

A photograph showing a baby in a pink sweater being held by a healthcare professional in blue scrubs. The professional has a stethoscope around their neck. The background is a bright, clinical setting.

# Subject Benchmark Statement: Osteopathy

## The Basics

This summary is designed to provide a short and accessible overview of the Subject Benchmark Statement for Osteopathy for students, employers and academics. It is not intended to replace or alter the Subject Benchmark Statement, which should be referred to in the design and approval of courses and when any further detail is required.

Subject Benchmark Statements describe the nature of study and the benchmark academic standards expected of graduates in specific subject areas, and in respect of particular qualifications. They provide a picture of what graduates in a particular subject might reasonably be expected to know, do and understand at the end of their course or programme.

Subject Benchmark Statements are presented in four sections. Section 1 outlines the contextual information - providing the operational landscape, and boundaries, of subject discipline. This includes consideration of the ways in which the discipline addresses wider social goals, specifically in relation to: equality, diversity and inclusion (EDI); the requirements of disabled students; education for sustainable development (ESD); and enterprise and entrepreneurship.

Section 2 covers distinctive features of the course, including curriculum design, partnership arrangements, flexibility of delivery, progression and ongoing monitoring processes. Section 3 explains any features relevant to teaching, learning and assessment activities for the subject. Section 4 describes the benchmark standards of achievement reached by all graduates with some subjects also including achievement at master's level.



## Why study a degree in Osteopathy?

As a subject discipline, Osteopathy provides work in a wide range of healthcare settings and practice environments (including in private, public and charitable settings). Osteopaths are trained to be primary healthcare practitioners.



## What are the main teaching and learning approaches in Osteopathy?

Typical teaching, learning and assessment approaches combines academic and theoretical learning framed around progressive levels aligned to the UK Quality Code for Higher Education (Quality Code), including procedural, propositional and psychomotor knowledge centred on an osteopathic clinical framework. All educational providers offer both academic training and substantial hands-on clinical training in dedicated clinics attached to their institution. Some also offer a range of satellite clinics within community settings.

These approaches enable all graduates to express the competencies set out in the General Osteopathic Council Osteopathic Practice Standards and associated Graduate Outcomes and Standards for Education and Training.



## How are students assessed?

The assessment of Osteopathic courses includes a mix of methods that are accessible to disabled students and students from varying educational and cultural backgrounds within different learning situations.

Where individual students may be disadvantaged by particular assessment methods, adjustments to those assessments are considered in discussion with the student concerned, while ensuring fairness across the full cohort, and fairness to the student by ensuring that supportive measures do not compromise the regulatory framework that supports patient safety and wellbeing.

The procedures used for assessment cover the subject knowledge (breadth and depth of competence required to meet the Osteopathic Practice Standards), abilities and skills developed through the degree course, and relate to real-life situations and practice where possible, to prepare students for post-graduation and life-long learning.



## Benchmark Standards

The minimum threshold standards that a student will have demonstrated when they are awarded an honours degree in osteopathy are outlined on **pages 20-22** of the Subject Benchmark Statement. The vast majority of students will perform significantly better than the minimum threshold standards. Each higher education provider has its own method of determining what appropriate evidence of this achievement will be and should refer to [Annex D in the Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies](#). This Annex sets out common descriptions of the four main degree outcome classifications for bachelor's degrees with honours - 1st, 2.1, 2.2 and 3rd.

The full statement was developed by subject experts drawn from across the sector. Details of the Advisory Group can be found on **page 24** of the full Statement.

### Read the full Subject Benchmark Statement

The [full Subject Benchmark Statement](#) is available on the QAA website.



Subject Benchmark Statements are published in QAA's capacity as a membership organisation on behalf of the higher education sector.

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