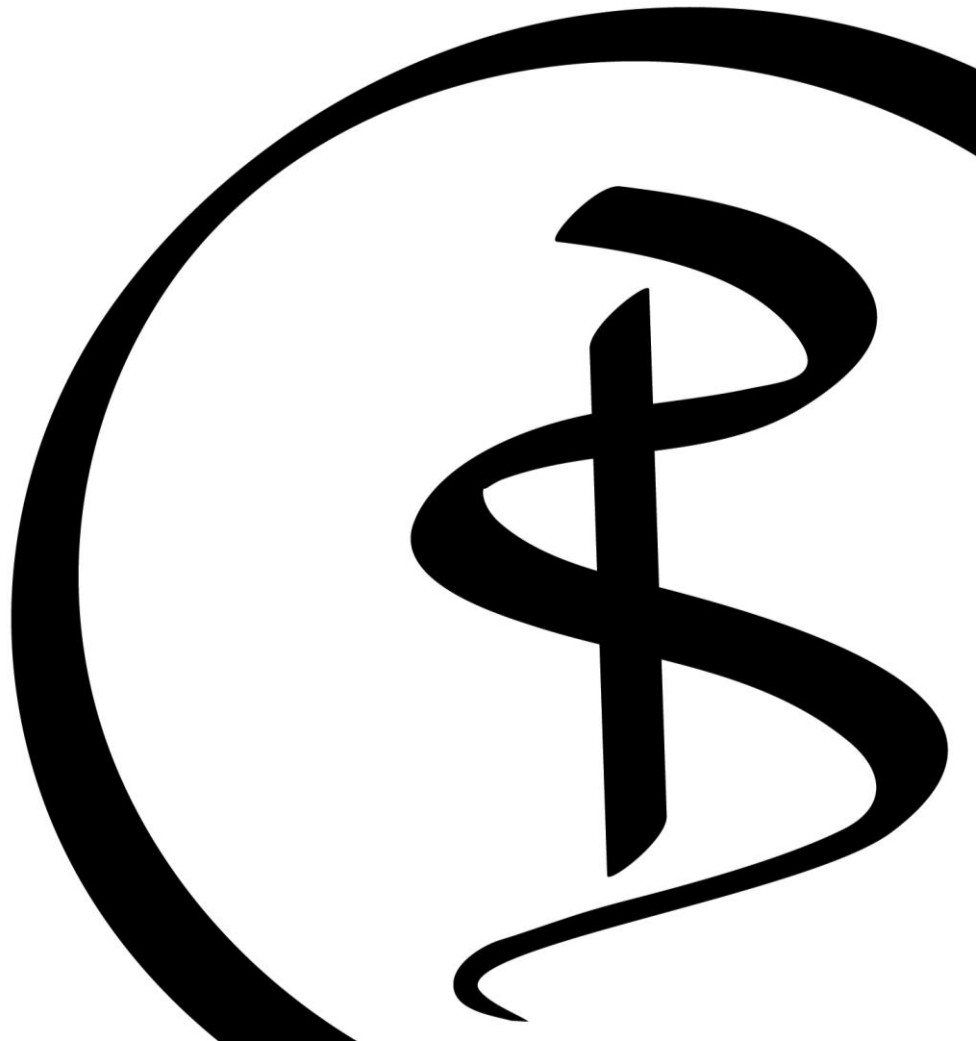




THE BRITISH SCHOOL OF OSTEOPATHY

Accreditation for Prior Learning for the Integrated Master's in Osteopathy

APCL (Science Degree) ***Handbook***



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Introduction

Definition:

Accreditation of prior learning (APL): a process for accessing and, as appropriate, recognizing prior experiential learning or prior certificated learning for academic purposes. This recognition may give the learning a credit-value in credit-based structure and allow it to be counted towards the completion of a programme of study and the award(s) or qualification associated with it.

QAA 2004

APL is based on the principle that learning, wherever it occurs, can count towards an academic qualification provided that it can be measured authenticated and is at an appropriate level. The APL decision making process is a matter of academic judgment.

APL can be awarded for experiential or certificated learning. With regards to your application, the BSO only accepts certificated learning (APCL). The certificated learning will have taken place in a recognized Higher Education institution, or equivalent, and will have been internally and externally assessed. The outcome of such learning is the production of an authenticated certificate or transcript. Certificated learning may have resulted in a particular qualification.

Context:

In recent years, the diversity of applications to the BSO has widened and we are now experiencing an increase in the number of applicants who have successfully achieved undergraduate and postgraduate science degrees. It has become apparent that some of the content of these degrees (Human Biology; Anatomical Sciences; Biology; Physiology) have some similar content as the M.Ost. Therefore it is appropriate for the BSO to offer applicants the opportunity to apply for APCL against **whole units** in the M.Ost. Applicants are only able to be APCL'd for a whole unit and not specific content of the M.Ost.

M.Ost Course Content

(SP – Standard Pathway)

(MMP – Mixed Mode Pathway)

The integrated Master's in osteopathy course programme (standard pathway) is divided into four Phases:

Orientation (Level 4) SP Year 1 & first eighteen months of MMP, where you begin to orientate yourself towards being an osteopath and primary care practitioner, acquiring basic knowledge and skills and starting to appreciate the challenges associated with being an osteopath;

Development and Integration (Level 5) SP Year 2 & second eighteen months of MMP, where that knowledge and those skills are further developed, consolidated and integrated to provide a secure foundation for your developing clinical work;

Integration and Synthesis (Level 6 & M Level) SP Year 3 & MMP Year 4, where you focus on bringing a range of new and previously acquired knowledge and skills together in order to understand how the human body functions holistically;

Pre-professional (Level M and Level 6) SP Year 4 & MMP Year 5 offers an opportunity to take your clinical skills to a much deeper level in order to prepare you for the challenges of working independently.

Each phase is divided into areas of study or units. It is these units that you are able to apply to be credited for from your previous study at degree level. In order to apply for this accreditation you must take note of the following points:

1. The submission of the APCL application is your responsibility.
2. The BSO makes an administration charge for this process. The charges are as follows:

APCL 1 unit = £300.00

APCL 2 or more units = £500.00

In order to organise payment of the above charges, please contact Nick Owen (Student Finance and Purchasing Officer) on (T) 020 7089 5318 or (E) n.owen@bso.ac.uk.

Please note that APCL portfolio's will not be assessed until full fee is paid.

3. You can not study level 5, 6 or M, without the requisite number of level 4 credits.

Credit Table:

	Orientation Phase (Year 1)	Development & Integration Phase (Year 2)	Integration & Synthesis Phase (Year 3)	Pre-Professional Phase (Year 4)
Area of Study	Credits (level 4)	Credits (level 5)	Credits (level 6/M)	Credits (level 6/M)
Critical Analysis & Enquiry	15	15	15M	30M
Osteopathic Practice	15	15	45	60M
Practical Osteopathic Skills	30	30	30	15
Structure Function	30	30	15	
Function Dysfunction	15	15		
Developing Osteopathic Thinking	15	15		
Osteopathic Concepts in a Clinical Setting			15	
Learning for Professional Autonomy				15M
Total Undergraduate Level	120	120	105	15
Total M Level			15	105

Process:

Applicants who have successfully achieved degrees in a science subject may apply for APCL against the following units of the M.Ost:

	APCL(science degree)
Units available for APCL	<ul style="list-style-type: none"> ▪ Critical Analysis 1 & 2 (CAE1 & CAE2) ▪ Function Dysfunction 1 & 2 (FD1 & FD2) ▪ Structure Function1 (SF1)
Assessment Format: Portfolio of evidence	<ul style="list-style-type: none"> ▪ Curriculum/syllabus from previous degree ▪ Essays/course work ▪ Examples of exam questions ▪ Mapping of course content against M.Ost syllabus (appendix 2) ▪ Transcript of results (document needs to be authenticated from awarding University)
Units not available for APCL	<ul style="list-style-type: none"> ▪ Developing Osteopathic Thinking (DOT1) ▪ Osteopathic Practice (OP1) ▪ Practical Osteopathic Skills (POS1) ▪ Level 5 (except CAE2), 6 & 7(M)

Your questions answered:**Q. What is APCL?**

A. Accreditation of Prior Certificated Learning (APCL): is the awarding of credits for learning which you have undertaken with another university or college, sometimes referred to as “certificated learning”.

Q. What credit can I be awarded?

A. You can only be awarded credit for prior learning that matches the learning outcomes of the programme that you are studying. This could be done on the basis of individual modules/units, or for an entire level, or stage, of programme.

Although you can be awarded credit, you will not normally receive a grade for modules/levels credited under the APCL policy.

Q. Are all certificates accepted?

A. No, a certificate in this case means: a certificate from a university / college or a professional body awarded as a result of a formal assessment process, so certificates of attendance are not transferable because they do not carry credit.

- Q. What evidence will I have to produce for this?**
A. This can be evidenced by the production of a transcript and/or a certificate/diploma. You cannot be guaranteed the direct transfer of all the credit awarded by the other institution on transfer into this degree.
- Q. What do I need to do now?**
A. You need to work through this booklet, including completing the application form, and put together a portfolio starting with a transcript of your credits from your previous degree. This needs to be an authenticated document with a signature from the awarding university and a breakdown of your credits awarded. In addition to this, your portfolio must contain evidence of learning at an appropriate level. An example of this is copies of your course work/assessments, course information documents (outlining the core curriculum), and exam questions and complete the mapping exercise of our course content to your previous degree (mapping exercise at the back of this handbook)
- Q. Do I have someone at the BSO who I can contact whilst I am preparing my portfolio?**
A. Yes. Heather Batten, Assistant Registrar (Undergraduate) (h.batten@bso.ac.uk) is the APCL co-ordinator. Heather will be your contact with regards to your APCL application. Her telephone number is: 020 7089 5355.
- Q. What will the APCL Co-ordinator do?**
A. The APCL co-ordinator will be able to answer your questions regarding the relevant information you are required to supply. If the APCL co-ordinator is unable to answer your question, she will be able to direct you to the person who will know the answer, or she will be able to get the answer for you.
- Q. What happens once I have submitted my APCL application with portfolio?**
A. The APCL committee will meet to assess your application and portfolio. The aim of this will be to ensure that the M.Ost learning outcome have been met in your previous qualification. If the criteria have been met, you will have successfully achieved APCL for the units you have applied for. If the criteria are not met, unfortunately your APCL application has been unsuccessful and the APCL committee will provide feedback to you.
- Q. How is my application assessed?**
A. The principle criterion for award of credit is that the applicant should demonstrate that they have successfully passed the learning outcomes of the award/level/module(s) for which you are using to gain credit for the M.Ost.
- Normally the applicant would be expected to demonstrate broad equivalence with the specific learning outcomes of the module/level and have a level of knowledge to underpin further course content in the in the M.Ost degree programme, where appropriate.
- In assessing the claim, the course leader may request the applicant to provide additional information, including an interview if necessary.
- Q. What happens if my application is successful?**
A. If your APCL application is successful, your credits from your previous degree will enable mean that you do not have to be assessed in the particular unit content again for the M.Ost. You will not have to sit the summative assessments for the units you have achieved APCL for. You are welcome to

under take the unit, which we would advise in order to maintain your knowledge in the subject(s) you have been given credit for, through your previous degree.

Once your application has been successful, the exam board will ratify the decision.

Q. What happens if my application is unsuccessful?

A. If your application is unsuccessful, the BSO will not be able to use the credits from your previous degree towards the M.Ost. under take the unit and sit all the assessments (formative and summative).

Q. What feedback will I get?

A. All candidates will receive feedback from their applications. This will be conducted through the APCL co-ordinator.

Successful applicants will receive confirmation of their award of credits. Unsuccessful applicants whose rejection is based on academic grounds will be sent a letter from the APCL co-ordinator to confirm that their “prior qualifications do not meet the learning outcomes for the requested units/levels”

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

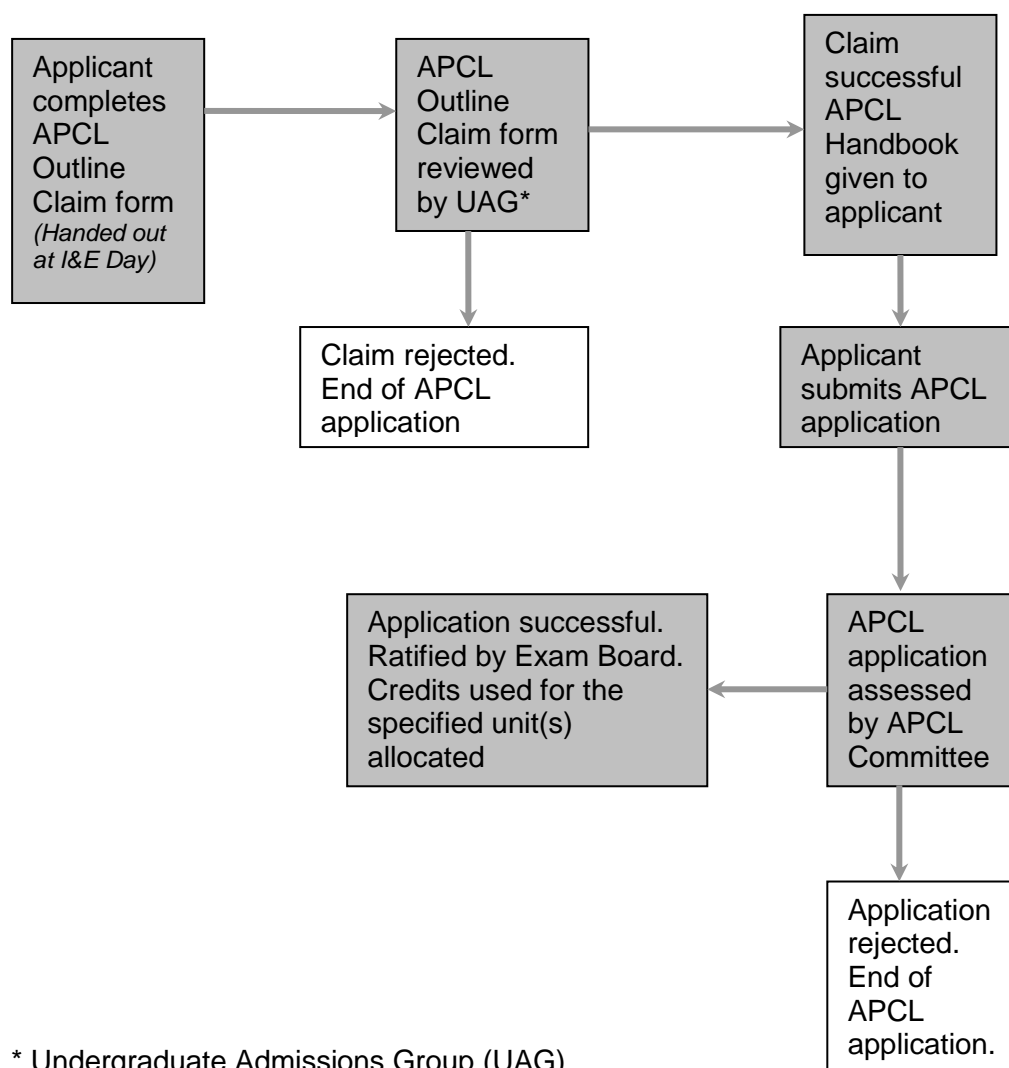
A. Yes. In the first instance you should write to the APCL co-ordinator, outlining the reasons for the complaint, who will investigate your application to appeal the decision. The APCL co-ordinator will ensure that no maladministration has occurred in the processing of the application. The APCL co-ordinator will then respond to the complaint as appropriate, with a view to resolving the dispute at the local level.

If you are unable to resolve the dispute through liaison with the APCL co-ordinator, you will then be entitled to challenge the decision using the standard complaints procedure at the BSO, by informing our Registrar, Phil Heeps (p.heeps@bso.ac.uk). All complaints must be made within two weeks of an applicant being notified of the APCL Committee. Appeals made to the Registrar, will be heard by the Vice Principle.

Q. Can you explain the process to me?

A. The process can be best explained through the following diagram:

Procedure:



* Undergraduate Admissions Group (UAG)
(M.Ost Course Leader, Deputy M.Ost course Leader, Head of Academic Support, Admissions Officer & Admissions Assistant)

Stages:

1. During the interview, prospective students can be made aware of the APCL process, if the academic qualifications are appropriate. During this discussion between the applicant and the interviewers can investigate whether APCL is a possibility. If it is deemed appropriate, the prospective student can be given an APCL (science degree) claim form.

2. The prospective student then completes the claim form which is then presented to the UAG when the prospective student's application to enrol on the M.Ost is reviewed. There are two possible outcomes:

2.1 APCL (science degree) claim is agreed and the prospective student is sent the APCL (science degree) handbook containing APCL application form and details of the process (i.e. content required in the portfolio of evidence)

2.2 APCL (science degree) claim is declined. The prospective student would be given feedback as to why their claim had been declined. End of application.

3. With the prospective students APCL (science degree) claim being successful, the prospective student will be given the APCL (science degree) handbook containing information required to complete the application. Each applicant will have access to the APCL co-ordinator to help support the prospective student, prepare the portfolio of evidence. Deadlines will be given for the submission of the evidence.

4. The APCL committee will meet and review all the APCL applications and evidence. The APCL committee will consist of:

M.Ost Course Leader/Deputy Course Leader (Chair)

Registrar

ASM(s) relevant to the units being open to APCL

The evidence will be assessed to ensure that the learning outcomes listed in the M.Ost Unit Information forms have been successfully met from prior qualification.

There are two possible outcomes:

4.1 APCL (science degree) application had been successful and the prospective students application is confirmed at Exam Board. This student will not be required to sit the assessments relating to the unit(s) that has been successful in using credits from previous qualifications.

4.2 APCL (science degree) application had been unsuccessful and the prospective student will be given feedback as to the reasons why the application has failed. End of APCL (science degree) application.

Q. How do I prove my prior learning?

A. As you are seeking credit for prior learning, the BSO will want to see evidence, normally an academic transcript or formal letter of verification. This document should include the following details:

- Name of the institution awarding the credit(s)/degree
- Validating body
- Course/programme title studied
- Student name
- Dates of study
- Modules passed, credit points achieved and final award

In addition to this, the BSO requires, where possible, to see evidence of coursework, exam questions, syllabus/curriculum of the programme studied mapped against the M.Ost. To help evidence your claim for APCL, we require you to map the content of your degree against the learning outcomes of the M.Ost so the APCL committee can see clearly that you have successfully achieved the level of knowledge required by the M.Ost students. The mapping exercise documents are located at the end of this handbook. You are only required to map against the units that you are applying for APCL.

Q. What do we mean by portfolio?

A. A portfolio is a collection of a students' work over time. A portfolio often contains documents of a student's best work and may include other types of process information, such as drafts of the student's work, the student's self-assessment of the work, and the parents' assessment. Portfolios may be used for evaluation of a student's abilities and improvement. A portfolio is a suitable method for the BSO to assess your content and level of learning for the M.Ost.

Q. How will my portfolio be assessed?

A. It will be assessed using the appropriate University criteria. An example of the grading profile for this activity can be found in Appendix IV

Q. Who will assess my portfolio?

A. It will be assessed by the Area of Study manager for the units you wish to APCL, the Registrar and the M.Ost Course Leader/Deputy M.Ost Course Leader, as part of the APCL committee. The APCL committee will provide a forum for the moderation, scrutiny and approval of the APCL decisions and dissemination of good practice. It will also provide a forum for the discussion of borderline cases.

Q. What do I do now?

A. You will need to collect the evidence required and listed above to create a portfolio to submit to the APCL co-ordinator.



THE BRITISH SCHOOL OF OSTEOPATHY

**Accreditation of Prior Learning
APCL (Science Degree) - Application Form 1**

Name	
Home Address	
	Postcode:
Telephone No(s)	
Home	
Mobile	
Email Address	
Previous Degree	
Awarding University	
Year of Award	
Student Statement	I confirm that all of the work submitted will be my own work and that any quotations from published or unpublished works of others is acknowledged
	Signature:
	Date:

Units to be applied for APCL

Please tick appropriate box(s)

CAE1	CAE2	FD1	FD2	SF1

Supporting Evidence/Portfolio Contents:

- Curriculum/syllabus
- Essays/course work
- Examples of exam questions
- Mapping of course content
- Transcript of results

Office Use only

Date Received		Outcome:	
Fee Received		Comments:	
Date Reviewed			
UAG Chair			

Mapping Exercise for CAE1

<p><u>M.Ost Learning Outcomes</u> On completion of this unit you should be able to:</p>	<p><u>M.Ost Assessment Criteria</u> To achieve the learning outcome you must demonstrate the ability to:</p>	<p>From your degree, please identify the units/modules that assessed you against each learning outcome:</p>
<p>Demonstrate a basic ability to critically appraise peer reviewed literature in osteopathy and other health care professions</p>	<p>The written synopsis will show evidence of the appraisal of peer reviewed literature from osteopathy and other health care professions. Three peer reviewed papers relating to the topic of interest are identified and used in the synopsis of research.</p>	
<p>Contribute coherently to a group oral presentation showing evidence of skills in reflective practice.</p>	<p>A ten minute oral presentation is given showing evidence of skills in reflective practice.</p>	
<p>Demonstrate an ability to put forward a coherent and well organised argument both verbally and in writing.</p>	<p>Written assignments are well constructed and show evidence of your ability to structure a coherent and well organised argument. Demonstrate appropriate referencing throughout work submitted here and in other units using the Harvard system.</p>	
<p>Identify own needs for action and personal development with appropriate support, setting realistic targets for development, planning actions to improve weaknesses and build upon identified strengths, using appropriate resources monitoring progress.</p>	<p>Identification of between 4-6 skills requiring development in the PDP action plan. Realistic target dates for the development of each skill are identified. Additional resources needed to develop the skills are listed. Realistic target dates for the development of the skills are identified. A measure of success is identified for each skill listed. Level of competency to be achieved in the skill to be developed is identified. The action plan shows evidence of the achievement of the skills identified. The date of achievement for each skill listed is identified. Evidence to support the achievement of the skill is provided.</p>	

Mapping Exercise for CAE2

<p><u>Learning Outcomes</u> On completion of this unit you should be able to:</p>	<p><u>Assessment Criteria</u> To achieve the learning outcome you must demonstrate the ability to:</p>	<p>From your degree, please identify the units/modules that assessed you against each learning outcome:</p>
<p>Evaluate and demonstrate an awareness of a range of research methodologies and statistical methods.</p>	<p>Critically evaluate research papers in terms of the research question, and the appropriateness of the study design used to answer the research question.</p>	
<p>Select, perform correctly and interpret appropriately a variety of statistical analyses utilising SPSS</p>	<p>Successfully manipulate and interpret data using SPSS in class and through the completion of a workbook. Show evidence of understanding of descriptive statistics, estimation and hypothesis testing. This will be carried out by application of the correct statistical procedures using SPSS and interpretation of the findings. The presentation of findings should include the correct use of graphs and tables.</p>	
<p>Appraise and evaluate osteopathic-related or healthcare research papers in terms of current trends and research practises. Reflect on research, ethical issues and critical thinking when critically analysing research papers.</p>	<p>Critically appraise and evaluate two osteopathic-related or healthcare research papers in terms of (i) the reliability, reproducibility and validity of the study based upon the research methodology used, (ii) ethical considerations of the studies, (iii) analysis of the results, and (iv) the conclusions made.</p>	

Mapping Exercise for FD1

<u>M.Ost Learning Outcomes</u> On completion of this unit you should be able to:	<u>M.Ost Assessment Criteria</u> To achieve the learning outcome you must demonstrate the ability to:	From your degree, please identify the units/modules that assessed you against each learning outcome:
<p>Demonstrate a basic knowledge of biochemistry and the structure and function of cells and tissues appropriate to an understanding of the function of organ and organ systems.</p> <p>Discuss the importance of homeostasis in healthy function and the consequences of a breakdown in homeostatic mechanisms.</p>	<p>Describe the basic structure and function of lipids, carbohydrates and proteins. Recognize from a diagram or describe various cell organelles, their function and transport across membranes.</p> <p>Outline the importance of homeostatic mechanisms. Draw and label the basic features of a homeostatic model.</p>	
<p>Outline the different types of epithelial tissue. Describe the structure and function of the skin.</p>	<p>Describe the origin and classification of epithelial tissue. Relate structure to function. Draw a simple labeled diagram of the skin. Relate structure to function. Describe the role of the skin in protection, sensation, and temperature control.</p>	
<p>Outline the different types of connective tissues. Describe the structure and function of connective tissues.</p>	<p>Identify the origin and list the classification of connective tissues. Describe the different cell types, fibers and the composition of ground substance. Relate structure to function.</p>	
<p>Outline various types of peripheral neurones. Describe the physiology of synapses, resting and action potentials. Discuss the organization and role of the Autonomic Nervous System (ANS).</p>	<p>State the properties of Nervous Tissue. Outline the components of the Nervous System. Describe the appearance and function of motor, sensory and Swann cells. Describe the role of sodium and potassium in resting and action potentials. List the events that occur at a synapse. Identify the components of the ANS and describe its functions</p>	
<p>Outline various types of muscle tissue. Describe the physiology of cardiac, skeletal and smooth muscle. Discuss the role of proprioceptors in skeletal muscle function.</p>	<p>State the properties of Muscle Tissue. Describe the structure and function all types of muscle tissue. Describe the physiology of muscle activity. Describe the structure of Golgi tendon organs and different types of muscle spindles. Review the function of the above in tendon reflexes and postural control.</p>	

Describe the role of natural and acquired immunity indicating their function.	Define and distinguish between natural and acquired immunity with reference to the function of cellular and humeral elements involved.	
Discuss the distribution of endocrine glands and the role of the Endocrine System.	Identify the location and basic function of all endocrine glands and associated hormones within the body. Account for the types and mode of action of different types of hormones.	
Discuss the structure, mechanics and physiology of the respiratory system.	Describe the basic anatomy and mechanics of the respiratory system and describe factors that affect normal function. Discuss the control of ventilation. Describe the carriage of gases around the body.	
Indicate the distribution of 'body water' and describe 'Starlings Law of Tissue Fluid Production'. Discuss the physiology of blood and lymph.	Describe the composition and role of blood. Outline the distribution of water within the body. Describe 'Starlings Law of Tissue Fluid Production'. Recount how haemostasis is achieved. Outline the basis of the major blood groups.	
Discuss the physiology and the organization of the heart and circulatory system.	Outline the basic anatomy of the circulatory system. Describe the physiology of the heart Refer to the major control of blood pressure in term of a homeostatic model	
Outline the histology, structure and function of the digestive system and hepato-biliary systems.	Briefly describe the anatomy of the GI system along with the histology. Describe the major secretions of the GI tract, the control of secretion and movement in the gut. Briefly describe the function of the liver and the fate of the products of digestion.	
Describe the histology, structure and physiology of the urinary system with major reference to the role of the kidney.	Briefly describe the anatomy and function of the kidney along with the histology. Be able to describe the nephron as the functional unit of the kidney. Briefly describe salt-water balance and its importance to cellular physiology. Very briefly outline acid/base balance and the role of the kidney.	
Describe the histology and physiology of the female and male reproductive systems.	Briefly describe the basic anatomy of the reproductive systems along with the histology. Describe the ovarian, hormonal and uterine cycles of the female reproductive system. Describe the hormonal control of both male and female reproductive organs.	

Mapping Exercise for FD2

<p><u>Learning Outcomes</u> On completion of this unit you should be able to:</p>	<p><u>Assessment Criteria</u> To achieve the learning outcome you must demonstrate the ability to:</p>	<p>From your degree, please identify the units/modules that assessed you against each learning outcome:</p>
<p>Demonstrate a detailed knowledge of the basis of cell division and genetic disease.</p>	<p>Describe the meaning of common genetic terminology.</p> <p>Explain genetic conditions such as Daltonism, haemophilia, sickle cell anaemia and trisomy 21.</p>	
<p>Demonstrate a detailed knowledge of environmental, chemical and biological factors involved in named diseases.</p>	<p>Describe how chemical, physical and biological factors can affect health and the significance of this for osteopaths.</p> <p>1) Abiotic Factors: Radiation, heat, cold, gases, mechanical trauma, electricity and chemicals.</p> <p>2). Biotic factors: Bacteria; classification and mode of action, provide common examples. Plants; tinea, candida, aspergillus, provide common examples. Viruses: classification providing common examples and mode of action.</p>	
<p>Demonstrate a detailed knowledge of the different types of tissue disorders.</p>	<p>Describe the major types of disorders of tissue growth and give examples and causation.</p> <p>Describe the meaning of neoplasia, carcinogenesis, and the route of tumour spread.</p>	
<p>Understand and explain the process of acute inflammation and the consequences of inflammation.</p>	<p>Describe the process of inflammation and its consequences. Definition, causes, cardinal signs.</p> <p>Indicate the sequelae of inflammation: Labile, stable and permanent cells, healing, repair, and chronic inflammation. Describe the sequence of events that give rise to fever.</p>	

<p>Understand and explain the consequences of dysfunction of immune mechanisms.</p>	<p>Describe the mechanism of hypersensitivity, outline the different classes 1- 1V, and provide examples. Describe the causation theories and types of autoimmune diseases: organ specific: Non-organ specific, with examples. Describe the clinical signs associated with the above.</p> <p>Describe immunodeficiency: primary and secondary immunodeficiency.</p>	
<p>Demonstrate a detailed knowledge of endocrine pathology: thyroid, pancreas, parathyroids, adrenals and pituitary, and be aware of clinical signs associated with the above and their significance for osteopaths.</p>	<p>Describe the pathology of: thyroid, parathyroid, pancreas, and adrenal glands with examples of dysfunction such as: acromegally, Graves' disease, myxoedema, diabetes, Cushing's syndrome, and Addison's disease.</p> <p>Demonstrate an awareness of the clinical signs associated with the above and their significance for osteopaths.</p>	
<p>Demonstrate a detailed knowledge of the pathology and aetiology of common cardiovascular, blood and respiratory diseases, and be aware of clinical signs associated with the above and their significance for osteopaths</p>	<p>Describe the aetiology of common CVS pathologies such as: atheroma, atherosclerosis, hypertension, and heart failure. Outline blood disorders such as lymphoma, and leukemia: clotting disorders: disorders of thrombocytes and dietary deficiencies causing pathology. Define such terms as: oedema, obstruction, hypoxia, necrosis, atheroma, thrombi, and emboli.</p> <p>Describe the aetiology and common pathologies of the ventilatory system such as: Asthma, bronchitis and emphysema.</p> <p>Demonstrate an awareness of the clinical signs associated with the above and their significance for osteopaths.</p>	

<p>Demonstrate a detailed knowledge of disorders of muscle, bone, joints and the skin important to osteopaths in practice, and be aware of clinical signs associated with the above and their significance for osteopaths.</p>	<p>Describe types of muscle, bone and joint disorders and provide examples:</p> <ol style="list-style-type: none"> 1) Muscle: neurogenic disorders including motor neurone disease, spinal muscular atrophies; Muscular dystrophies, myopathies, disorders of NMJ function. 2) Bone: osteoporosis, osteomalacia, rickets, osteomyelitis, achondroplasia. Paget's disease, bone necrosis, bone cysts, metabolic bone disease, bone tumours. 3) Joints: achondroplasia, osteoarthritis, rheumatoid disease, infective arthritis, ankylosing spondylitis, psoriatic arthropathy, seronegative spondyloarthritis, reactive arthritis and Reiter's disease (syndrome). 4) Skin: dermatitis, psoriasis, warts, scabies, fungal infections, skin cancers and psoriasis. <p>Demonstrate an awareness of the clinical signs associated with the above and their significance for osteopaths.</p>	
<p>Demonstrate a detailed knowledge of the pathology of the gastrointestinal tract, urinary and reproductive systems as a basis for further study later in the course.</p>	<p>Describe: 1) pathologies of the GI systems such as: coeliac disease, Chrohn's disease, ulcerative colitis, tumours of the intestine, and haemorrhoids. 2) Pathologies of the urinary tract such as; primary and secondary glomerular disease, urinary calculi, cystic disease, acute and chronic renal disease, tumours, 3) Pathologies of the male reproductive system such as; prostatitis, benign prostatic hyperplasia, prostatic carcinoma, cryptorchidism, orchitis, and testicular tumours.</p>	

Mapping Exercise for SF1

<p><u>Learning Outcomes</u> On completion of this unit you should be able to:</p>	<p><u>Assessment Criteria</u> To achieve the learning outcome you must demonstrate the ability to:</p>	<p>From your degree, please identify the units/modules that assessed you against each learning outcome:</p>
<p>Demonstrate an introductory knowledge of human structure and an understanding of the relationship between structure and function.</p>	<p>Describe the basic structure of an organ, including relevant external and internal features, its fascial attachments and neurovascular supply.</p> <p>Describe the attachments, functions and nerve supply of skeletal muscles (excluding muscles of the head and anterior muscles of the neck).</p> <p>Describe the origin, course and distribution of the major nerves and blood vessels identified in the SF1 Study Guides.</p> <p>Describe the origin and distribution of the other nerves of the lumbar, sacral and brachial plexi.</p> <p>Describe the structure of a given joint, including its articular surfaces, fibrous capsule, synovial membrane, ligaments and neurovascular supply.</p> <p>Describe the movements that occur, including axes and range of movement, limiting factors and muscles producing each movement.</p>	
<p>Demonstrate a basic three-dimensional understanding of the human body.</p>	<p>Describe the three-dimensional shape of a given structure and describe its location in relation to nearby structures.</p> <p>Describe the location of a structure in relation to the surface of the body.</p> <p>Recognise and identify a structure from diagrams, including images from unfamiliar aspects.</p>	
<p>Recognise, understand and use the language of anatomy, biomechanics and basic clinical terminology.</p>	<p>Understand and use correctly the terminology employed in the question and answer.</p> <p>Define or explain anatomical and clinical terminology listed as key words in the SF1 Study Guides.</p> <p>Use anatomical, positional and movement terminology appropriately and avoid the use of lay-terms.</p>	

Demonstrate a basic understanding of osteopathic concepts of the musculoskeletal system.	Discuss how the musculoskeletal system relates to an individual's overall health and how it affects their ability to fulfil their normal role.	
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