



THE BRITISH SCHOOL OF OSTEOPATHY

## Course Information Form: PGCert in Specialist Paediatric Osteopathic Practice

### Form Guidance

The Course Information Form (CIF) provides essential information to students, staff and others about a particular course of study and is designed to meet the School's own expectations regarding the provision of course information to prospective and current students and those of external organisations such as the Quality Assurance Agency (QAA).

<b>SECTION 1: COURSE DETAILS</b>			
Modifications made to Section 1 of the CIF will normally qualify as a Major Modification and should be processed in line with the Academic Quality Framework Section 4: Course & Unit Approval & Modification ( <a href="http://intranet.bso.ac.uk/Academic_Quality/">http://intranet.bso.ac.uk/Academic_Quality/</a> ).			
<b>Awarding Institution:</b>	The British School of Osteopathy		
<b>Award:</b>	Post Graduate Certificate		
<b>Course Title:</b>	Specialist Paediatric Osteopathic Practice		
<b>FHEQ Level:</b>	Level 7		
<b>Intermediate / Exit Qualifications:</b>	Developing Specialist Paediatric Practice in Osteopathy (15 Credits)		
<b>Location of Delivery:</b>	British School of Osteopathy, 275 Borough High Street, London SE1 1JE		
<b>Duration of Course:</b>	One Year Duration		
<b>Mode of Delivery:</b>	Full-Time		
<b>External Benchmarks to which the Course is Mapped:</b>	Quality Assurance Agency: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) Quality Assurance Agency: Benchmark Statement for Osteopathy (2015) General Osteopathic Council: Osteopathic Practice Standards (2012) SEEC: Level Descriptors (2010)		
<b>Professional, Statutory &amp; Regulatory Body (PSRB) Accreditation</b>	Not Applicable		
	<b>Accreditation Date:</b>	Not Applicable	<b>Renewal Date:</b>
<b>UCAS Course Code:</b>	Not Applicable		
<b>QL Course Code:</b>	Not Applicable		



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### SECTION 2: COURSE SUMMARY, DISTINCTIVE FEATURES, FURTHER STUDY & EMPLOYABILITY

Modifications made to Section 2 of the CIF will normally qualify as a Minor Modification and should be processed in line with the Academic Quality Framework Section 4: Course & Unit Approval & Modification ([http://intranet.bso.ac.uk/Academic\\_Quality/](http://intranet.bso.ac.uk/Academic_Quality/)).

#### Course Summary:

Upon successful completion of this course:

- You will be equipped with the capability to recognise serious problems relating to red flags and safeguarding challenges presenting in osteopathic paediatric practice and be able to effectively manage these cases.
- You will be able to effectively diagnose and manage complex problems commonly presenting in osteopathic paediatric practice by recognising these presentations and differentiate them from features associated with normal child development.
- Your existing treatment skills will be enhanced and supplemented with a broad range of new paediatric relevant technical approaches.
- You will be able to deal with the inherent challenges of clinical uncertainty, characterising osteopathic paediatric practice, without compromising patient safety.
- You will be facilitated to continue your development in osteopathic paediatric care by reviewing and building upon your existing clinical practice, through implementing your own developed CPD plans.
- You will be sufficiently confident and competent to establish a specialist paediatric osteopathic clinic and manage your paediatric caseload.
- You will be facilitated to make a claim for specialist practitioner status if and when your regulatory authority resolves to recognise specialist osteopath practitioners.
- You will develop a high level of meta-cognitive and critical reflective skills and an ability to operate at the forefront of this specialism and be able to offer new connections, ideas and knowledge in the area of paediatric osteopathy, thus opening up possible further research opportunities.

This credit-bearing course will develop and enhance your knowledge, practical and clinical skills in the specialist area of paediatric osteopathic practice, and will provide you with valuable hands-on experience of working within Europe's largest osteopathic clinic under the supervision of experienced osteopaths.

#### Distinctive Features of the Course:

You have your own patient list in the busy BSO specialist paediatric clinic that sees a variety of clinical presentations age range 0 to 17. Our reputation and long history in providing paediatric osteopathy in Southwark and the surrounding boroughs mean we see referrals from a range of other professional's, which includes Social workers, CAMS, Health visitors, O.T.'s and Midwives.

Experienced tutors who specialise in paediatric osteopathy aim to support your specific needs and encourage you to use a variety of treatment approaches whilst applying criticality and reflection.

#### Further Study & Employability:

Upon completion of this course you will be sufficiently confident and competent to, establish a specialist paediatric osteopathic clinic and manage your paediatric caseload. This will enable you to make a claim for specialist practitioner status if and when your regulatory authority resolves to recognise specialist osteopath practitioners. Furthermore you will also have developed a high level of meta-cognitive and critical reflective skills and an ability to operate at the forefront of this specialism and to offer new connections, ideas and knowledge in the area of paediatric osteopathy, thus opening up possible further research opportunities.



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### SECTION 3: COURSE ENTRY REQUIREMENTS

Modifications made to Section 3 of the CIF will normally qualify as a Major Modification and should be processed in line with the Academic Quality Framework Section 4: Course & Unit Approval & Modification ([http://intranet.bso.ac.uk/Academic\\_Quality/](http://intranet.bso.ac.uk/Academic_Quality/)).

<b>Standard Entry Requirements:</b>	<p>UK Applicants must be registered as a practising Osteopath with the General Osteopathic Council.</p> <p>EU and Overseas Applicants must, where applicable, be registered as a practising Osteopath with the relevant regulatory authority or association and must, irrespective of the former, hold appropriate professional indemnity insurance.</p> <p>Students whose first language is not English are required to demonstrate fluency in both written and spoken English. A wide range of English language qualifications are accepted, including IELTS (the required standard for this course is 7.0) and TOEFL.</p> <p>All Applicants are required to complete a Disclosure and Barring Service (DBS) check in line with the School's DBS Policy &amp; Procedure for BSO Applicants &amp; Students.</p> <p>As a prospective applicant, you will need to take into consideration your physical abilities (due to the essential practical requirements of this course), the implications of your disability for your own and others' safety during the course, and your ability to communicate with and treat patients safely and effectively. Further advice may be obtained from the School's Student Support Manager.</p>
<b>Additional Entry Requirements:</b>	<p>Disclosure &amp; Barring Service (DBS) Check: All students will be required to complete an enhanced DBS registration check at the point of registration, in line with the School's Disclosure &amp; Barring Service (DBS) Policy &amp; Procedure (for BSO Applicants &amp; Students):</p> <p><a href="http://intranet.bso.ac.uk/policies_and_procedures/Students">http://intranet.bso.ac.uk/policies_and_procedures/Students</a></p>
<b>Recognition of Prior Learning(RPL) Arrangements:</b>	<p>Not Applicable.</p>



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### SECTION 4: COURSE AIMS, LEARNING OUTCOMES, REGULATIONS & STRUCTURE

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#### Educational Aims of the Course

Upon successful completion of this course:

- You will be equipped with the capability to recognise serious problems relating to red flags and safeguarding challenges presenting in osteopathic paediatric practice and be able to effectively manage these cases.
- You will be able to effectively diagnose and manage complex problems commonly presenting in osteopathic paediatric practice, by recognising these presentations and differentiating them from features associated with normal child development.
- Your existing treatment skills will be enhanced and supplemented with a broad range of new paediatric relevant technical approaches.
- You will be able to deal with the inherent challenges of clinical uncertainty characterising osteopathic paediatric practice, without compromising patient safety.
- You will be facilitated to continue your development in osteopathic paediatric care by reviewing and building upon your existing clinical practice, through implementing your own developed CPD plans.
- You will be sufficiently confident and competent to establish a specialist paediatric osteopathic clinic and manage your paediatric caseload.
- You will be able to make a claim for specialist practitioner status if and when your regulatory authority resolves to recognise specialist osteopath practitioners.

You will develop a high level of meta-cognitive and critical reflective skills and an ability to operate at the forefront of this specialism and be able to offer new connections, ideas and knowledge in the area of paediatric osteopathy, thus opening up possible further research opportunities.

#### Course Learning Outcomes

A typical graduate of this course:

- 1) Will be able to flexibly and creatively synthesise their knowledge base to develop a sound and critical understanding of normal and abnormal paediatric health and development, together with indications and procedures for management intervention strategies, based upon their critical evaluation of real paediatric cases.
- 2) Will have the ability to reflect on and, to a high level of criticality and abstraction, make new connections within existing osteopathic principles and standard procedures, thereby advancing new theories supporting osteopathic paediatric practice;
- 3) Will have a critical understanding of child safeguarding and the legal context for osteopathic practice.
- 4) Will have the ability to flexibly and creatively, using a high level of abstraction, select and deploy the most appropriate evidence informed methods for evaluation, treatment and management of paediatric patients, based upon a critical understanding of the complexities and uncertainties of the individual case.
- 5) Will have refined meta-cognitive skills that guide and inform ongoing care and management of paediatric patients to provide new insights into the strategies that they deploy in current and future cases.
- 6) Will have refined their team working and multi-organisational working through a critical underpinning of the key components of paediatric ethical awareness, and application of practice specific legal and safeguarding protocols.



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### Course Regulations

#### Passing Units and Progressing

Criteria are used by the Board of Examiners to determine whether you have achieved the required level and the adequate number of credits to receive the PGCert. The progression criteria for this course are:

Students are expected to complete the course within the normal period of time as approved at validation and Unit 1 needs to be taken as a prerequisite for Unit 2.

60 credits are required to complete the Post Graduate Certificate.

- a) An overall unit grade of a Grade D- or above is required for the award of the appropriate credits for each unit.
- b) If a unit contains more than one assessment, provided the unit is passed with an overall grade of D-, one of the assessments may be condoned. Normally only grades of E+ may be condoned.
- c) Any assessment awarded a Grade E+, E-, F or a G normally results in a re-sit of that assessment.
- d) Any re-sit assessment awarded a Grade E+, E-, F or a G normally results in a re-take of that unit.
- e) Failure to submit an assignment will result in the award of a Grade F, i.e. an automatic failure of that assessment.
- f) Normally all students are offered one opportunity to re-sit failed assessments.

#### Condoned passes

If you are awarded a Grade E+ for one of the assessment components of a unit, the Examination Board has the discretion to award a condoned pass for that component. This will only happen if the overall unit grade is a Grade D- or above.

### Course Structure

Unit Title	Year 1		
	Credits	FHEQ Level	Normal Duration
Unit 1: Developing Specialist Paediatric Practice in Osteopathy	15	7	Weeks 1 – 12
Unit 2: Specialist Paediatric Osteopathic Clinical Practice	45	7	Weeks 13 - 52



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### SECTION 5: TEACHING, LEARNING & ASSESSMENT

Modifications made to Section 5 of the CIF will normally qualify as a Minor Modification and should be processed in line with the Academic Quality Framework Section 4: Course & Unit Approval & Modification ([http://intranet.bso.ac.uk/Academic\\_Quality/](http://intranet.bso.ac.uk/Academic_Quality/)).

#### Teaching & Learning Strategy

This is a 60 credit postgraduate course consisting of two units leading to a Post Graduate Certificate in Specialist Paediatric Osteopathic Practice. It is designed to equip students with the necessary knowledge, skills and attributes to enable them to make a claim where relevant for specialist status.

The course is a blend of theoretical, practical and clinical instruction centred on a newly developed clinic at the School's Teaching and / or Clinical Centre in London, SE1. This course is a natural evolution of the School's existing CPD provision for osteopaths wishing to enhance their knowledge and clinical skills in this specialist area. The course delivers the theoretical framework for practice together with practical skills development from a structural perspective, followed by a clinic based component where students will be able to practise on real patients in the School's dedicated outpatient clinic under supervision.

The course is based upon a structural osteopathic approach and aims to retain those practical aspects of the current CPD course, which attracts osteopaths by enabling them to enhance their clinical practice to become specialists in paediatric osteopathy.

As this post graduate course is designed to take existing osteopaths from the UK, EU and overseas, their incoming knowledge and skills within paediatric osteopathy will be broad ranging. This is because there are no common clearly articulated standards of practice or pre-registration requirements set out. The course therefore assumes a basic level of understanding and an assumption of knowledge and skills set primarily focused around adult care. Furthermore it is assumed that incoming students' awareness of the legal frameworks and contemporary challenges concerning safeguarding and multi-professional team working in this context and managing care pathways will be similarly varied and in cases limited.

The course is designed to provide students with a broad range of relevant knowledge concerning normal paediatric development and the common developmental and pathological challenges faced by this patient group. Students will also be exposed to the osteopathic theories and principles underpinning specialist paediatric practice together with normal management protocols that guide and inform approaches to paediatric management. This is set within the context of developing a critical awareness of the role of safeguarding, confidentiality and consent. Existing evaluation and treatment skills will be refined within the paediatric context and new skills and techniques introduced.

Underpinning this unit will be the development of students' cognitive skills to enable them to enhance their critical thinking and conceptualisation in order to challenge the material presented. Thereby enabling students to formulate their own ideas to a high level of abstraction and develop critical responses to the existing osteopathic theories, principles and treatment/management approaches, underpinned by current evidence where available.

Students' problem solving, ethical awareness, research and enquiry skills will be developed through the assessment strategy which is designed to enable students to evaluate their own and others' practice and procedures within the context of safeguarding, communication and deployment of osteopathic principles and management protocols.

The final element of the course is clinically focused where students' propositional and procedural knowledge, skills and affective attributes are further refined through immersion within a contemporary specialist paediatric community of practice. Through this immersion students will, under supervision, autonomously implement and evaluate improvements to their own performance learned at the beginning of the course by drawing best practice from colleagues and tutors.

Students' team and multi-organisational working will be refined within this specialist paediatric context. Ongoing formative assessment will enable students to use personal reflection to analyse self and own actions based on new insight from peers in order to make new connections between known and unknown areas of clinical practice to facilitate adaptation and long term change through CPD.



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### Assessment Strategy

#### Formative

A formative 15-minute poster presentation, in Week 4. Students will be required to audit their own practice policies, procedures and practices concerning child safeguarding, information sharing and referral and develop their own practice guidelines. This formative assessment prepares students for the initial summative assessment on the same topic that is scheduled for Week 8. Students will also write a critical report concerning their audit and this will be formatively assessed and will give students the opportunity to receive early feedback concerning their academic writing.

#### Summative

Summative assessments give students the opportunity to analyse and evaluate principles and practices within the context of clinical uncertainty and contradictory evidence to recognise the need for alternative theories and approaches in paediatric osteopathy and to proffer new insights. The final summative assessment further facilitates students' personal evaluation and development skills through the production of future paediatric CPD plans.

#### Unit 1

In week 8 you will write a 1200 word critical report concerning a case drawn from your own practice, group practice or from an osteopathic practice elsewhere, from the last ten years where there has been a critical incident concerning child safeguarding, consent, information sharing and/or referral.

In week 12 you will write an 1800 word critical case review of a recent paediatric patient that you have managed or observed. This will include a critical appraisal of the evaluation, treatment and management strategy and the effectiveness of the arrangements deployed for inter-professional collaboration.

#### Unit 2

You will write a 2000 word critical case review of a recent or current paediatric patient that you have managed, where you were faced with a new clinical decision and where you were required to interpret and apply evidence to inform your management. This will include a critical appraisal of the evaluation, treatment and management strategy and where necessary the effectiveness of the arrangements deployed for inter-professional collaboration.

You will receive two clinical performance assessment reports concerning your developing specialist paediatric osteopathic technical skills and management. Both together comprise this assessment.

You will receive a moderated student clinical performance assessment report at two points during your journey through the unit, at week 13 and week 35. Both assessments will take the same format. This will grade a range of clinical performance indicators and provide developmental feedback on those indicators, together with overarching developmental feedback. An overall grade will be awarded for each assessment.

All supervisors will complete in weeks 12 and 34 an individual supervisor assessment report based upon the full range of clinical performance indicators. Supervisors will grade a range of indicators and provide developmental feedback against those indicators, together with any overarching developmental comments.

During weeks 13 and 15, all supervisors will meet to moderate a definitive assessment report for each student. The Unit Leader in the presence of the External Examiner will chair this moderation meeting. You will receive a copy of each moderated and graded assessment report.

The week 13-assessment report carries a weighting of 30% of the overall assessment mark and the week 34-assessment report carries a weighting of 70% of the overall assessment mark. The aggregate mark of the two sub-assessment points within this assessment will determine the overall mark for the assessment. You may therefore fail one sub-assessment and still pass the assessment.

You will write a 2000 word critical analysis evaluating your competence profile as a specialist paediatric



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osteopath by drawing upon evidence from your clinical development portfolio and drawing upon best practice and current evidence in the field. You will construct a five year professional development plan that addresses areas identified and selected whilst taking into account future development aspirations

### Course Assessment Map (In Date Order)

Week	Unit 1	Formative	Summative
Week 4		Practice Audit Poster Presentation 1,000 word critical report	
Week 8			1200 word critical report
Week 13			1800 word critical case review
Week	Unit 2	Formative	Summative
Week 13			Supervisor Clinic Report
Week 20			2,000 word critical case report
Week 34			Supervisor Clinic Report
Week 34			2,000 Critical Analysis



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### SECTION 6: STUDENT SUPPORT

Modifications made to Section 6 of the CIF will normally qualify as a Minor Modification and should be processed in line with the Academic Quality Framework Section 4: Course & Unit Approval & Modification ([http://intranet.bso.ac.uk/Academic\\_Quality/](http://intranet.bso.ac.uk/Academic_Quality/)).

#### Student Support During the Course

As a student at the BSO, your personal welfare is of concern to us. The in-house Student Support Team consists of: the Student Support Manager, the Counsellor and the Student Learning Advisor. The BSO also has access to several Dyslexia Tutors who are available for on-site tutoring through the Student Support Manager. Together the team offers a confidential impartial service, giving advice on issues that may be affecting you academically or personally either inside or outside the BSO.

#### Support for Students with a Disability

If you have, or think you may have, a disability or special learning need, you are advised to disclose this to the Student Support Manager as soon as possible. You may be entitled to Disabled Students Allowance and extra examination time.

The BSO promotes equality for all students and staff. The assurance, improvement and promotion of equality for all BSO users are overseen by the BSO Equality Committee in line with our duties under the Equality Act 2010. Meetings take place at least once a year. Your voice is represented through student representatives from each BSO course and the Student Union. The BSO Single Equality Scheme and Plan is available on the BSO main website and in other formats upon request.

For more information, please see:

<http://www.bso.ac.uk/train-to-be-an-osteopath/student-life/diversity-and-equal-opportunities/>



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### SECTION 7: SKILLS DEVELOPMENT

Modifications made to Section 7 of the CIF will normally qualify as a Minor Modification and should be processed in line with the Academic Quality Framework Section 4: Course & Unit Approval & Modification ([http://intranet.bso.ac.uk/Academic\\_Quality/](http://intranet.bso.ac.uk/Academic_Quality/)).

Outline the strategy for developing and embedding each of the following skills.

#### Communication:

Communication skills are fundamental to clinical practice and feature in case history taking, writing case notes, as well as verbal and non-verbal communication with tutors, students, patients (and their families). The ability to write professional letters to other health care workers and to write reports for patients and their agents also requires high level communication skills. In addition, you will be expected to present to small groups supported as necessary by AV media. Communication skills are covered in Unit 1 and are covered implicitly in all areas of the course, as good communication skills are fundamental to being a successful osteopath.

#### Information Literacy:

IT is an important resource both within the BSO and increasingly in professional practice. You will be expected to use IT for: word processing; communication between yourself and faculty, staff and other students using both email and on-line conferences; statistical data analysis; searching on-line resources; presentations; and to record resources such as video of your performance to support your learning. An important aspect of information literacy is not just the use and retrieval of information through electronic formats but the application of the information gathered. With the volume of material being made readily available in this format increasing, it is important that you are able to discriminate and use the material appropriately.

The BSO believes that information literacy is best developed within the context of the academic curriculum, rather than as a separate add-on course, which is removed from the subject content. It is suggested that students are more likely to recognise the relevance and importance of information literacy if teaching is delivered at the point of need, affiliated with their own subject, and included in assessment. In the first unit basic IT introduction to TM2, BONE and First Class are available for students who require them. Students are then encouraged to seek help as and when required.

#### Research & Evaluation:

You will critically evaluate relevant literature and appraise osteopathic models of diagnosis and care, in order to inform your developing specialist osteopathic capabilities.

#### Creativity & Critical Thinking:

**To help with the development of this you will:** Take part in different methods of teaching and learning such as case-based learning, small group seminars, tutorials, and also in a variety of assessment methods such as journals, portfolios and self-assessments. Criticality is a strong part of learning at Masters Level and is throughout all units. Reflection and criticality are key skills to being a practising osteopath and are therefore built on throughout the course and are embedded within your portfolio of learning that you will keep in Unit 2.

#### Team Working:

The ability to work with others is another key skill in practice and one that informs our selection process. In the clinic you are not just expected to work with patients, but to be able to work with carers, clinic staff, clinic tutors and students from different stages of development. Team work is an important aspect of the BSO clinic to ensure the highest standard of patient care and team-based learning will provide you with a scaffolded learning structure to support your growth as an autonomous practitioner. As senior students you will also be expected to provide mentoring and leadership to your junior colleagues. Small group seminars and tutorials are where interactive learning occurs. In technique classes you will work with other students to develop your practical skills where mutual respect and care are essential. You will be providing constructive feedback to your colleagues as you play the role of the patient, and vice versa.



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### Improving Learning & Performance:

The BSO works hard to promote personalised learner development as appropriate preparation for a profession that demands its practitioners become reflective, autonomous and life-long learners.

### Career Management Skills:

After graduation you will be equipped to work in the following areas specialising in paediatric services, Private sole osteopathic practice; Osteopathic group practice; Multi-disciplinary healthcare practice.

You will also be equipped with the appropriate skills to pursue further study at Master's level and further research in this specialist area.

### Different Approaches to Learning (Progress Files):

Studying this course will involve students in a wide range of teaching and learning activities. Lectures and seminars will take up some time but, in addition, students will be expected to engage in a range of other activities designed to support their learning. This will include reading recommended texts and other materials, working on-line, preparing for classroom activities and for assessments. Unit Information Forms for both units and a Course Handbook will be made available to students in hard copy or on-line, providing fuller details of the expectations of the course. The course has a unique emphasis on supporting osteopaths in their development of advanced practitionership, in particular with regard to their professional role as specialist paediatric clinicians.

This course requires students to:

- Attend lectures, seminars and workshops and participate in discussions;
- Engage with their peers and tutors in e-learning activities;
- Attend individual tutorials;
- Practise osteopathic and clinical skills in a tutor led environment;
- Engage in self-directed learning activities;
- Receive feedback from tutors and peers on learning activities;

Provide feedback to peers on learning activities.

### Professional Standards:

#### 1. Disclosure & Barring Service (DBS) Checks:

1.1. You will be interacting with a diversity of patients, which includes young people and vulnerable children. It is therefore necessary for you to undertake a number of DBS checks.

1.1.1. You are required to complete a DBS Check for "The British School of Osteopathy" when you register as a student. This helps to inform the School about your position of trust and to ensure that the School provides and maintains its protection of its patients and staff, as you undertake unit 2.

#### 2. Attendance & Punctuality Requirements:

2.1 As a training healthcare practitioner the importance of keeping appointments and to time is evident. You are therefore required to attend all classes regularly and punctually. Your attendance to classes is monitored regularly.

2.2 You are reminded that:

2.2.1 You are expected to comply with any course specific attendance requirements in addition to this policy that are contained within your Unit Handbooks, Course Handbooks, Course Information Forms or Unit Information Forms as appropriate.



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2.3 For academic lectures, tutorials, seminars and practical classes:

2.3.1 It is your responsibility to sign the register for each class you attend.

2.3.2 You are required to inform Registry of any unavoidable absence from these classes.

2.4 For clinical sessions:

2.4.1 It is particularly important that you inform Clinic Administration of any unavoidable lateness to or absence from any clinic session. You are a training professional within the clinic and have a responsibility to your patients, colleagues and staff at the BSO. You are required to ensure that BSO Clinic Reception/Administrative staff are made aware of any student absence with as much notice as possible so that alternative arrangements can be made in good time. This is of particular importance when you become responsible for your own patients in the final years of the course.

### 3. General Behaviour:

3.1 As a professional, you are expected to conduct yourself in an orderly, dignified and professional manner at all times both in the precincts of the School and elsewhere.

3.2 You are expected to demonstrate honesty and integrity in all dealings within the School.

### 4. Clinic Professional Standards:

Within any clinical environment you are required to behave and present yourself as the professional that you are. Patients are entrusting you with their care and you should at all times endeavour to respect such trust by responding to this privilege to the best of your ability. There are therefore several professional standards directly related to your clinical education that you are required to adhere to:

#### 4.1 Dress Code:

4.1.1 When observing or treating patients within the Clinic you must be appropriately attired

4.1.2 Your personal appearance is of importance and patients will expect you to look and act as a member of a professional health care team.

4.1.3 Further details about the dress code within the clinic may be found in the Student Clinic Handbook.

#### 4.2 Behaviour:

4.2.1 All students and staff must be aware of current General Osteopathic Council (GOsC) practice guidelines, the "Osteopathic Practice Standards" (2012), which can be found on the GOsC website ([www.osteopathy.org.uk](http://www.osteopathy.org.uk)). Students and staff are expected to behave in a professional manner during all clinical interactions in compliance with the GOsC practice guidelines.

4.2.2 The use of mobile phones by students and tutors is normally not permitted during clinic sessions. If you require the use of your mobile phone, for instance if you are expecting an urgent message, please keep the phone on silent or answer-phone. The use of mobile phones is strictly not permitted during student/tutor-patient interactions.

#### 4.3 Confidentiality:

4.3.1 You have an implicit duty to keep all information concerning, and views formed about, patients entirely confidential.

4.3.2 Any written notes concerning patients must stay within the confines of the Clinic.

### 5. Use of Mobile Phones:

5.1 You must not use mobile phones during any taught class. Please ensure that they are kept on silent or



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answer-phone mode during classes.

5.2 The use of mobile phones within the clinical environment is outlined above.

5.3 Mobile phones are NOT permitted in examination rooms.

**6. Contact Arrangements:**

6.1 You are required to provide a valid permanent, term-time and correspondence contact address and telephone number to Registry when you register as a student each academic year.

6.2 You are required to provide Registry with a current contact number of your next-of-kin should the school need to contact them in an emergency.

6.3 You are required to inform Registry of any change of address or telephone number and ensure that your contact details held by Registry are kept up to date.

**7. Assessment Requirements:**

7.1 You are required to have an awareness of the School's Assessment Regulations as detailed in the Course Handbooks and the Academic Quality Framework (Section 7: Academic Regulations).

7.2 You are required to be aware of the School's Plagiarism Policy as detailed in the Course Handbook . Plagiarism is not tolerated and if plagiarism of an assessment or examination is suspected an investigation will be undertaken.

**8. School Policies and Procedures:**

8.1 You are required to familiarise yourself with all School Policies and Regulations as published on the School's intranet.



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### SECTION 8: ADMINISTRATIVE INFORMATION

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<b>Course Leader:</b>	Samantha Fennell MSc Paeds, PGAce, B'Ost
<b>Portfolio:</b>	Post Graduate Certificate in Specialist Paediatric Osteopathic Practice
<b>Date of Course Approval:</b>	June 2014
<b>Date of Last Periodic Review:</b>	Reviewed and Approved as a School Award in August 2016
<b>Version:</b>	V2.0

### CIF MODIFICATION RECORD

<b>Level of Modification (Administrative, Minor or Major)</b>	<b>Summary of Modification</b>	<b>Modification Approve by</b>	<b>Date of Modification Approval</b>
<i>This column should be completed by the Unit Leader proposing the modification.</i>	<i>This column should be completed by the Unit Leader proposing the modification and include which section of the UIF has been modified.</i>	<i>This column should be completed by the relevant staff / Chair of Committee approving the modification.</i>	<i>This column should be completed by the relevant staff / Chair of Committee approving the modification and include the reference of the meeting where the modification was approved, e.g. AC-15-01.</i>