



THE BRITISH SCHOOL OF OSTEOPATHY

## Course Information Form: M.Ost (Full-Time)

### Form Guidance

This Course Information Form (CIF) provides essential information to students, staff and others about a particular course of study. It is designed to meet the School's own expectations regarding the provision of course information to prospective and current students, as well as meeting the requirements 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>	Integrated Masters		
<b>Course Title:</b>	Master of Osteopathy (M.Ost)		
<b>FHEQ Level:</b>	Year 1: FHEQ Level 4 Year 2: FHEQ Level 5 Year 3: FHEQ Level 6 Year 4: FHEQ Level 7		
<b>Intermediate / Exit Qualifications:</b>	<ul style="list-style-type: none"> <li>• Certificate in Higher Education</li> <li>• Diploma in Higher Education</li> <li>• BSc (Hons) in Osteopathic Studies (non-practicing)</li> </ul>		
<b>Location of Delivery:</b>	British School of Osteopathy, 275 Borough High Street, London SE1 1JE		
<b>Duration of Course:</b>	Four Years		
<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>	The General Osteopathic Council		
	<b>Accreditation Date:</b>	Accreditation Event held in May 2016 (Formal Outcome to be confirmed by the GOsC)	<b>Renewal Date:</b>
<b>UCAS Course Code:</b>	B110		
<b>QL Course Code:</b>	MOSTFT		



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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:

The Integrated Masters in Osteopathy (M.Ost) is an undergraduate programme that will enable graduating students to apply to the General Osteopathic Council (GOsC) for registration as an osteopath in the UK.

The programme is designed to deliver a fully-integrated programme that covers the theoretical and practical knowledge and skills required to be an osteopath. Clinical education starts from the first term of the first year, with your observation of osteopathic practice. As your knowledge and skills develop, so will your responsibility for the decision making, management and treatment of patients. During your clinical education, you will be supported by experienced clinical faculty members who are all practising osteopaths.

The M.Ost will give you the opportunity to develop a variety of skills that will be needed when you are a fully-qualified osteopath working in primary health care. You will be able to plan your own learning programme covering a range of aspects of professional life, including the ability critically to assess research, journal papers, lectures and presentations. .

#### Distinctive Features of the Course:

The academic and clinical content of the degree course are underpinned by the scholarship and research undertaken at the School.

From early in your studies you will interact with patients in the purpose-built BSO clinic, where the practical clinical education components of the course take place. You will also benefit from one-to-one intensive tuition with practising osteopaths. Your clinical studies will provide you with unrivalled opportunities to care for a wide range of patients from a diverse range of backgrounds and different demographics. This will enhance your clinical experience and enable you to hone the development of your osteopathic skills. As part of your clinical education you will also be able to treat patients in our specialist and community clinics. This includes working in a paediatric clinic offering free osteopathy to children aged 0-5 years, with HIV patients in an NHS hospital, working with older people, sports injuries, and a clinic that treats people who are homeless.

In the final year of the course there is an opportunity to study practice specialisms at a more advanced level. These areas of specialism may include options such as paediatric osteopathy, osteopathy and the care of expectant mothers, osteopathy and the care of the elderly, osteopathy and sports injuries, caring for people living with HIV and AIDS, caring for patients with complex psychosocial needs, and the management of people with chronic pain. These subjects are introduced in years 2 or 3 to allow you to make an informed choice for your in-depth study in year 4.

The M.Ost will provide the foundations for setting up a practice, covering business skills, medico-legal issues, marketing and financial information. Recent graduates may be invited to speak to you about their experiences following graduation.

All the course units are supported with online resources through BONE (The British School of Osteopathy ON-line Learning Environment), which allows you to access your learning materials from anywhere in the world.



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### Further Study & Employability:

#### Career:

- Most students leaving the BSO become self-employed osteopaths. Opportunities in osteopathy are increasing and, as the public awareness of osteopathy grows, there is a growing demand for qualified and registered osteopaths.
- Although most osteopaths work as self-employed practitioners in the private sector, there are increasing opportunities to develop your career in a multidisciplinary environment. Developing links between the National Health Service and the osteopathic profession mean that there are opportunities to work within hospitals, in partnership with doctors in general practice and in community health centres.
- Once you have a number of years' experience, you may discover opportunities to pursue individual specialist interests and to develop work with particular client groups.
- With further experience, some osteopaths go on to teach at one of the approved osteopathic education institutions. Research in osteopathy is also a growing area within the profession and there are increasing opportunities to undertake research into particular areas of specialism.
- There are opportunities to work abroad, subject to the destination country's registration requirements.

#### Further study:

There are a growing number of postgraduate qualifications in the field of osteopathy and the BSO's own portfolio of postgraduate programmes is developing. Currently, we have a Professional Doctorate in Osteopathy, the first in this country. The BSO also offers a portfolio of postgraduate certificate courses designed to support graduate development in areas of career specialisation. Approval has recently been given for the BSO's Postgraduate Certificate in Specialist Paediatric Osteopathic Practice and a postgraduate Master's degree in Osteopathy. This will enable further postgraduate self-development and will contribute to the development of the profession. You must have a Recognised Qualification to be eligible for entry onto all of these courses.



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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>The normal minimum requirements for entry onto (M.Ost) course are:</p> <ul style="list-style-type: none"> <li>• Five GCSEs at grades A - C including Mathematics and English language, and three A Levels including Biology and one other science (preferably Chemistry). A typical offer is three A Levels at grades BBC, normally with B in biology.</li> <li>• As an alternative to A Levels, the BSO accepts AVCE, BTEC National Diplomas, Access Certificates, Scottish Highers, Irish Leaving Certificates, International Baccalaureates and a large number of home and overseas qualifications with relevant science content at an appropriate level.</li> <li>• 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 6.5) and TOEFL.</li> <li>• All prospective students are required to attend an Interview and Evaluation Day during which prospective students are normally required to take part in a range of interactive tasks and a personal interview in order to demonstrate their suitability for the profession and the BSO.</li> <li>• The BSO is committed to a policy of inclusion, actively seeking to widen participation and to increase opportunities for high-calibre students with the aptitude and potential to undertake a degree in osteopathy. Students from diverse ethnic and social backgrounds, school-leavers, mature 'second career' applicants and students with a range of seen and unseen disabilities are all warmly welcomed. Every application to the BSO is considered on its own merits.</li> </ul> <p>Graduation with a British School of Osteopathy M.Ost degree requires the successful achievement of the academic and the practical aspects of the degree in each of the four years and includes extensive work with patients in the clinic. During the course you are required to meet the Osteopathic Practice Standards in order to be eligible for registration as a practitioner with the GOsC. This is the professional body that oversees 'Fitness to Practise', certifying you as 'ethically and clinically competent' to work safely with patients. As professional bodies do not interview or train students, the onus is on institutions such as the BSO to ensure that only students who are 'fit' to study and practise their vocation are admitted to, and graduate from, the BSO course. Therefore, all applicants are required to attend the Interview and Evaluation Day.</p> <p>As a prospective applicant, you and the M.Ost Admissions Team will need to take into consideration your physical abilities (due to the essential practical requirements of our degree course), the implications of any disability for your own and others' safety during the course, and your ability to communicate with and treat patients safely and effectively. This is assessed during the Interview and Evaluation Day and if issues arise, the Student Support Manager is present to assist you further. You may be advised to contact the GOsC to clarify their competence standards.</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>



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**Course Information Form: M.Ost (Full-Time)****Recognition of  
Prior  
Learning(RPL)  
Arrangements:**

The School has a process for accessing and, as appropriate, recognising prior certificated learning for academic purposes. This recognition may give the learner a credit value in the credit-based structure of the course and allow it to be counted towards the completion of a programme of study and the award. The BSO would like to recognise the achievements of students and credit them for the work they have already achieved. These applicants are therefore eligible to apply for Recognition of Prior Learning (RPL) against **whole units** in the M.Ost.

For further information about BSO Entry Requirements and RPL opportunities, please see:

<http://www.bso.ac.uk/train-to-be-an-osteopath/applying-to-the-bso/m.ost-applicants-with-prior-degree-level-qualifications/>



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

Modifications made to Section 4 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/)).

#### Educational Aims of the Course

The aim of the M.Ost is:

1. To enable you to attain the capabilities and qualities of a BSO Graduate and in so doing to meet the Osteopathic Practice Standards published by the GOsC and the QAA Osteopathy Benchmarking Statement. Together these recognise and promote:
  - a. the essential knowledge base;
  - b. the practical, interpersonal, cognitive and key transferable skills;
  - c. an attitude of critical enquiry, self-reflection, professionalism, ethical caring and respect that characterises a competent, capable, caring and effective osteopath;
  - d. an approach to teaching and learning that embodies the effective management of change and uncertainty, and encourages a commitment to self-managed, life-long learning.
2. To enable you to practise in primary care and be eligible to apply for registration with the GOsC.

#### Course Learning Outcomes

In order to be a competent osteopath, you will need to be able to combine your knowledge with your affective and practical skills to provide effective, critically informed and person-centred care to a diverse range of people. To reflect this, upon successful completion of the M.Ost you will:

1. Be equipped to respond to the health needs of a wide variety of patients and situations with care centred around the needs of your patients;
2. Be caring, proficient and effective in applying your skills and knowledge, while also being aware of your own and your patients' uncertainties, and remaining confident in your ability to respond appropriately;
3. Be flexible and sensitive when using strong communication skills, both verbal and non-verbal, to inform and reassure your patients; enhance understanding of their problem; generate greater insight into the complexity of their situation, if appropriate; and enable your patients to develop a greater capacity to respond to life's challenges;
4. Effectively support patients through the critical application of some or all of the following: using a broad range of manual techniques to modify how their body functions; educating the patient to adapt and make better use of the resources available to them; helping patients understand and adapt aspects of their behaviour and attitudes in order to accommodate their life challenges;
5. Be able to consider the contribution that other health care professionals may make in addition to, or instead of, your care so as to ensure patients are able to make informed choices about their needs;
6. Be able to enhance a patient's capacity to respond effectively in the context of their life, enabling them to adapt to changing circumstances and to live well;
7. Have a clear sense of your professional identity within the wider context of health and social care provision, and fulfil the duties and responsibilities this entails;
8. Be driven by curiosity to question assumptions, investigate the unexpected and seek always to further your understanding of complex and seemingly inexplicable health phenomena;



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9. Be critically aware of limits to your expertise while recognising the need to extend your abilities, confidently apply your strengths, and collaborate with colleagues and other health care professionals for the benefit of patients;
10. Be able to undertake the independent learning required for continuing professional development, demonstrating self-direction and originality in problem-solving, and autonomy as an osteopathic health care practitioner;
11. Be able critically to evaluate, interpret and apply current research and methodologies; review data; evaluate outcomes of clinical interventions; and propose new hypotheses to guide and inform your practice.

### Course Regulations

The M.Ost programme is underpinned by the QAA Osteopathy Benchmark statement. The embedding of professional standards, specifically the Osteopathic Practice Standards, starts at the beginning of the course, primarily within the early Professionalism units. This process is put into context within the Being an Osteopath units, while subject specific elements (such as patient communication and consent) are revisited in other units (e.g. Patient Care). Professional standards are also explicitly and implicitly explored and applied within clinical practice and are supported through the application of portfolio based learning, assessment and critical reflection.

The requirements listed in this document constitute the core curriculum of the programme. The subjects are delivered across all the units and will therefore have a variety of delivery methods. Some of the subjects will require some self-directed learning, supported by tutorials where some content will be provided in a more formal lecture style.

The School has a common regulatory framework that extends across all its courses. This section contains a summary of some of the key elements. For definitive information, please consult the full text of the regulations which can be found in Section 7 of the Academic Quality Framework published on the intranet here:

[http://intranet.bso.ac.uk/Academic\\_Quality/](http://intranet.bso.ac.uk/Academic_Quality/)

### Passing Units and Progressing

Courses are divided into stages. To be eligible to progress from one stage to the next you must have gained the required number of academic credits at the appropriate level in line with your course progression criteria (see below).

For undergraduate courses, a stage corresponds to one year of full time study.

- a) To pass a unit, you must attempt all assessments.
- b) In the final stage of your course, you must normally accumulate all the academic credits needed for the award for which you are registered.

Progression criteria are used by the Board of Examiners to determine whether you have achieved the required level and the adequate number of credits to progress to the next phase of your course. The progression criteria for the M.Ost (full-time) are:

Students are expected to complete the course within the normal period of time as approved at validation, i.e. four years. The maximum time for a student to complete the M.Ost full-time is normally 6 years.

- a) 120 credits per phase are required to progress to the subsequent phase of the degree programme for Levels 4, 5 and 6.
- b) A student who has not attained a minimum of 30 credits by the end of a phase will be regarded as not having made sufficient academic progress. The student will normally discontinue the course and will be required to leave the School.



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- c) An overall unit grade of a Grade D- or above is required for the award of the appropriate credits for each unit.
- d) 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.
- e) Any assessment awarded a Grade E+, E-, F or a G normally results in a re-sit of that assessment.
- f) Any re-sit assessment awarded a Grade E+, E-, F or a G normally results in a re-take of that unit.
- g) Failure to submit an assignment will result in the award of a Grade F, i.e. an automatic failure of that assessment.
- h) Failure to attend an exam will result in the award of a Grade F, i.e. an automatic failure of that exam.
- i) If a Grade G for issues of safety is awarded for any technique station in any Viva, or in an Objective Structured Clinical and/or Practical Exam (OSCE, OSPE or OSCPE) or Mini Clinical Exam, an automatic failure of this assessment will result.
- j) In order to pass a Viva or OSCE/OSPE/OSCPE, students must pass 50% or more of all technique questions and obtain an overall grade of at least Grade D-.
- k) 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.

Condoning is normally offered for non-practical assessments in The Functioning Human, Professionalism, Patient Care, Being an Osteopath and Research and Enquiry units.

Only one assessment per year may be condoned at the main Exam Board. If a student fails more than one assessment, they are required to re-sit all of the failed assessments.

Certain unit assessment components are not normally condoned due to the professional or practical element of the assessment and the implications this may have on standards of proficiency and safety. These include the following assessments:

Unit	Assessment
Being an Osteopath Yr3	MCE 1,2 & 3
Being an Osteopath Yr4	MCE 1-5, Practical Viva
Patient Care Yr1	OSCPE 1 & 2
Patient Care Yr2	OSCPE 1 & 2
Patient Care Yr3	Integrated Patient Management Problem, Case-based viva

#### Retrieval of Failure in a Unit

If you fail elements of an assessment within a unit, you may attempt a referral assignment(s) and / or re-sit the examination (if part of the assessment regime). Re-sit and referrals may be attempted on one occasion only, and attract a maximum pass grade of D-. You will however be informed of the uncapped grade your work would have attracted. If you fail to pass the unit you may retake the unit once more during the next academic year. You cannot, however, re-take a unit to improve your grade. Retrieval of a failure in a unit is made at the discretion of the Board of Examiners only.





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### Commendation / Distinction Awards

The M.Ost is a non-classified degree but distinctions are awarded to students who have performed to a high academic standard over the final two years of the course. A formula is used, based on overall unit grades. Points are allotted for the unit total grade for each unit completed in the Competent and Proficient phases:

A = 6 points; B = 5 points; C = 4 points

The Competent Phase has 5 units and Proficient Phase has 2 units, producing a maximum of 42 points. A distinction is awarded to student who achieve 35 points or over.

Boards of Examiners do not have the discretion to award an M.Ost with Distinction where the totalled score is 34 or less.

### Prizes

Prizes are also awarded to M.Ost (FT) students as follows:

M.Ost (FT) Course Prizes	Criteria for Award
M.Ost (Full-time) Year 1 (Novice phase)	Best overall performance in year.
M.Ost (Full-time) Year 2 (Advanced Beginner phase )	Best overall performance in year.
M.Ost (Full-time) Year 3 (Competent phase)	Best overall performance in year.
M.Ost (Full-time) Year 4 (Proficient phase) - Silver Medal	Best overall performance in year.
Pre-GOsc Registration Course Prizes	Criteria for Award
Pre-Registration Courses (Final Year) RK Hardy Prize	Best performance in Dissertation / Research Paper.
Pre-Registration Courses (Final Year) LM Nadoo Prize	Best performance in Being an Osteopath unit.
Pre-Registration Courses (Final Year) Principal's Prize for Clinical Excellence	Best performance in MCEs.
Pre-Registration Courses (Final Year) Gold Medal	Good academic performance throughout the course, having contributed to the life of the School and being expected to make a contribution to the development of the profession.



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Course Structure																							
Unit Title	Year 1		Year 2		Year 3		Year 4																
	Credits	FHEQ Level	Credits	FHEQ Level	Credits	FHEQ Level	Credits	FHEQ Level															
Professionalism	10	4	10	5	10	6																	
The Functioning Human	30	4	30	5	20	6																	
Patient Care	30	4	30	5	30	6																	
Research and Enquiry	20	4	20	5	20	6	60	7															
Being an Osteopath	30	4	30	5	40	6	60	7															
<b>Total Credits</b>	<b>120</b>	<b>4</b>	<b>120</b>	<b>5</b>	<b>120</b>	<b>6</b>	<b>120</b>	<b>7</b>															
<p><b>Flexible Pathway Options</b></p> <p>The School recognises that as you study your circumstances may affect your ability to study full-time. As the M.Ost can be studied both full-time (four years) and part-time,(five years) transfer opportunities are available should the need arise.</p> <p>The following transfer opportunities are possible for students on the full-time M.Ost:</p> <table border="1"> <thead> <tr> <th>FT Study Phase</th> <th>PT Study Phase</th> <th>Duration</th> </tr> </thead> <tbody> <tr> <td>Any time with the first term</td> <td>Transfer to PT Year 1</td> <td>Five Year Route</td> </tr> <tr> <td>After Completion of Year 1</td> <td>Transfer to Start of PT Year 2</td> <td>Five Year Route</td> </tr> <tr> <td>After Completion of Year 2</td> <td>Transfer to Start of PT Year 3</td> <td>Five Year Route</td> </tr> <tr> <td>After Completion of Year 3</td> <td>Transfer to Start of PT Year 4</td> <td>Five Year Route</td> </tr> </tbody> </table>									FT Study Phase	PT Study Phase	Duration	Any time with the first term	Transfer to PT Year 1	Five Year Route	After Completion of Year 1	Transfer to Start of PT Year 2	Five Year Route	After Completion of Year 2	Transfer to Start of PT Year 3	Five Year Route	After Completion of Year 3	Transfer to Start of PT Year 4	Five Year Route
FT Study Phase	PT Study Phase	Duration																					
Any time with the first term	Transfer to PT Year 1	Five Year Route																					
After Completion of Year 1	Transfer to Start of PT Year 2	Five Year Route																					
After Completion of Year 2	Transfer to Start of PT Year 3	Five Year Route																					
After Completion of Year 3	Transfer to Start of PT Year 4	Five Year Route																					



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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

The full-time M.Ost programme is structured as a 'spiral curriculum', whereby students revisit the same topics throughout the degree, with the subject matter increasing in complexity with each encounter and reinforcing previous learning. The concept and practice of being an osteopath is at the M.Ost's heart. It is designed to retain a degree of flexibility to allow for effective context-specific delivery. The model assumes that as you progress through the curriculum, the greater demands on students will be matched by an increasing confidence in your ability to respond in clinical situations. Your development of the knowledge, skills and attributes necessary for osteopathic practice will be explored in a staged manner and you will revisit key themes throughout the different phases of study, thereby deepening your knowledge and critical understanding of osteopathy in theory and practice. This approach to learning is used throughout each of the themes in the M.Ost and is applied in context within the clinical setting.

The curriculum is delivered using both traditional and virtual learning environments. The emphasis is on providing you with an integrated approach to theory and clinical practice, with a strong focus on self-managed learning. The curriculum makes use of a blended approach to teaching and learning, employing a diverse variety of methods and resources to ensure your study is meaningful for clinical practice. You will frequently be encouraged to apply your developing skills through case-based learning. Such cases will be used across different units, enabling you to apply your learning within the context of patient care. This will also help you recognise the relationships and links between the programme's units. Problem-based learning is also applied selectively to help you develop critical thinking and diagnostic reasoning skills, as well as instilling in you a sense of curiosity and enquiry.

Reflective practice is an important element of osteopathic learning and development. The curriculum supports you to develop into a reflective practitioner in preparation for your osteopathic career and also to help you evaluate your own strengths and areas for development in your educational journey. You will use a reflective portfolio to record, review and evaluate your experiences; this document will also be important for completing some of your assessments. Initially your portfolio will be a clearly structured tool for learning but as you progress the emphasis will shift towards a more flexible, individual format, enabling you to identify personal learning needs and helping you become an autonomous osteopath.

The programme makes use of a wide variety of teaching methods to help you learn and develop. Lectures, tutorials, seminars, practical classes and clinical experience are applied in a variety of ways, so that you gather, interpret, discuss and reflect on your learning. You will also be expected to work in groups outside the classroom, collaborating with your peers to complete specific assignments, and you will be responsible for managing your own self-directed learning as necessary.

There are always opportunities for you to discuss your learning and address any questions or concerns you may have. Tutorials offer close contact with teaching staff to discuss broader issues. More individual needs can be addressed outside the classroom, either with individual lecturers or Unit Leaders, or with your Academic Tutor. Further assistance can be obtained through the Student Welfare and Support team (for further information, please see Student Support During the Course and Support for Students with a Disability below).

Clinical practice is central to your learning. A team-based approach to learning is applied from the outset, starting as an observer in clinic. You will be guided to review and contextualise your classroom-based learning in the light of your clinical experience. As the programme develops, you will take more responsibility for patient care, applying your growing knowledge and skills alongside peers, senior students and Clinic Tutors. During the final phases of your education, you will be expected to take responsibility for all aspects of patient care, with your tutors acting as mentors and guides. You will also take responsibility for providing mentoring and leadership to junior students within your team.



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As a Higher Education student, you are expected to manage your own learning and undertake independent study. This will prepare you for modern professional life as an osteopath, including its emphasis on continuing professional development and life-long learning. The development of your self-directed learning skills is part of the Research and Enquiry Unit in the first year, including classes to develop study skills to maximise your learning and retention. Your self-directed study is supported through the use of digital and online media. You will be expected to use the multi-media resources made available to you on BONE, the BSO's on-line learning environment. BONE contains a variety of core course content documents, such as PowerPoint presentations, Learning Resource Packs (LRP's) in Word documents and PDF's. BONE also includes online formative and summative assessments, forum discussions and other interactive resources. Each Unit has a Unit Handbook that outlines the resources and suggested use of BONE.

In your final phase of study you will undertake a major piece of project work within the Research and Enquiry theme. You will conduct an in-depth, empirically-based piece of work that incorporates an understanding of research ethics and governance. Your work will be to a standard suitable for publication and presentation to peers and colleagues.

The outcome of this piece of work will provide evidence of your deepening knowledge, your ability to analyse a topic of relevance to osteopathy, and your own personal development as a professional. As a result you will be able to develop a strategy with which to respond to formal and informal feedback, and gain an understanding of how your skills need to develop.

Throughout your learning you will be supported by an experienced and dedicated faculty, most of whom are qualified, practising osteopaths. Our team of full-time teaching and research faculty are supported by additional staff and guest lecturers, who bring subject-specific expertise to deepen your knowledge and understanding in key areas of the programme. The School operates an open door policy, so that all faculty members are available for consultation at any reasonable time.

The course is divided into four phases:

- **Novice**, where you begin to develop a sound foundation for being an osteopath and primary care practitioner. You will: acquire basic knowledge and skills; understand the patient in context and how they are able to adapt to challenges in their environment; grasp the conceptual basis of osteopathy; and appreciate the challenges associated with being an osteopath;
- **Advanced Beginner**, where your knowledge and skills are further developed, consolidated and integrated to provide a secure basis for your developing clinical work;
- **Competent**, where you focus on integrating a range of new and previously acquired knowledge and skills in order to understand how the person functions holistically; and finally,
- **Proficient**, where you are given an opportunity to take your clinical skills to a much deeper level in order to prepare you for the challenges of working independently.

### Assessment Strategy

The assessment strategy aims to implement a course that is reliable, valid and fair, enabling the required outcomes to be assessed while promoting learning. To this end, the assessment programme has been designed to ensure that the learning outcomes are achieved and that you become a safe and competent osteopath. With this in mind, the assessment tools reflect the type of knowledge or skills required to meet the learning outcomes. Osteopaths need to be able to combine theoretical and practical skills. The assessment programme reflects this with a mixture of academic assessment tools with practical examinations. The spiral curriculum means that assessment styles are repeated from phase to phase, but the complexity and expectations surrounding assessments evolve to reflect the higher levels of learning. As the course progresses and the learning outcomes require you increasingly to integrate cognitive knowledge with practical skills, the assessments selected are appropriate to the level and learning outcome. For example, clinical exams are used during the final clinical phase of the course; when the unit requires a combination of knowledge and practical



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skills, the assessments are weighted to reflect the balance of the components.

### Formative Assessment

Formative assessments are a valuable learning tool and students are encouraged to engage in the formative assessment programme. These assessments are designed to enable the student to experience the assessment process prior to the summative assessment. It gives the student the opportunity to receive formal feedback on how their knowledge and/or skills are progressing in relation to the required learning outcomes. This feedback guides students on how to develop their knowledge and skills to improve their outcomes. Formative online assessments, providing instant grades and feedback, provide a self-assessment tool. These online assessments are conducted through the BSO's on-line learning environment, BONE, enabling you to choose a convenient time and location.

In addition to scheduled formative assessment, you will also receive ongoing classroom, practical and clinic formative assessment and feedback on a small group/one-on-one basis. This will allow you to monitor your development, identify areas for self-directed study and plan for further evaluation and feedback. This flexible process will require you to engage actively with the feedback opportunities and will enable you to take growing responsibility for how you analyse your learning. It will be supported through the use of your personal portfolio of learning throughout the four years of study.

### Summative Assessment

The number of **summative assessments** per unit is guided by the unit's number of credits. The 10-credit units typically have one assessment per unit; the 20- and 30-credit units have between two and three assessments per unit; the 40- and 60-credit units typically have more assessments. However, in the Research and Enquiry unit in year 4 there is only one in-depth, empirically-based piece of work incorporating an understanding of research ethics and governance; this requires a significant amount of independent effort.

Multiple assessment points are used in the clinical setting. This gives you the opportunity to demonstrate your ability to practice over time, as opposed to having one-off assessments that may not necessarily reflect your overall ability.

In total, the M.Ost has 12 different types of assessments that are set at various stages in the programme. These include: multiple response and short answer papers; script concordance tests; and workbook/portfolio-based and in-course essays. In addition there are a range of practical examinations including: presentations; and Objective Structured Practical and Clinical Examinations (OSCPs), where a series of short tasks, both practical and written, are asked of you.. Your clinical work will undergo ongoing assessment by tutors and you will have a series of Mini Clinical Examinations (MCE) during the 3<sup>rd</sup> and 4<sup>th</sup> years that assess all aspects of your abilities as an osteopath, culminating in a the assessment of your ability to act as an autonomous professional. For the Research and Enquiry theme you will produce a major piece of written work on a topic of personal interest.

### Portfolios

Learning portfolios play a significant part of your learning throughout the programme. They enable you to demonstrate the learning activities you have undertaken to develop your academic knowledge and practical skills.

### Communication skills

Communication skills are an important component of being an osteopath. The Osteopathic Practice Standards explicitly dedicates a quarter of the standards to 'Communication and patient partnerships' and communication skills are also contained within other sections of the document. This emphasis is reflected in the M.Ost programme and communication skills are assessed formatively and summatively throughout the course. Verbal communication is assessed through group presentations, video analysis of case history taking, OSPE, OSCE, PMP and MCE Assessment. Non-verbal communication and palpation are assessed in the OSPE, OSCE and MCE assessments. Written communication is assessed through written coursework and examinations.



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<b>Course Assessment Map (In Date Order)</b>			
<b>Date (Term &amp; Week)</b>	<b>Unit Title</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>
<b>Year 1</b>			
Ongoing	Patient Care 1	Continual assessment	
Ongoing	Research and Enquiry 1	Assessment tasks	
Ongoing	Functioning Human 1	Online/In-class assessments	
Term 2, Week 2	Patient Care 1	Viva	
Term 2, Week 6	Functioning Human 1	MCQ/SAQ	
Term 2, Week 8	Patient Care 1		OSPE 1
Term 2, Week 11	Being An Osteopath 1		Group presentation
Term 2, Week 12	Patient Care 1		Reflective essay
Term 3, Week 1	Professionalism 1		Portfolio-based essay
Term 3, Week 3	Research and Enquiry 1		Portfolio-based essay
Term 3, Week 5	Being An Osteopath 1		Reflective essay
Term 3, Week 7	Functioning Human 1		MCQ/SAQ
Term 3, Week 8	Patient Care 1/ Functioning Human 1		OSPE 2
<b>Year 2</b>			
Ongoing	Being An Osteopath 2	In-class presentations	
Ongoing	Patient Care 2	Continuous assessment	
Terms 1 & 2	Research and Enquiry 2	Assessment tasks	
Terms 1 & 2	Functioning Human 2	SCT	
Terms 1 & 2	Functioning Human 2	Online/In-class tests	
Terms 1 & 2	Functioning Human 2	Case-based examination tests	
Term 2, week 2	Patient Care 2	Practical viva	



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Term 2, week 6	Patient Care 2		Case history video analysis
Term 2, Week 11	Patient Care 2		OSPE1
Term 2, Week 12	Research and Enquiry 2		MCQ exam
Term 3, Week 1	Research and Enquiry 2		Portfolio of research methods and data analysis
Term 2, week 12	Professionalism 2		Portfolio-based action plan
Term 3, week 2	Being An Osteopath 2		Case-based presentation
Term 3, Week 3	Professionalism 2		Open book exam
Term 3, Week 6	Being An Osteopath 2		Portfolio-based essay
Term 3, week 7	Functioning Human 2		SCT
Term 3, Week 8	Patient Care 2/ Functioning Human 2		OSCPE 2
<b>Year 3</b>			
Ongoing	Patient Care 3	In-class continuous assessment	
Ongoing	Research and Enquiry 3	Project development	
Ongoing	Research and Enquiry 3	Student-led presentations	
Ongoing	Functioning Human 3	In-class practical tests	
Term 1, Week 7	B Being An Osteopath 3	MCE	
Term 2, Week 4	Patient Care 3/ Functioning Human 3	Integrated PMP	
Team 2, Week 7	Patient Care 3	Case-based Viva	
Term 2, Week 5	Research and Enquiry 3		Project proposal
Term 2, Week 5	Being An Osteopath 3		MCE 1
Term 2, Week 12	Professionalism 3		Portfolio-based essay
Term 2, Week 12	Being An Osteopath 3		MCE 2
Term 2, Week 12	Patient Care 3		Case study
Term 3, Week 2	Being An Osteopath 3		Portfolio-based essay



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Term 3, week 3	Research and Enquiry 3		MCQ
Term 3, Week 4	Patient Care 3/FH3		Integrated PMP
Term 3, Week 8	Being An Osteopath 3		MCE 3
Term 3, Week 8	Patient Care 3		Case Based Viva
<b>Year 4</b>			
Term 1, week 5 & 6	Being An Osteopath 4		MCE 1
Term 1 week 11 & 12	Being An Osteopath 4		MCE 2
Term 2, week 5 & 6	Being An Osteopath 4		MCE 3
Term 2 week 11 & 12	Being An Osteopath 4		MCE 4
Term 2, Week 12	Being An Osteopath 4		Business plan
Term 3, week 1	Research and Enquiry 4		Project
Term 3, Week 4	Being An Osteopath 4		Portfolio-based reflective essay
Term 3 week 6 & 7	Being An Osteopath 4		MCE 5
Term 3, Week 8	Being An Osteopath 4		Viva





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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, and 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 strong communication skills. In addition, you will be expected to present to small and large groups, supported as necessary by audio-visual media.

Communication skills are addressed explicitly in the Patient Care and Being an Osteopath Units and implicitly across all areas of the course. Communication skills for the academic components of the course, such as writing and presenting, are delivered as part of the core content for the Research and Enquiry Unit in the first year. You have an opportunity to develop these skills further through formative and summative assessments. There is individual support available through the Student Support department to aid you during this development phase.

#### 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/other students, using both email and online conferences; statistical data analysis; searching online resources; presentations etc. Information literacy does not only concern the use and retrieval of electronic information but also the application of the information gathered. Given the increasing volume of digitalised material, it is important that you are able to discriminate and use the material appropriately. This important aspect of IT is covered during the first year of the Research and Enquiry theme.

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 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. However, to meet the needs of some students, basic IT introduction classes are available in the first year. Subsequently, students are encouraged to seek help as and when required. If there is an identified need the School will aim to run specific workshops to address the issues raised.

#### Research & Evaluation

During the first year of the Research and Enquiry theme, several major topics are introduced to underpin your development of research and evaluation skills. These include: Introduction to Critical Thinking; Nature and Hierarchy of Evidence; Referencing and Literature Searching; Essay Writing Skills; Introduction to Working in Groups; Approaches to Problem Solving; and Decision Making. At the introductory level you will be asked to present evidence of critical thinking and to review osteopathic literature. All aspects of the delivered and self-managed study in this area focus on deepening your awareness and knowledge of osteopathic research. It also prepares you for the transition from guided learning (with some self-managed components) to the high level of self-managed learning in the third and final years.

Self-evaluation is a critical element of being a competent practitioner, so you will be supported to develop the skills and attributes to review your personal and professional skills, knowledge and attributes and effectively plan and monitor how you progress towards being a qualified osteopath.

#### Creativity & Critical Thinking

You will take part in different methods of teaching and learning, such as case-based learning, small group seminars and tutorials. As mentioned above, there are also a variety of assessment methods, including



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journals, blogs, portfolios and self-assessment. Some assessments are creative pieces of work and you are encouraged to experiment with fictional forms of writing and/or writing from different perspectives. Completion of practical assessments and academic assignments will demonstrate your applied understanding and ability to use knowledge that reaches beyond the supplied course learning materials. You can approach the Student Learning Advisor and your academic tutors if you want to develop new academic and personal skills and/or different ways of learning. The ability to think critically is introduced in year 1 across all units but most explicitly within the Research and Enquiry theme. Reflection and critical analysis are key skills for a practising osteopath and are therefore extended throughout the course and are embedded within your portfolio.

### Team Working

The ability to work with others is another key skill for osteopaths 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 across the course years. Team work is an important aspect of how the BSO clinic ensures the highest standard of patient care. Team-based learning will provide you with a learning structure to support your growth as an autonomous practitioner. As a senior student you will also be expected to provide mentoring and leadership to your junior colleagues. Interactive learning will take place in small group seminars and tutorials. In technique classes you will work with other students to develop your practical skills, a process where mutual respect and care are essential. During role play activities you will provide/receive constructive feedback to/from your colleagues as you take the part of the patient and vice versa.

### Improving Learning & Performance

The BSO works hard to prepare you for a profession that demands its practitioners become reflective, autonomous and life-long learners. This is demonstrated by the Professional Development Portfolio (PDP) that is completed by all students across the four years of the course. This document encourages the students to highlight their own areas of development while building on their personal successes. The portfolio provides a centralised repository for learning and development and is used as a basis for assessment at key stages in your progression from Novice to Proficient practitioner. You will be supported in this by your academic tutors. These tutors offer generic academic support during the first year where this is most necessary, before shifting to a greater emphasis on osteopathic work as the course progresses. Students are encouraged to open a dialogue about their work with their tutors as well as those who assess them to ensure they can more effectively highlight what they need to do next. A programme of study skills is offered to all first year students to prepare them for their studies, including Essay Writing, Examination Technique, Working in Groups and Problem Solving. These classes are also again made available to individuals and other year groups as requested.

### Career Management Skills

Most students graduating from the M.Ost course will become osteopaths. Career opportunities in osteopathy are increasing and, as the public awareness of osteopathy grows, there is an increasing demand for qualified and registered osteopaths. Most osteopaths are self-employed, which means that there is no clearly structured career path. Career progression usually begins, however, by working as an osteopath's assistant and often leads to running your own practice. Alternatively, you might progress from an assistantship to working within a group osteopathic practice. Self-employed osteopaths with their own practices must be prepared to spend a lot of time building and marketing their businesses. The M.Ost course includes components that enable you to gain the skills to set up effectively as a self-employed osteopath plus the business and marketing skills to help you to build and develop a practice.

### Different Approaches to Learning (Progress Files)

In line with other Higher Education establishments, the BSO has introduced Professional Development Plans (PDPs) into the course structure. These first appear in Year 1 and the development plan is then summatively



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assessed at key stages of the course. Your PDP will help you to monitor your progress, record your achievements and plan your progress through the course. It will allow you to record and reflect on all aspects of your learning. Support will be provided by the Student Learning Advisor, who is part of the Student Support Team. Your PDP will also record and enable us to assess your progress in the seven key skills outlined above and help you to formulate an action plan to further develop those skills. During this process you are expected to self-manage your learning with guidance from faculty. You will undertake a PDP where you identify your strengths and devise strategies and plans to build on them and to improve areas of weakness. In addition, you are expected to keep a record of a range of experiences in the clinic, your reflection on them and how you modify your performance as a consequence. In years 2, 3 and 4 the PDP will primarily be supported by the academic tutors.

### Professional Standards

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

1.1. You and all BSO staff are expected to be aware of what it means to work with the public in a professional health care context as you progress through the course. You will be interacting with a diversity of patients, which may include young people and vulnerable adults. It is therefore necessary for you to undertake a number of DBS checks at particular stages throughout the course as follows:

1.1.1. You are required to complete a DBS Check when you register as a first year student at the BSO. This helps to inform the School about your position of trustworthiness and to ensure that the School provides and maintains protection of its patients and staff as you undertake clinical experience in years 1 and 2.

1.1.2. You maybe also be required to complete a DBS Check as a year 4 student for some of the community clinic projects you attend.

#### 2. Attendance & Punctuality Requirements:

2.1 As a training health care practitioner the importance of keeping appointments and attending on 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 In addition to this policy, you are expected to comply with any course specific attendance requirements that are contained within your Unit Handbooks, Course Handbooks, Course Information Forms or Unit Information Forms as appropriate.

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 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 training 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.



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

3.3 Any student practising or purporting to practise as an osteopath other than under the auspices of the School will be liable to summary dismissal from the School.

### 4. Clinic Professional Standards:

Within any clinical environment you are required to behave and present yourself as the training 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 relating 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 and white dentist-style coats must be worn at all times.

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 or student/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 The use of mobile phones within the clinical environment is outlined above in 4.2.2.

5.2 You must not use mobile phones during any taught class. Please ensure that they are kept on silent or answer-phone mode during classes.

5.3 Mobile phones are NOT permitted in examination rooms.

### 6. Contact Arrangements:

6.1 You are required to provide Registry with a valid permanent, term-time correspondence address and telephone number 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 to ensure that your contact details held by Registry are kept up to date.



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**Course Information Form: M.Ost (Full-Time)****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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<b>SECTION 8: ADMINISTRATIVE INFORMATION</b>	
Modifications made to Section 8 of the CIF will normally qualify as an Administrative 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>Course Leader:</b>	Simeon London, BSc (Hons), BSc (Hons) Ost, Grad Dip HE
<b>Portfolio:</b>	Undergraduate, Pre-Registration.
<b>Date of Course Approval:</b>	May 2016
<b>Date of Last Periodic Review:</b>	N/A
<b>Version:</b>	V1.0

<b>CIF MODIFICATION RECORD</b>			
<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>