



THE BRITISH SCHOOL OF OSTEOPATHY

POSTGRADUATE CERTIFICATE IN ACADEMIC AND CLINICAL EDUCATION

INTRODUCTION

Thank you for your interest in the British School of Osteopathy (BSO)'s Postgraduate Certificate in Academic and Clinical Education validated by the University of Bedfordshire. This course welcomes UK, EU and international osteopaths, chiropractors and other specialists in manual medicine who wish to develop their skills as educators within the modern higher education arena.

Designed for osteopaths and other manual therapy practitioners, this one year course aims to address their specific needs with regard to planning, delivering, and assessing both classroom and clinic-based learning at undergraduate and postgraduate level in both traditional and also more complex or challenging situations. This innovative and exciting course offers opportunities for the development of both experienced and new educators alike with an emphasis on supporting collaborative learning in academic and workplace settings. It is shaped to allow delivery to a range of manual medicine professionals, including visiting overseas practitioners.

The course forms part of the BSO's developing portfolio of postgraduate courses, which aim to provide osteopaths and other manual medicine practitioners with opportunities to develop the required capabilities to facilitate the development and growth of their professions as a whole.

Four important areas are explored through this course:

Educational Theory – This area explores current concepts and debates regarding models of reflection, student centred learning, perspectives in education, situated learning, clinical supervision and supervisory relationships.

Educational Practice – This explores practical approaches to teaching and supporting learning using lectures, small groups and e-learning and considers addressing barriers to learning. It looks at approaches to the development of course materials and effective assessment/ feedback

Supporting Student Learning – This explores student needs, pastoral care, learning styles and preparing the emerging professional for autonomous practice.

Institutional Issues – This looks at the place of the educator in the teaching institution looking at the role of the curriculum and syllabus, external and internal validation, compliance and leadership.



COURSE CONTENT

There are two compulsory units of learning:

- 1. Education for Academic Teaching in Manual Medicine** equips you with the knowledge of concepts and theories of teaching, learning, and assessment in the area of academic delivery at undergraduate and postgraduate level.
- 2. Education for Clinical Supervision and Teaching Technical Skills** equips you with knowledge of concepts and theories of clinical supervision and teaching technical skills at undergraduate and postgraduate level with an emphasis on supporting teaching and learning within a community of practice in the work place.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, you should be able to:

- Critically appraise the currency and validity of different models of teaching and learning in order to effectively design course materials and implement a range of teaching, learning, and assessment methods in both classroom and clinic-based learning settings, critically considering the relationship between educational aims and objectives, learning outcomes, assessment criteria and assessment tasks and demonstrating the skills, attitudes and capabilities of a competent educator.
- Demonstrate the ability to synthesise new ideas/data into strategies to effectively support academic and professional development of a wide range of students and critically evaluate the effectiveness of these strategies in the light of relevant literature in teaching and learning.
- Demonstrate awareness of the challenges and opportunities of integrating the roles of professional practitioner and educator and comprehensive knowledge of strategies to support situated learning in a community of practice.
- Critically appraise key concepts and current debates in higher professional education regarding models of reflection, student centred learning, perspectives in education, role of the syllabus and curriculum in education, situated learning, clinical supervision and supervisory relationships to support students moving towards autonomous professional practice.
- Demonstrate use of reflexivity, critical thinking and self awareness, including self assessment and identification of emergent developmental needs and show awareness of appropriate continuing personal development requirements to improve the quality of scholarship.

TEACHING, LEARNING AND ASSESSMENT

Using a wide range of established learning and teaching methods such as lectures, seminars/tutorials, workshops, e-learning, self-directed study, and group work, you will be exposed to a meaningful, collaborative and challenging educational experience that questions your individual beliefs and perceptions of teaching and learning. The programme questions and appraises how these perceptions may be informed and shaped by current educational conceptions and research, and encourages you to examine the opportunities and challenges you face integrating your role of educator with that of healthcare professional.

Course assessment is designed to support your individual development. For example, the unit 'Education for Academic Teaching in Manual Medicine' involves an initial reflection on current teaching perspectives, which will be expressed within a structured portfolio exploring teaching and learning experiences in relation to educational theory.

TEACHING TEAM

The teaching team for this post-graduate programme includes BSO educators who have developed interests in education and have either completed or are completing masters' and doctoral level study in education and external educators specialising in education. This allows this post-graduate course to be focussed on the particular needs of osteopaths and other manual therapy practitioners supported by external educators bringing breadth and depth of educational knowledge to the programme. The course will be delivered at the BSO. Access to specialised resources (e.g. literature in the field of education) will be facilitated by the BSO and University of Bedfordshire's libraries and by the BSO's ICT department.

ENTRY CRITERIA

You should hold:

- A UK or overseas degree from a recognised academic institution, or an equivalent professional qualification.
- A recognised qualification with the appropriate professional, statutory and regulatory body in osteopathy, chiropractic, or physiotherapy. For international and European Union students from non-regulated countries, a qualification in osteopathy, chiropractic or physiotherapy is required.
- All students are required to be currently involved in teaching osteopathy, chiropractic, or physiotherapy at pre-registration or postgraduate level for a minimum of 15–20 hours per academic year. However for those applicants who are considering a career in education and consequently not currently teaching, the BSO can provide opportunities for to gain voluntary teaching experience. Please contact Gayda Arnold (details as below) for further information.

HOW TO APPLY

For further details relating to postgraduate study at the BSO, or to apply to study please contact **Gayda Arnold** on g.arnold@bso.ac.uk or + 44 (0)20 7089 5315



THE BRITISH SCHOOL OF OSTEOPATHY



University of
Bedfordshire

The BSO has made every effort to ensure that the information in this prospectus is accurate at the time of publication. However we do not accept liability for any inaccuracies. The BSO reserves the right to change or cancel our courses and services at any time without liability even after students have registered with us.

The BSO is a registered charity (no. 312873) which educates osteopaths, provides treatments for patients and promotes osteopathic research.