

Reflections on a review of the undergraduate curriculum at a UK Osteopathic Educational Institution

Steven Bettles, Adrian Barnes, Paula Fletcher

European School Of Osteopathy



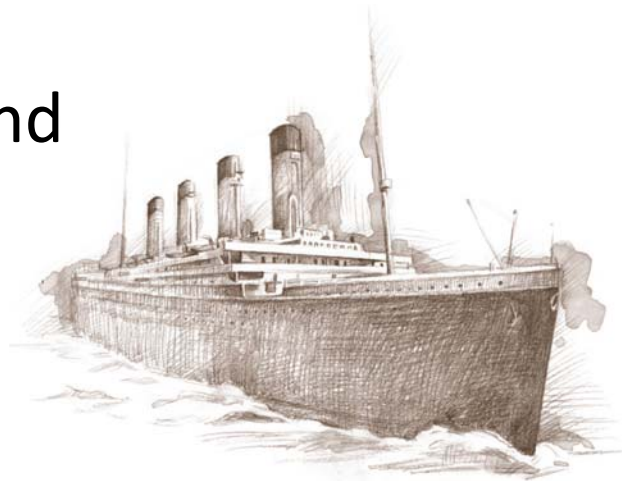
Rationale

- Full review not undertaken for some years
- Identification of areas for improvement
Contact hours – assessment overload –
professional development
- Feedback (internal and external)
- Introduction of M.Ost - 2008
- GOsC Accreditation - Nov 2009

The goal

Design a curriculum that is:

- Mindful of the ethos of the ESO
- Coherent and integrated
- Fairly and appropriately assessed
- Produces graduates that are autonomous and well prepared to meet the standards required by the GOsC
- Educationally sound



European School
of Osteopathy

Ethos

- A broad curriculum and an eclectic approach to osteopathy
- Tolerance to diverse approaches
- A supportive environment



Students

Faculty

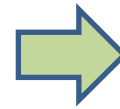
University/QAA



European School
of Osteopathy

Process

Discussed with others
Met with BSO to discuss their experience
of curriculum review (August 2009)



Formulation of process
applicable to our needs



Questionnaire distributed to faculty



Faculty informed (Sept 09)



Questionnaire distributed to students



Meetings held with Faculty:
•Osteopathic teaching faculty
•Basic Science lecturers
•Clinic Tutors
•Student Reps

Process

Faculty questionnaire:

- Looked at curricular contents and asked individuals whether they were responsible for the teaching of these explicitly on a scale from 'very much' to 'not at all'
- Similarly, whether they relied on others teaching these issues
- And whether they thought each content area was 'Essential' to 'Not Essential'

Student Questionnaire

- Strengths and weaknesses of programme
- Workload
- Assessment load
- Teaching methods

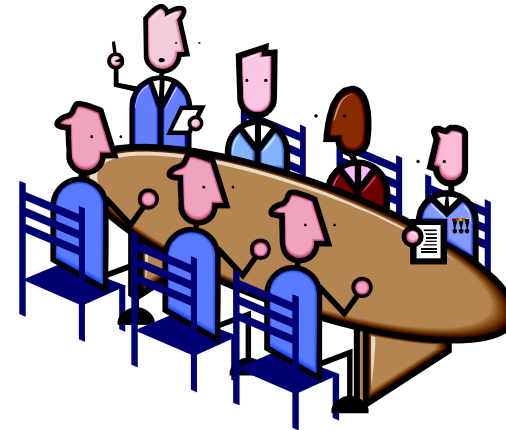
Faculty Meetings

Strengths and weaknesses

Where should students be at end of Year 2 and Year 4

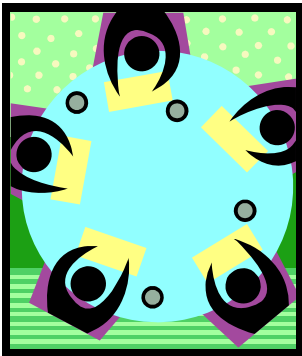
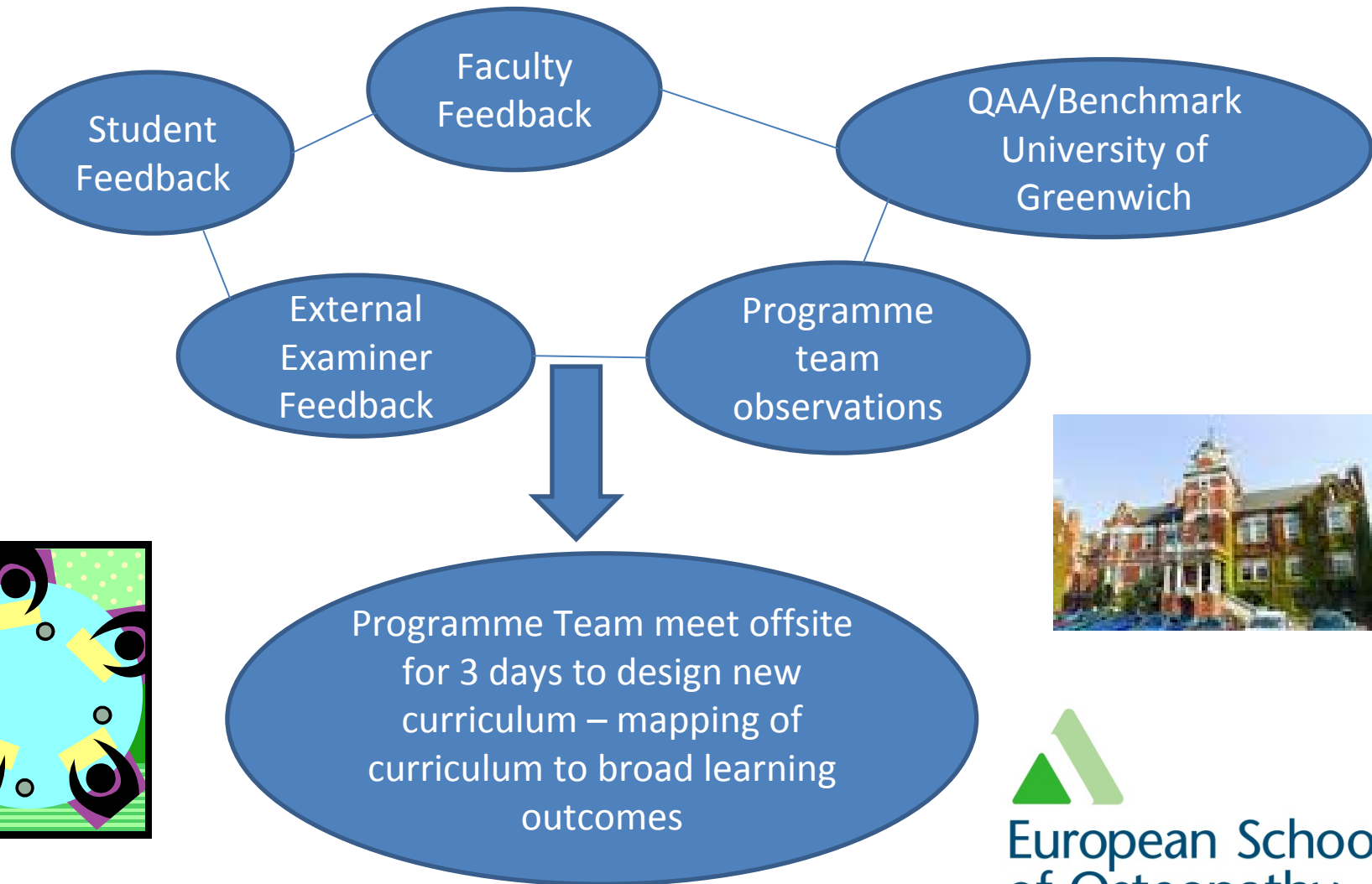
Curricular concerns

Teaching methods

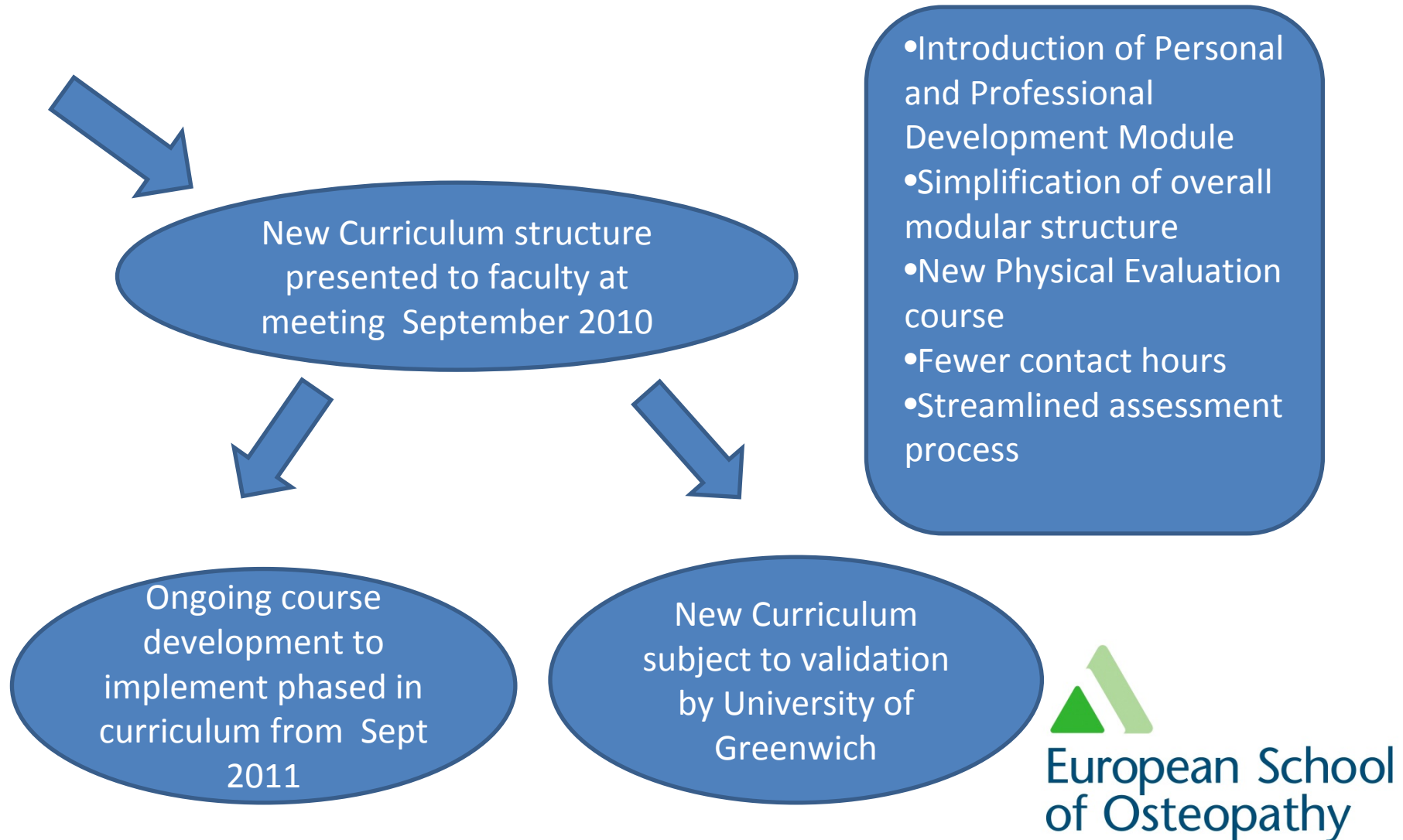


European School
of Osteopathy

Process



Process



Reflections

- Inclusive, consultative approach good, but it's not a democracy!
- Response rates to faculty questionnaire were low (25%)
- Student responses were sometimes surprising
- Massive support for a continuation of the breadth of the curriculum
- Suspicion and rumour!

Challenges

- Implementation
- Ensuring coherence between planned, taught and received curriculum
- Faculty development



Thank you