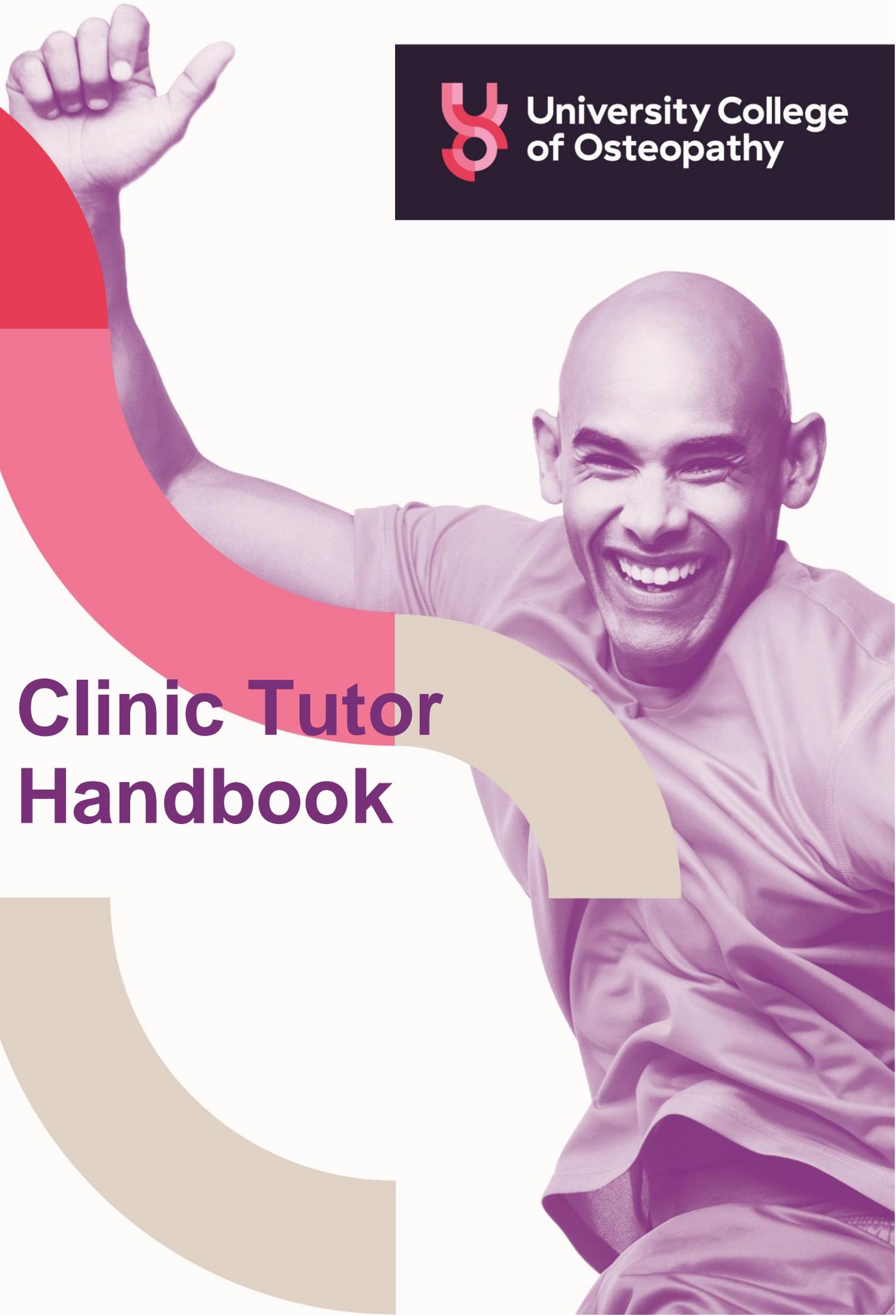




University College
of Osteopathy

Clinic Tutor Handbook



Core Documentation Cover Page

Clinic Tutor Handbook

Version number	Dates produced and approved (include committee)	Reason for production/revision	Author	Location(s)	Proposed next review date and approval required
V1.0	March 2014 Approved March 2014 Academic Council (Chair's Action)	New handbook to support clinic tutors in delivering clinical education	Head of Clinical Education	J:\0 Quality Team - Core Documentation Intranet	August 2015
V2.0	Aug 2017 PRAG Chair	General review	Head of Clinical Practice	J:\0 Quality Team - Core Documentation Intranet	August 2018

Equality Impact

Positive equality impact (i.e. the policy/procedure/guideline significantly reduces inequalities)

Neutral equality impact (i.e. no significant effect)

Negative equality impact (i.e. increasing inequalities)

X

If you have any feedback or suggestions for enhancing this document, please email your comments to: quality@uco.ac.uk

Clinic Tutor Handbook

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1) INTRODUCTION

Welcome to the UCO clinic tutor handbook. This handbook is not designed to be a comprehensive guide to the role of a clinic tutor, but to provide clinic tutors with an overview of the UCO organisational structure, the courses and curricula, clinical education for pre-registration students and the tutors' role in student education. The handbook also highlights other key policies and procedures directly relevant to clinic tutors. All staff are expected to have knowledge of where to find these policies so that they can refer to them if necessary.

The handbook has been developed in relation to Osteopathic Practice Standards (OPS) and is reflective of the role of the tutor in helping pre-registration students attain a standard of practice that demonstrates competency for practice.

The handbook also provides guidance for tutors in relation to Criteria B4 (Keep your professional knowledge and skills up to date) and D8 (Support colleagues and cooperate with them to enhance patient care), of the OPS

The handbook has also been constructed in consideration of the QAA quality code (Chapter B3, B4 and B5) and the Benchmark Statement for Osteopathy.

2) AIMS AND OBJECTIVES

- a) To orientate tutors to the structure and organisation of the clinic
- b) Describe the management structure within the UCO Clinic
- c) Define the roles and responsibilities of key staff
- d) Describe the specialist and community clinics
- e) To define the roles and responsibilities of clinic tutors at the UCO
- f) Describe the phases of student development and expectations in clinic
- g) Summarise the role of a clinic tutor in supporting student development
- h) To provide a reference to policies and procedures specific to clinic tutors

3) ABOUT THE UNIVERSITY COLLEGE OF OSTEOPATHY (UCO)

The UCO is the largest and oldest school of osteopathy in the UK; founded in 1917 as the British School of Osteopathy it is respected throughout the world for providing high-quality, innovative and modern osteopathic education. To provide a context for the work of the school it is helpful for staff to have a clear sense as to the UCO's strategic vision.

The UCO's mission is to:

"Continually provide the highest quality education and research for all and the very best care, for each patient, on every occasion"

Full realisation of our mission can only be achieved with the collaboration of everyone in the UCO. Individual attitudes and behaviour are key to the UCO's success. We adhere to a set of values that guide what we do and provide a clear statement to those we work with of our standards and expectations.

We value:

- Our community of staff, students and patients and take pride in the UCO's achievements, commitment and contribution
- A culture of critical enquiry, scholarship and research
- A respect for the heritage and values of osteopathy
- Ambition, innovation, creativity and enterprise
- Equal opportunity, diversity and inclusion
- A culture of openness and honesty
- A culture of collaboration, teamwork and partnership
- A desire for environmental sustainability
- Academic excellence in all that we do

These values will guide how we make our decisions and how our staff, students and stakeholders work with each other.

These values are manifest within the UCO strategic aims and objectives.

The strategic aims are set out as follows:

- Aim 1: Providing Quality Higher Education
- Aim 2: Providing Quality Healthcare
- Aim 3: Fair Access to Osteopathic Education
- Aim 4: Commitment to Sustainability

The subsequent operational plans signpost how the school is acting to ensure the strategic aims and objectives are achieved and provide a backdrop for all other activities at the school.

4) PRE-REGISTRATION COURSES AT THE UCO

The UCO runs 3 pre-registration courses that lead to successful graduates being eligible to apply to the General Osteopathic Council (GOsC) for registration:

- i. a full time undergraduate masters degree course (M.Ost) of 4 years duration (Full Time Pathway, FT)
- ii. a 5 year fully Part Time undergraduate masters degree course (PT)
- iii. a 2 year MSc Osteopathy (pre-registration) for qualified physiotherapists and Doctors.

For these pre-registration students, most of their clinical work will be completed in their final 2 years (other than the MSc pre-registration, where students attend clinic from the start of the course). However all these students attend clinic from their 1st year. This links with their academic studies and assessments from other subject areas, allowing students to observe their peers and start the process of developing clinical skills and the skills of a practitioner, in the context of their learning experience as osteopaths.

The UCO also runs courses that allow students to gain the necessary qualifications to join the undergraduate M.Ost. These include the Access course and the Introduction to Osteopathic Sciences. Both these groups of students will attend the clinic as part of their observation of osteopathic practice.

A) INTEGRATED MASTERS IN OSTEOPATHY (M.OST) (FULL-TIME)

The Integrated Masters in Osteopathy (M.Ost) is a full-time 4 year undergraduate programme that will enable successful students to apply to the GOsC for registration as an osteopath in the UK.

The programme is designed to integrate the academic knowledge and practical skills required to be an osteopath. Clinical education starts from the first term of the first year with observation. As student knowledge and skills develop, so does their responsibility with patients. During their clinical education, they are supported by experienced clinic faculty who are all practising osteopaths.

During the course, students will be given the opportunity to develop a variety of skills that will support their needs for when they are practising osteopaths. Students will be able to plan their own learning programme, preparing them for professional life, and the skills to critically review their work, papers, research, lectures and presentations. The M.Ost programme is designed to prepare students for life as an osteopath and provide them with the skills to work in the primary healthcare arena

B) INTEGRATED MASTERS IN OSTEOPATHY (M.OST) (PART-TIME)

This five year degree course is appropriately demanding but is designed to allow students to stay in employment while working towards their osteopathic qualification.

During the first three years of the course it is possible for students to work five days a week and the course aims to make the degree available to students living anywhere in the UK or in neighbouring countries. In the final two years, which have a high clinic focus, students are required to spend time at the UCO clinic on weekdays and while this will make regular international travel to the school more difficult it is still possible for students to work three to five days a week alongside studies across most of the year.

Classes are delivered on Saturdays and Sundays for nineteen weekends across the academic year for the first four years and on Saturdays only for the nineteen weekends in year five. Students are required to spend 40 hours observing in osteopathic clinics each year for the first three years before managing their own patient list on Mondays in year four and on Thursday afternoons and Fridays in year five.

C) MSc IN OSTEOPATHY (PRE-REGISTRATION)

The MSc in Osteopathy (Pre-Registration) course for qualified chiropractors, sports therapists, physiotherapists and medical practitioners is a two-year fulltime pre-qualifying course designed to give these practitioners the opportunity to achieve the required competence profile for autonomous osteopathic practice, thus fulfilling the General Osteopathic Council (GOsC) professional requirements for registration as an osteopath in the UK.

Whilst enabling these practitioners to develop the required clinical competence profile for registration with the GOsC, the course aims to produce clinicians who have the knowledge and skills to integrate osteopathy with their existing healthcare practice in sports therapy, chiropractic, physiotherapy or medicine. The course runs for 45 weeks a year.

5) PEDAGOGICAL PHILOSOPHY

Although there is some variation in the language used across the 3 pre-registration courses, the overall aims and objectives are detailed in the learning outcomes such that students should be able to:

- a) Identify areas in a given clinical situation where complexity and incomplete data may affect the confidence with which clinical decisions can be made; yet still be able to take effective management decisions creatively and justifiably;
- b) Apply and modify when appropriate a broad range of clinical evaluation techniques and critically reflect on the results of these tests so as to inform the clinical decision making process;
- c) Justify and defend making a range of decisions required for effective patient care, including consultation with other agencies and referral where appropriate;
- d) Construct and implement management and treatment plans selecting from a range of diagnostic, therapeutic and management techniques in response to the specific needs of a patient, and be able to critically defend these actions;
- e) Critically select and apply an extensive range of techniques and strategies in response to a treatment and management plan that is predictive of their patients' present and future therapeutic needs in an integrated osteopathic fashion;
- f) Consolidate their understanding of reflective practice and a commitment to lifelong learning;
- g) Comply fully with the requirements of the GOsC with respect to ethical and legal responsibilities of the working osteopath in all aspects of their professional life.

During all the pre-registration programmes student development is encouraged through a structured, reflective, experiential process that exploits a diverse range of teaching and learning opportunities. Students will undertake a broad range of assessments from collaborative group work through to clinical assessments, designed to provide a balanced view of student ability whilst providing diverse learning opportunities for students (for more detailed information regarding Teaching and Learning at the UCO please refer to the Overview of Teaching and Learning in the Academic Quality Framework). This can be found at:

http://intranet.uco.ac.uk/Academic_Quality/

Assessments are enhanced whenever possible through the use of structured feedback so that students are best able to learn from their experiences and identify how best to develop in light of how they have done (for more detailed information regarding the provision of feedback please refer to the UCO Student Feedback Handbook which can be found at: http://intranet.uco.ac.uk/guidelines_and_handbooks/

Students are expected to take an active role in their learning and have a responsibility to contribute to their development. They are encouraged to plan for future learning in response to their formative and summative feedback. Skills such as these are developed to be of practical use to graduates, particularly in relation to revalidation and CPD.

As clinic tutors it is important to have an overview of student development from year 1 and a general view of when content is delivered and assessed. This is important in relation to knowing what to expect of students in relation to the stage they are at in their studies.

Full details of courses and their delivery can be found in further course documentation detailed on BONE, which can be found at:

<https://bone.uco.ac.uk/login/index.php>

6) COURSE INFORMATION FORMS (CIFs), UNIT INFORMATION FORMS (UIFs) AND UNIT HANDBOOKS

Course Information Forms (CIF's) provide a summary of a course delivered at the UCO. The Form provides an overview of the pedagogical philosophy underpinning the course, entry requirements and curricular structure, as well as an overview of the units and assessments delivered.

One of the best places to find out more about the curriculum is through the Unit Information Forms (UIF's). These succinctly summarize the aims, objectives and learning outcomes for each unit along with outlining formative and summative assessments and their timing. There is also a more detailed breakdown of the delivery of content on a term-by-term basis.

Unit Handbooks are a development of the UIF and provide the same information in a more accessible form. They also provide further details regarding assessments and some of the key policies and procedures of the UCO that are relevant to studying and assessment, including attendance and plagiarism. It is expected that students will read and be familiar with these Handbooks. It is also helpful if tutors have an overview of these documents so that they are familiar with what students are learning and what is expected of them at different stages of their course.

Copies of the latest CIF, UIF and Unit Handbooks can be found on BONE within each respective course information section:

<https://bone.uco.ac.uk/login/index.php>

7) OBSERVERS IN CLINIC

Students in FT1 and 2, PT 1-3 and other courses that the UCO runs such as the access course, will attend clinic for periods of observation. These will be scheduled across terms to try and keep a balanced number of students in at any one time.

There may at times be observers external to the UCO attending and these will need to have been verified as appropriate.

Please see the Observer's Policy for more information. This can be found at: http://intranet.uco.ac.uk/policies_and_procedures/

All observers should be made to feel welcome, however, it is important that when UCO students are observing in clinic that they feel welcomed as part of the team and are encouraged to take an active role in clinic relevant to their level of study.

All students at the start of an academic year should receive an induction session that introduces them to their team tutors and details their role and responsibilities in clinic.

In FT year 1 and PT year 1 and 2, this time in clinic is typically supported by a clinic orientation lecture as well as with specific outcomes those students should be familiar with in advance of attending clinic.

In FT year 1 & 2/PT year 2&3 students learning in clinic will be supported by a guided workbook that relates directly to their academic work and the relevant unit learning outcomes. The purpose of the workbook is to provide students with a structured, guided aid that sets out explicit objectives that they need to achieve. This includes practical as well as reflective challenges designed to help prepare them for transition into practice.

8) STUDENT FEEDBACK ON TUTOR PERFORMANCE

All students enrolled in clinic are provided with an opportunity to provide feedback on their tutors bi-annually. This process is team based, where each clinic team of students on each day are allocated a time at the end of the 1st and 2nd term during which they meet to discuss each of their tutors in turn. This group moderated feedback is reviewed by Team Leaders and given to clinic tutors to reflect on and discuss. The feedback forms part of each tutors Professional Development Review (PDR) and on-going development.

Students also have an opportunity to feedback on the units that they study, allowing them to provide comments on the facilities, resources, delivery and co-ordination of each unit. This feedback is then relayed to Unit Leaders and Course Leaders to review and comment on as part of the annual review and reporting process. Subsequent reports and action plans are shared with faculty and relevant steps are taken to address any issues raised as well as sharing in good practice.

9) UCO CLINICS: CLINIC MANAGEMENT

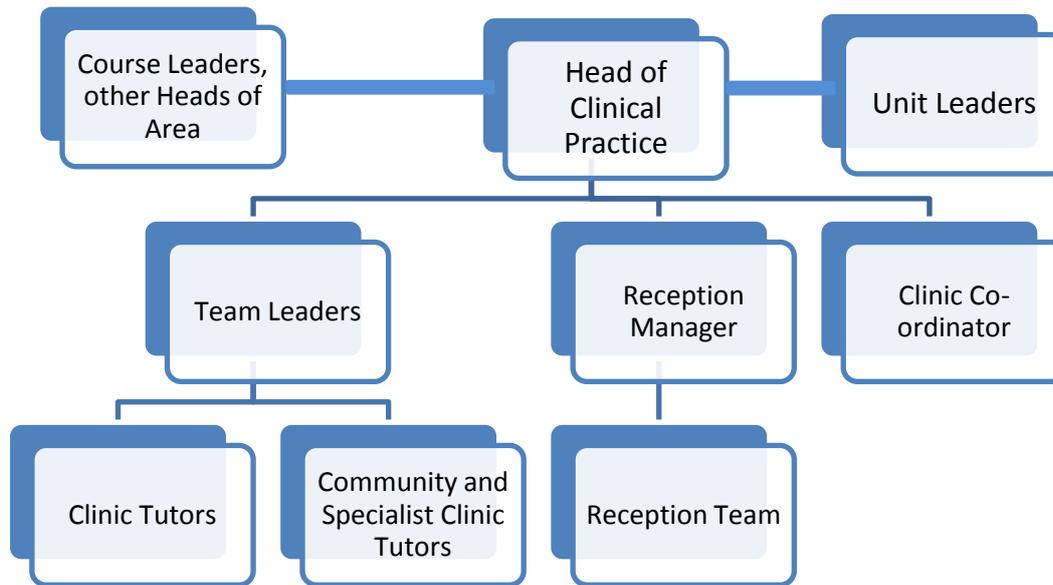
A) CLINIC MANAGEMENT

The main functions of the clinic are threefold:

- i. To provide clinical experience to all pre-registration osteopathy students
- ii. To provide affordable osteopathic care to the local community
- iii. To provide income for the UCO

Consequently the management structure of the Clinic is designed to support these elements in collaboration with the UCO's management infrastructure

B) CLINIC MANAGEMENT STRUCTURE



C) ROLES AND RESPONSIBILITIES

I) HEAD OF CLINICAL PRACTICE

The Head of Clinical Practice is the principal leader of clinical education with overall responsibility for ensuring that the clinic delivers first class education and information for students and that clinical education is consistently and effectively delivered across all pre-registration programmes. The Head of Clinical Practice is also responsible for the health care provision, with responsibility for achieving relevant strategic and operational objectives. The role holder will ensure that the clinic delivers first class healthcare, education and information for patients, staff and students.

The Head of Clinical Practice also works with other areas of the school such as the Head of Marketing and Communications, Registry, Finance and Human Resources.

II) TEAM LEADERS

In addition to fulfilling the duties of a tutor, a Team Leader provides leadership to and is responsible for the management of teams of tutors on a particular day, including Community Clinic Tutors and Specialist Clinic Tutors where appropriate. They will work to ensure effective day-to-day delivery of patient care, clinical education, clinic tutor development and leadership and the co-ordination of student support in the clinic.

Team Leaders are also responsible for contributing to the strategic, educational and operational objectives of the clinic.

III) CLINIC RECEPTION MANAGER

The Clinic Reception Manager is the principal officer supporting the Head of Clinical Practice, Clinic Team Leaders in achieving the strategic aims and objectives of the UCO's clinic, with responsibility for overseeing the running of the clinic reception, switchboard (out of office hours) and back office areas, providing line management to the clinic reception team, ensuring a smooth and professional service for staff, students and patients at all times.

IV) CLINIC CO-ORDINATOR

The primary focus of the Clinic Coordinator is the smooth operational running of the UCO clinics. This role will be necessarily wide ranging and involve the candidate working across a range of departments, including the clinic reception team, registry, team leaders and unit leaders, amongst others.

The student experience, staff support and care of patients are key priorities for the clinic and the role of Clinic Coordinator is to enhance and support these areas.

10) GENERAL CLINIC

In 2008 the UCO clinic moved to a new clinical centre on Southwark Bridge Road in Southwark. It is the largest osteopathic clinic in the UK and offers a fully accessible, ground floor location with 34 modern, air-conditioned treatment rooms.

At this clinic alone, we have approximately 35,000 patient consultations per year, with an average of 130 patient consultations per day, approximately 25 of which are new consultations. This provision is further supported by our community clinics that provide a further 5000 consultations every year. As a consequence of this the UCO is unique in being able to offer students a broad variety of practice environments and patient presentations.

11) OVERVIEW OF STUDENT ATTENDANCE

In general clinic, groups of senior students are split into 4 teams in which they have their own patient list. Students work under the supervision of clinic tutors (usually 3 tutors per team) who are fully qualified osteopaths. Some teams of tutors may be swapped so that students entering their final year can work with different tutors.

Full time students observe at the following approximate times in clinic over their first 2 years:

Terms	FT1	FT2
Autumn term	2 half-day sessions per term	1 half-day session per week
Spring term	2 half-day sessions per term	1 half-day session per week
Summer term	2 half-day sessions per term	1 half-day session per week

Full time students attend for the following times over their final 2 years when they will have their own patient lists:

Terms	FT3	FT4
Summer Holidays	4 weeks full time	4 weeks full time
Autumn Term	2 half day sessions per wk	3 half day sessions per wk
Christmas Holidays	1 week full time	1 week full time
Spring Term	2 half day sessions per wk	3 half day sessions per wk
Easter Holidays	1 week full time	2 weeks full time
Summer Term	2 half day sessions per wk	3 half day sessions per wk

Part time students are expected to undertake 5 days of clinic observation a year for the first three years, equalling 120 hours. Attendance is shared between the UCO clinic and osteopaths in private practice as follows:

Year	Total Hours	Minimum Hours UCO Clinic	Hours spent in External Clinics
1	40	8	32
2	40	16	24
3	40	24	16

Part time students attend for one full day/week during their 4th year and for 1.5 days per week in their 5th year.

Each pair of teams (1 and 3, or 2 and 4) will be led by a Team Leader who manages the day to day issues of staffing and student support.

There is time created for planning sessions and short tutorials during term and holiday periods. There is also an induction session at the beginning of each term when planning for the term can take place.

Copies of current rota's and schedules are published through FirstClass in advance of the start of each term for students (and clinic faculty). All rotas are also entered into TM2 for appointment, attendance and scheduling purposes.

MScPR students attend for 2 x half day sessions per week and for 3 half day sessions per week, both for 45 weeks of the year. In addition, MscPR students attend an induction period when they first come into clinic, given this is a new environment for them.

12) SPECIALIST CLINICS

The UCO has a number of specialist clinics at the Southwark Bridge Road site, providing osteopathic care to specific groups of patients. Many of these specialist clinics are supported by charitable donations so that we are able to offer either free or significantly reduced fees for consultations.

Specialist Clinics
Blanchard clinics for patients with HIV
Children's clinics
Demonstration Clinic
Expectant Mothers Clinics
OsteoMAP
Sports Clinic

13) COMMUNITY CLINICS

One of the UCO's central strategies is to play an active role within the community. Our community based clinics provide further opportunity for students to experience practice in a diverse range of clinical settings. This unique provision of clinical experience provides students with a chance to extend their clinical skills in novel settings. In 2012 the UCO was awarded the Times Higher Education Award for outstanding contribution to the community in recognition for the work we do through our community clinics.

Community clinics
Blackfriars clinic for patients over 55 years of age
East Street GP Clinic
1st Place Children's clinic
Lucy Brown House
Manna Clinic for the homeless
Royal Free Hospital (Patients with HIV/AIDS)

14) CLINICAL EDUCATION

A) THE ROLE OF THE CLINIC TUTOR

Clinic tutors are ultimately responsible for overall patient care and to ensure that the osteopathic care of patients is in line with the Osteopathic Practice Standards (OPS).

Educating clinical practitioners is complex. The knowledge, skills and attributes required for professional practice mean that students constantly have to learn, apply, analyse and critique their practice in a reflective and developmental fashion that often challenges them to the extreme, and when faced with a patient, students can struggle with even the simplest situations.

In truth the clinic tutor is more than simply a tutor or supervisor. The focus of clinical education has steadily moved away from an apprenticeship model towards a more facilitative model, where students are provided with opportunities to take responsibility for clinical care in a staged and supportive fashion. Consequently the description of clinical supervisors has broadened; so much so that it is perhaps more appropriate at times to describe them as a clinical educators rather than supervisors.

McAllister (1997) defined a clinical educator as a professional who:

“Engages in a teaching and learning process which is student focused and may be student led, which occurs in the context of client care. It involves the translation of theory into the development of clinical knowledge and practical skills, with the incorporation of the affective domain needed for sensitive and ethical client care. Clinical education occurs in an environment supportive of the development of clinical reasoning, professional socialisation and lifelong learning.”

Within this description it is clear that the role of the clinical educator encapsulates a number of different roles that need to be assumed in a dynamic fashion in relation to individual students educational needs. As individuals (and practitioners) ourselves it is natural to base our perceptions of what we think makes a good clinic tutor on our own experiences or beliefs. However, it is important to consider the breadth of roles if we are to avoid adopting a narrow view of our role in clinical education.

Several authors have looked at identifying the roles that clinical supervisors/educators undertake. Unsurprisingly there is no consensus (given the differing backgrounds of the researchers themselves) but a view that seems to relate well to the tutor role at the UCO was modelled by Turney et al (1982). They suggested that the process of clinical education could be divided into 6 roles that related to each other in a complex fashion:

- **Manager:** Individually or as part of a team, contributing to the organising, planning and delivery of clinical education
- **Instructor:** Facilitating student learning by modelling, coaching, exploring and reflecting with the individual student whilst recognising and exploiting their existing strengths and skills
- **Counsellor:** Systematically helping students to deal with difficulties or sort out problems, be they academic or personal
- **Observer:** Actively observing all aspects of clinical performance
- **Giver of feedback:** Providing meaningful, constructive feedback based on observed practice that supports student learning and development
- **Evaluator or assessor:** Objectively measure the individual's performance against defined criteria.

The balance of and relationship between roles is influenced by a number of factors such as student capability, the clinical situations encountered, students learning needs etc. It is also important to be aware that there are also conflicts between some of these roles, particularly surrounding the role of assessor that can interfere with the process of clinical education.

The art of clinical education comes in part from the ability of the tutor to interpret their role as clinical educator in a dynamic fashion and to flexibly adapt across these roles to meet the learning needs of the student, the clinical care of the patient and to underpin the curriculum.

All staff at the UCO are expected to adhere to school policies and procedures and guidance.

B) STUDENT EXPECTATIONS OF CLINIC TUTORS

Although there is no specific research that relates to osteopathic educational institutions a number of research studies have looked to identify what undergraduate students expect of their clinical supervisors.

An extensive meta-analysis of available medical education literature was undertaken by Suskin et al (2008). They identified 49 themes that they clustered into 3 main categories that they classified as physician characteristics, teacher characteristics and human characteristics. The most common reported themes were identified as:

- Medical/Clinical Knowledge

- Clinical and technical skills/competence and clinical reasoning
- Positive relationships with students and supportive learning environment
- Communication skills
- Enthusiasm

However, what dominated the results of the study was not the cognitive or technical characteristics but the affective attitudes and attributes. The authors go on to say that:

“This study suggests that excellent teaching, although multifactorial, transcends ordinary teaching and is characterized by inspiring, supporting, actively involving, and communicating with students.”

Students also clearly identify attitudinal characteristics of clinical tutors as being very important in the clinical learning environment. This is understandable given the context within which students are learning and the challenges faced when working with clinical uncertainty.

Therefore it is vital for clinical tutors to be aware of how they behave with students, in particular how they are perceived by those they teach and mentor, and the impact their behaviour can have on student learning.

C) FACILITATING LEARNING

Tutors are there to act as a guide to the students; to help them question their thought processes and how they are making decisions; to consider their role as osteopaths and as primary healthcare practitioners.

A tutor's role is complex. It requires juggling the needs of the student and the patient in a limited timeframe and this may be combined with the needs of other students and patients! It is certainly an art to be able to manage these varying aspects whilst helping to reassure anxious patients and hesitant students.

15) STAGES OF STUDENT DEVELOPMENT AND LEARNING

The starting point to understanding students learning needs is the Unit Information Forms (UIFs). However, it is also helpful to have a contextual interpretation of the stages of student development from a clinical perspective so as to fully understand the learning needs of students at different levels.

The UCO apply level descriptors developed by SEEC (South East England Consortium) to describe what is expected of students at each level of learning (see Appendix 1). These are helpful in placing cognitive, affective and psychomotor skills in relation to the expected ability and enable those delivering education to contextualise these abilities against performance.

Further to this it is also important to consider the relationship between students, tutors and the clinic itself. Student experience can be disorienting and confusing at times; learning, assessment and personal needs can create a great deal of stress for students. To that end it is helpful to have a sense of the student experience and how tutors can help students engage with the clinic at each stage of their development.

A) LEVEL 4 STUDENTS - FT1/PT1 AND PT2 STUDENTS

Students new to the UCO are keen to enter clinic and get some first-hand experience of clinical education and practice. For many it is an exciting and stimulating time but as a first experience it can be daunting and intimidating. Several first year assessments are linked to students observations in clinic, so there is an expectation that they will have opportunity to observe and at times contribute to the learning and therapeutic encounters that students and patients have.

It is therefore critical that new students are welcomed and included from the moment that they join their teams. First impressions can have a significant impact on a student's time in clinic, so it is crucial that they feel part of a caring team of professionals. In this situation tutors should expect to take on the roles of guiding, instructing and nurturing novice students so that they are:

- a) Made to feel welcome and part of a team caring for patients
- b) Introduced to all clinic tutors and the reception team
- c) Familiar with the roles and responsibilities of Team Leaders, Tutors, the Clinic Reception Manager and Reception admin staff
- d) Oriented to the clinic team point and clinic reception
- e) Aware of the role of the computer system in the management of patients
- f) Familiar with the case history form and other relevant clinical resources
- g) Encouraged to ask questions of both tutors and students regarding anything relevant to osteopathic practice whenever possible
- h) Presented with opportunities to observe students in clinical practice whenever possible
- i) Included in discussions as part of the team
- j) Able to find relevant clinic policies and procedures relevant to their stage of education
- k) To practice under supervision (from senior students and tutors) basic osteopathic techniques such as palpation with patients

Summary of learning activities for Level 4 students in clinic:

Level 4 Learning activities in clinic
<p>Be involved in case discussions with peers and tutors</p> <p>Maintain an anonymised clinic diary that records clinical encounters for reflection and discussion</p> <p>Reflect on personal skills and abilities in light of observed experiences and consider developmental needs</p> <p>Work collaboratively as a member of a clinic team so as to create a supportive and interactive learning environment</p>
<p>Observe patient examination</p> <p>Practice observation and recording of observed findings in clinic</p> <p>Be aware of perceived qualities of practice so that best practice can be reflected on</p>

Discuss the relevance of health care models in patient care with peers and tutors

Consider issues relating to society and lifespan on patient care

Explore the relationship between structure and function through the discussion of patient observation

B) LEVEL 5 - FT 2, PT 2 AND PT 3 STUDENTS

Students at this stage of their education begin to spend a great deal more time in clinic. They are beginning to develop a broader understanding of practice and are learning the skills of case history taking, patient examination and more advanced osteopathic techniques. Therefore it is important that students have more and more of an opportunity to apply these skills, both through observation and practice.

Students should by this stage have a good working knowledge of the clinic and understand the standards of professionalism that are expected of them in the UCO clinic. As students move through the year it is important that they become confident with case history taking and patient examination in preparation for their transition into the clinic as FT3/PT4 students. The summer vacation offers a concentrated period of time for these students to consolidate earlier learning and be much more responsible for patients.

Consequently tutors (along with senior students) are beginning to take on more of the roles of guide, mentor and educator with these students so that students are:

- a) Actively involved in the basic elements of patient care
- b) Given responsibility for basic activities in the team point, including working with the clinic software system, patient management and administrative duties where appropriate.
- c) Presented with increasing opportunities to take patient case histories under supervision.
- d) Involved in patient evaluation so that they are able to apply the skills of observation and clinical examination of patients under supervision from tutors and senior students as appropriate.
- e) Included in clinical discussions relating to individual patients they may be observing or in a broader context such as in tutorials.

In support of student learning in the clinical environment, all students are provided with a Clinic Workbook aimed at giving structured learning objectives that are designed to help students engage more actively whilst in the clinic and to help highlight how clinical experience is informing their classroom learning

Summary of learning activities for Level 5 students in clinic:

Level 5 Learning activities in the clinic
Under the supervision of peers/tutors, take an increasing role in the case history taking process
Take increasing responsibility for reporting clinical information to clinic tutors
Demonstrate an awareness of ethical and moral issues in practice and behave in an ethical and moral manner in line with the osteopathic practice standards (OPS)

Reflect on and be involved in discussion surrounding the relevance and application of osteopathic concepts in patient care

Under supervision perform osteopathic and clinical examination techniques with patients

Take a role in considering the meaning and value of clinical findings in the context of the patient case that helps to inform diagnostic reasoning and best practice in clinical care

C) LEVEL 6 - FT3/PT4 STUDENTS

Students entering the Full Time pathway 3rd year or Part Time pathway year 4 are expected to take greater responsibility for their patients and to display the skills, knowledge and attributes of novice osteopaths. They should be familiar with GOsC Osteopathic Practice Standards (OPS) and the UCO's own policies and procedures relating to professionalism and clinical practice. This is typically a very challenging period for students as they come to realise the breadth of responsibilities that they have to take on. Students need to feel able to approach clinic tutors and to expect them to be supportive and friendly.

However, tutors should expect students to be able to take broad responsibility for the basic elements of patient care, and be able to evaluate, treat and manage patients with some ongoing support and guidance. The relationship with 3rd year students is very much collaborative, with shared decision making and patient care at the start, gradually giving way to students taking on more autonomous responsibility when appropriate. It is crucial that students feel that they have a voice and that the clinical decisions that they make have value and are respected by their colleagues and tutors. Tutors now take on more of the role of mentor, advisor and counsellor, so that level 6 students are:

- a) Prepared to take on growing responsibility for patient care
- b) Confident that the limitations of their developing applied knowledge and clinical ability will be respected by their tutors
- c) Able to ask for advice, guidance and instruction in the knowledge that this will be supportive and considered
- d) Encouraged to work collaboratively with colleagues and actively contribute to the teaching and learning within the team point and in tutorials
- e) Prepare for their clinical assessments at this level

D) LEVEL 7 STUDENTS

Students in the final year of study at the UCO are now focussing on preparing for their clinical assessments, which represent real work place situations. To this end they are expected to develop the ability to critically evaluate and synthesise complex and conflicting clinical data so that they can plan and manage patients in a cohesive fashion. Student's case history taking and examination skills should be reasonably well developed so that at times they are able to undertake these stages of patient evaluation with minimal supervision. Further to this students should now be beginning to critically apply osteopathic concepts along with research evidence throughout patient evaluation and management so that they are able to consistently justify their osteopathic care. They should also be expected to apply osteopathic techniques fluently and progressively.

Clinic tutors should increasingly allow students at this stage of their education to take charge of decision-making whenever appropriate. Tutors are now expected to extend the role of mentor and guide, but should be able to recognise and allow for students to practice with increasing autonomy so that level 7 students are:

- a) Able to reason in a structured and logical fashion so as to make sense of clinical evidence
- b) Confident to challenge and resolve conflicting findings so as to reach a reasoned and justifiable and defensible evaluation of the patient
- c) Able to care for their patients in a critically informed manner that makes good use of best practice evidence when appropriate
- d) Practicing as professional practitioners in accordance with the Osteopathic Practice Standards.

16) GENERAL RESPONSIBILITIES AND LEARNING OPPORTUNITIES FOR STUDENTS IN THE CLINICAL ENVIRONMENT AT THE UCO:

	Level 4	Level 5
General responsibilities in clinic	Punctuality Appearance (Clinic dress code) Professional manner Understanding of confidentiality issues Awareness of the All Clinic Policies and Procedures page on UCO Intranet Informing clinic reception of any absenteeism Appropriate care of team points and clinic in general	As previously plus Appropriate care of team points, treatment rooms and clinic in general Develop ability to gain informed consent from patients Communicate effectively with all members of the clinic team, including the administration staff. Have a working knowledge of all Clinic policies and procedures
Learning Opportunities	Under guidance, begin practicing palpation of patients Application of basic techniques under guidance Engage in debate and discussion in clinic when appropriate Confidential recording of clinical encounters/incidents for discussion/reflection	As previously plus Develop note taking skills; building towards taking a case history in 2nd/3rd term of the academic year, under supervision. Under guidance, build on palpation of patients through the examination and application of appropriate techniques for treatment. Develop greater criticality in observation and clinical examination
For detailed information on Clinic assessments, please refer to the Unit Information Form's (UIF's) that are available on BONE: https://bone.uco.ac.uk/login/index.php		

	Level 6	Level 7
General responsibilities in clinic	As previously plus Act as role models and exemplars to other students at the UCO; Ensure all administrative duties are fulfilled promptly and in line with UCO policies Ensure that any patients who fail to attend appointments are followed up Ensure that treatment rooms are clean and presentable at all times	As previously plus Take full responsibility for the professional management and care of your patients at all times; Adhere to the GOsC code of practice at all times
Learning Opportunities	As previously plus Attendance in specialist and community clinics Development and practice of routines for examination of patients Presentation of cases during tutorials Application of clinical guidelines in an informed and critical manner Development of technique skills in application to the patient Support 1st and 2nd year students during their observation time in clinic	As previously plus Support and mentor junior students during their observation time in clinic Develop an autonomous approach to clinical decision making (with tutor guidance) Take greater responsibility for defining treatment and management plans for patients. Be fully responsible for all administrative duties relating to patient management (in collaboration with the admin team when necessary)
For the Clinic assessments that each cohort of students will be taking, please refer to the Unit Information Forms that can be found on each Unit area of BONE: https://bone.uco.ac.uk/login/index.php		

17) MSc OSTEOPATHY (PRE-REGISTRATION) STUDENTS

The MSc in Osteopathy (pre-registration) for qualified chiropractors, sports therapists, physiotherapists and medical practitioners is a two-year fulltime, pre-qualifying course designed to give these practitioners the opportunity to achieve the required competence profile for autonomous osteopathic practice, thus fulfilling the General Osteopathic Council (GOsC) professional requirements for registration as an osteopath in the UK.

Whilst enabling these practitioners to develop the required clinical competence profile for registration with the GOsC, the course aims to produce clinicians who have the knowledge and skills to integrate osteopathy with their existing healthcare practice in sports therapy, chiropractic, physiotherapy or medicine.

The learning requirements for students in clinic will differ from those on the undergraduate pre-registration programmes. Firstly, as already qualified practitioners students will already have an established approach to the clinical care of patients with musculoskeletal disorders. Therefore the role of the clinic tutor at the UCO is not so much to help develop basic standards of practice, but to integrate an osteopathic philosophy and practicing framework

that will enable the students to apply already existing and new knowledge and skills in an integrated fashion.

It is important that existing skills are recognised and that students are able to exploit current practicing experience. It is also expected that these experiences are shared with other UCO students so that they become more familiar with approaches employed by allied practitioners in an informed and collaborative manner.

Given the diversity of the student background it is intended that at the beginning of each academic year, teaching and supervising staff will receive a summary of the students educational and practice history, along with an initial summary of each student's perceived strengths and areas for development. This information will be collated through a review of each application, interview and IPA event performance, as well as from students own reflective summary of abilities. This information will be shared with key staff and clinic tutors so that they are appropriately oriented to the students' needs prior to and during their studies.

It is important that clinic tutors recognise existing practice, experience and knowledge and work with the students to explore this in a critical fashion, through the lens of osteopathic concepts.

18) ASSESSMENTS

Clinic tutors are expected to be aware of the assessments that students' clinic work feeds into, so that they can help students develop with these learning outcomes and skills in mind. Therefore, tutors are required to keep notes on students' performances so that they can give immediate feedback to the student whenever possible, as well as make use of this evidence to inform end of term feedback and planning sessions.

Formative and summative assessment happen throughout the year for students and all assessments are carefully co-ordinated to ensure effective delivery.

Student preparation for assessment is underpinned by the on-going provision of formative feedback from clinic tutors. It is important that students both receive feedback and recognise it for what it is. Feedback is very much a two way exchange. Students should be encouraged to actively participate in feedback sessions, debating performance and suggesting their own personal routes for development. The UCO Student Feedback Handbook provides a comprehensive account of the process of feedback and how to effectively manage the process and can be found at: http://intranet.uco.ac.uk/guidelines_and_handbooks/

Dedicated feedback sessions are scheduled at the end of each term. Students are again expected to actively engage in the process, producing specific action plans so that they can demonstrate how they think they might best progress. These are then discussed and modified if necessary in conversation with clinic tutors and should be regularly referred to by students and tutors during future clinical encounters.

Tutors are also encouraged to keep a record of student encounters. This record can be highly valuable when discussing student performance in relation to summative assessment.

When delivering assessment it is important that all judgements and feedback relate explicitly to the criteria against which students are being assessed so that students can clearly identify where they are performing well and how they might develop. It is also important that any feedback is objective and related to observed examples of performance.

Further details of clinic assessments and their delivery can be found in the Clinical Assessor Guidance, which can be found at:

http://intranet.uco.ac.uk/guidelines_and_handbooks/

19) POLICIES AND PROCEDURES

There are a wide range of policies and procedures relevant to clinic tutors and students practicing in clinic. Although we do not expect you to have a detailed knowledge of each document, it is important that you know what these policies relate to and where you can find them. The table below provides a summary of the policies that are relevant to working as a clinic tutor.

Policy	Scope of the Policy
Safeguarding policy and Guidance	This policy covers the following aspects of Safeguarding at the School: a) Part A: The Safeguarding of Children, Young People and Vulnerable Adults b) Part B: The Safeguarding against Radicalisation c) Part C: The Safeguarding Officer& their Responsibilities d) Part D: Monitoring & Reporting of Safeguarding Cases
The Clinic Appointment Refund Policy	The Policy gives detail of the grounds under which refunds are given and explains the process of how to apply.
Public Interest Disclosure (Whistleblowing) Policy	This policy details the duty to act appropriately in relation to concerns regarding behaviour that may put others (staff, students or patients) in danger and the responsibility of the UCO to deal adequately with such disclosures
Infection Control Policy	The UCO clinics have an infection control policy, which is based on the concept of "universal precautions". This policy is designed to minimise the risk of cross-infection with blood or body fluid borne pathogens between clinicians and patients.
Mental Health Policy & Procedure (for Students)	The following policy sets out support arrangements at the UCO available to students with health problems and the procedure that should be adopted should concerns arise regarding a student's health.
Observers in the UCO Clinic Policy	This document sets out to identify who would or potentially would not be appropriate as observers in the UCO clinic, and to clarify the process for dealing with such requests from people external to the UCO.
Patient Complaints Procedure	The aim of the Patient Complaints Procedure is to listen to and discuss patients' concerns and to take action as appropriate.
Guidelines on Professional Relationships between	Provides guidelines with regards professional relationships and the duty and responsibilities of staff and students should they enter into a

Students & Staff	personal relationship.
Social Media Policy	These guidelines are “best practice guidelines” for staff and students at the British School of Osteopathy. Staff and students should follow these guidelines whether participating in social networks personally or professionally, or whether they are using personal or UCO computers.
Absence Policy & Procedure (for Staff)	This policy provides details regarding staff absence, entitlements and related procedures
Code of Conduct Policy (for Staff)	This Code of Conduct provides guidance in relation to the standards which the School expects of its staff. All employees of the School are required to be aware of and abide by its provisions.
Disciplinary and Capability Procedure (for Staff)	This procedure exists to encourage employees to conform to their contracts of employment and the UCO’s rules and regulations in relation to attendance, timekeeping, attention to work, health and safety plus conduct generally.
Clinic Correspondence Policy	Details the process of clinical letter writing for students in the clinic
Attendance Policy	To identify students’ attendance requirements and procedures in the UCO clinical centre, and it’s various clinics. There is an equivalent policy for Part-Time students
Osteopathic Treatment Policy (for Students)	This policy outlines the procedures required to be followed by students receiving and providing osteopathic treatment within the UCO’s clinical environment

All UCO policy documents can be found through the UCO intranet. Please take time to familiarize yourself with their location at: http://intranet.uco.ac.uk/policies_and_procedures/

20) THE ACADEMIC QUALITY FRAMEWORK

The Academic Quality Framework (AQF) sets out the UCO’s procedures for the management of academic quality and standards in teaching and learning. The UCO Strategic Plan highlights the crucial importance of students to the success of the school. All teaching and support staff work towards this, and have a collective responsibility for ensuring a high quality learning experience for students and for the standard of the awards made.

The School’s Academic Quality Framework (AQF) for the management of academic quality and standards in teaching and learning is informed by:

- The Strategic aims 2015 – 2017
- Key external reference points provided by the QAA’s UK Quality Code

Existing documentation that has been held in different handbooks has also fed into the development of the AQF. The Academic Quality Framework sets out all of the School’s procedures, policies and regulations relating to all of the activities associated with its teaching, learning and assessment.

21) TUTOR INDUCTION AND DEVELOPMENT

All new staff undergo an induction programme and a subsequent period of probation, during which time they are expected to meet regularly with their manager to ensure they are appropriately supported. Learning needs can also be identified during this process so that all new faculty members are effectively developed to fulfil their roles as appropriate. Further details can be found in the Encouraging Performance Policy which can be found at: http://intranet.uco.ac.uk/policies_and_procedures/

All UCO teaching faculty, including clinic staff, are expected to undertake a teaching qualification appropriate to undergraduate education. The UCO currently delivers a Post Graduate Certificate in Academic and Clinical Education (PgACE) that is free to faculty. If you require further information regarding the PgACE, then please speak to your line manager and/or the Human Resources team.

All staff are periodically required to take part in a Professional Development Review (PDR). This system incorporates the standards from the Higher Education Academy as a framework, and is focused on developing teaching skills through training, shadowing, researching and teamwork. Your PDR will be delivered by your line manager (typically a Team Leader for clinic tutors). Further details relating to the PDR process can be found in the Staff Appraisal Policy which can be found at: http://intranet.uco.ac.uk/policies_and_procedures/

Students provide feedback on all tutors performance on a bi-annual basis. This feedback is gathered using a team based approach and helps to inform annual PDR cycles and end-of-year feedback. Feedback will be shared with you once received. Team Leaders will also receive a copy of your feedback and will meet with you to discuss the content and relevant action required, dependent on the feedback content. Progress against feedback will be monitored on an on-going basis as necessary with your Team Leader.

22) BOOKING LEAVE

Clinic tutors must apply for annual leave through the system ITrent. Tutors should usually be providing at least 3 weeks' notice (although exceptions to this are possible in special circumstances). Line managers, typically Team Leaders will then authorise or decline requested leave as appropriate.

Absences will subsequently be entered into TM2 so as to allow the appropriate management of patient appointments

If you feel you need an extended period of leave or have particularly difficult circumstances then please do speak with your line manager or with somebody in HR if you would prefer. Full details regarding absence can be found in the Absence Policy & Procedure (for Staff) which can be found at: http://intranet.uco.ac.uk/policies_and_procedures/

23) SICKNESS

If tutors are unwell and therefore not able to come into work, they should email Tutor Absence in the first instance, if possible. The Tutors Absence conference is monitored by the Clinic Reception Team, as well as other members of staff such as Team Leaders and the Head of Clinical Practice. If Tutors are comfortable with stating their reason for absence on

this conference, they they should do so. If not, they should email their line manager privately to let them know of their reason for non-attendance.

The Reception Team are then able to amend TM2 as necessary.

Line managers are responsible for adding any sickness onto ITrent and ensuring this has been appropriately updated on TM2 by the Clinic Reception Team.

24) SHORT NOTICE ABSENCES

Clearly, such absences are difficult to manage in the clinical education setting as patients are often already booked in at this point and hence it tends to put additional pressure on colleagues, Team Leaders and others.

However, the UCO appreciates that occasionally there may be an emergency that requires a tutor to take short notice absence. In this situation, the tutor should follow the same procedure for sickness and ensure that their line manager is aware of their situation.

Repeated short notice absences would be a concern and so if a member of staff does have ongoing difficulties, please speak to your line manager, human resources or Head of Clinical Practice so that we can work to support you and best manage the situation for all involved.

25) ATTENDANCE, APPEARANCE AND BEHAVIOUR

All clinic faculty are expected to be available to support students throughout the whole clinic session. Typically tutors are expected to be on site 5-10 minutes before sessions start to give time to get ready for the session. Tutors are also expected to remain on-site until the end of each session so as to ensure patient care and safety. Any tutor who needs to leave clinic early is required to obtain permission from their Team Leader or the Head of Clinical Practice or senior other, in the absence of an available Team Leader. All such events will be noted as absences in TM2 and through ITrent as appropriate.

Clinic faculty and students are expected to adhere to the UCO clinic dress code. All faculty are required to wear either a smart tunic or smart clinic coat, smart dark or black trousers/skirt and smart close toed shoes. Trainers are not acceptable unless there are medical reasons for this.

As in practice, all tutors are expected to demonstrate behaviour in keeping with the Osteopathic Practice Standards (OPS), as well as the UCO policies and procedures. Failure to do so may result in action being taken by the School and/or the GOsC.

When on duty tutors are expected to focus their time on supporting student clinical education. Any business not directly related to clinical education at the UCO should be avoided if at all possible, ideally only taking place outside of clinic appointment times (e.g. at lunch time). If there is a pressing need for a tutor to contact one of their patient's for example during a session, tutors are expected to take every care not to adversely affect student experience or the care of patients at the UCO. Tutors should not respond to phone calls whilst with students or patients and phones should be set to silent during clinic sessions.

26) STAFF CONFERENCE

The UCO typically holds an annual staff conference, usually at a hotel close to the M25 where staff from all areas of the UCO can gather. The agenda for the weekend is naturally

varied and will often include the key issues of the time for the UCO and its development and for the osteopathic profession. All staff are encouraged to attend as this is supported financially by the UCO and is an important time for staff to contribute. The weekend of this event is advertised early so that people can plan ahead. We usually have approximately 100 people in attendance so please do book in good time.

27) LEARNING RESOURCES

A) FIRSTCLASS

Firstclass is the UCO's intranet that all staff are expected to be familiar with and use on a regular basis. It is primarily an emailing system for communication to individuals and groups and is also used for the following with regards to clinic tutors:

- Calendar of events for clinic and Borough High Street
- Discussions/announcements of key issues

Clinic tutors are expected to check emails regularly so that they are aware of current issues

FirstClass can be accessed outside the UCO, either via the UCO website, via <http://intranet.uco.ac.uk/>

You can also download FirstClass via http://uco.ac.uk/ICT_Resources/FirstClass

The UCO ICT resources section of the UCO intranet offers extensive support and information regarding the set-up and use of FirstClass. You can also get advice from the ICT team by emailing ICT support

B) BONE

BONE is the UCO's online learning environment. It is designed as a learning environment for students and is used as an interactive space where faculty can provide learning resources, communicate with students, deliver assessments and co-ordinate educational delivery, amongst other things.

Information held on BONE that may be of particular use to clinic staff:

- Study guides and lecture/seminar material for all courses
- Unit Information forms
- Details of student assessments

BONE can be accessed by going to <http://intranet.uco.ac.uk/> and clicking on "BONE". You will then be asked for a password which will be the same as your Firstclass log in, unless you change it. Once logged into BONE you will be able to enrol to each area of the course as required.

C) THE LIBRARY

The Library holds some 10,000 books and subscribes to 30 periodicals. There is a special collection of osteopathic works, a collection of past student projects and reference copies of medical dictionaries, bibliographies, indexes, directories and key textbooks. There are sets of slides, tape/slide presentations, audio tapes and videos for use in the Library. Current periodicals are on display; these are not for loan, but articles may be copied subject to

copyright restrictions. The Library also contains human skeletons, models, flexi-spines and CD ROMs. Borrowing is free of charge. Students and staff may borrow four items at a time. Books are normally issued for four weeks. Audio-Visual programmes and books in demand may be borrowed for a week at a time. All may be renewed if not reserved by another reader. We can borrow books and articles from other libraries, including the British Library; this service is free to all. There are also a number of items that are available electronically.

The clinic also has a small collection of reference books and models that can be used for teaching/patient information as well as a limited supply of clinical equipment for tuition. Tutors should ask the reception team for access to anatomical models and clinical equipment.

There are computers throughout the clinic that allow full access to our electronic learning resources via the UCO library, Intranet and BONE.

D) CLINIC RESOURCES

There are a range of resources in the clinic available to tutors for teaching and learning.

Each team point has a range of reference text books for students and tutors to refer to during clinic. This is supported with a range of anatomical models that are kept in the reception office to use as teaching aids or for explaining to patients. All models need to be signed for and returned to the reception team after use.

Each team point has 2 computers. The central tool for managing patients in clinic is the clinic management software system TM2. There are a range of training resources for tutors unfamiliar with the system. However, other tutors and students will be able to guide you in the use of the system. ICT are also available to provide you with one-on-one training.

TM2 also provides access to an exercise platform called Physiotec that allows users to fashion exercise programmes for patients that can be accessed by the patient through any web browser. Exercises can also be printed for patients.

Further ICT resources are available throughout the clinic and Wi-Fi is available to all staff, students and patients.

E) ANATOMY TV

The UCO makes use of Anatomy TV, which is an excellent resource to support the learning and development of students across all courses.

In order to access Anatomy TV, you will need to go through the UCO's Virtual Learning Environment, BONE.

If you're accessing Anatomy TV from the UCO or the UCO clinic, when logged into the UCO network, then you just have to follow the link provided on the intranet that can be found here:

http://intranet.uco.ac.uk/ICT_resources/Accessing_Anatomy_TV

To access Anatomy TV when you are not at the UCO, or when using your own device at the UCO, you need first to login to the UCO network. You can do this by downloading and setting up a program which allows you to log into the UCO network via your own device. This program is called VMWare Horizon Client. You only need to download and setup this program once; it is then available for you to use whenever you need to use it again. Once

you're logged into the UCO network using VMWare Horizon Client then open Internet Explorer and go to the above link on the intranet to access Anatomy TV.

28) STUDENT SUPPORT

A) STUDENT SUPPORT AND DISABILITY

The UCO has a dedicated and specialist student support department. If students have concerns regarding their learning and progression on the course, they are able to speak to a number of people. Firstly, it is advisable for them to speak to the tutor concerned. If they feel that is not appropriate or they are still having difficulties, students are advised to speak to their Course Leader or Student Support Manager. Further details about the Student Support Department can be found in the relevant Course Handbook and the Disability Policy for Current UCO Students can be found on the UCO Intranet at: http://intranet.uco.ac.uk/policies_and_procedures/

B) STUDENT LEARNING ADVISOR

Academic support is available from the Learning Support Advisor (Ugo Ejionye who can be contacted at u.ejionye@UCO.ac.uk) in room 3.06, 9.30am – 5.30pm, Mon – Friday, throughout the year.

The Student Learning Advisor's role is to support students in their study skills and success on the course. This service is available to any student who has concerns about their learning. As well as providing general academic support the Student Learning Advisor can proof read work for students who have English as a Foreign Language (EFL) and dyslexic students. Further advice and guidance about studying and learning skills can be found in Course handbooks.

Study skills resources including study skills books (which may be loaned) can be found in room 3.08. There are also a number of computers with specialist software (including Text Help Read & Write Gold & Freeview Mind Mapping) in room 3.09.

C) DISABILITY ADVISOR

Disability support is available from the Student Support Manager, who is available in Room 3.08, 9.30am – 5.30pm, Mon – Friday, throughout the year.

In their role as the Disability Advisor, the Student Support Manager supports all students with declared disabilities. The advisor supports and guides students through the process of applying for the Disabled Students' Allowance (DSA), and in ensuring that a student's needs, once identified, are met by the School. This is a confidential and impartial service and no information disclosed by a student would be discussed without written consent.

A full explanation of disability support at the UCO, and student entitlements, can be found in the Disability Policy for Current UCO Students, which can be found at: http://intranet.uco.ac.uk/policies_and_procedures/

29) HOW CAN WE DO BETTER?

It is essential that tutors feel able to contribute to the development and evolution of the clinic and the school. Tutors are encouraged to feedback on areas that are working well, areas that

are not working well and areas where there may be gaps or a more joined up approach could be more effective.

Any thoughts, ideas or suggestions that you might have can be discussed with your line manager/Team Leaders, Reception Manager and/or Head of Clinical Practice; please just get in touch in person or via email or phone. Many thanks.

APPENDIX 1: SEEC LEVEL DESCRIPTORS – LEVEL 4

SEEC level descriptors for level 4¹

The Quality Assurance Agency (QAA) sets out the qualification criteria across different levels²; and these are set out below for Level 4:

Descriptor for a higher education qualification at level 4: Certificate of Higher Education

The descriptor provided for this level of the FHEQ is for any Certificate of Higher Education which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 4 qualifications.

Certificates of Higher Education are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment.

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

¹ <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf>

² <http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>

APPENDIX 2: SEEC LEVEL DESCRIPTORS – LEVEL 5

SEEC level descriptors for level 5³

The Quality Assurance Agency (QAA) sets out the qualification criteria across different levels⁴; and these are set out below for Level 5

Descriptor for a higher education qualification at level 5: Foundation Degree

The descriptor provided for this level of the FHEQ is for any Foundation Degree which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 5 qualifications, including Diplomas of Higher Education, Higher National Diplomas, etc.

Foundation Degrees are awarded to students who have demonstrated:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

Typically, holders of the qualification will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

³ <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf>

⁴ <http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>

APPENDIX 3: SEEC LEVEL DESCRIPTORS – LEVEL 6

SEEC level descriptors for level 6⁵

The Quality Assurance Agency (QAA) sets out the qualification criteria across different levels⁶; and these are set out below for Level 6

Descriptor for a higher education qualification at level 6: Bachelor's degree with honours

The descriptor provided for this level of the FHEQ is for any bachelor's degree with honours which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 6 qualifications, including bachelor's degrees, graduate diplomas etc. Bachelor's degrees with honours are awarded to students who have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student:
 - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
 - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).

Typically, holders of the qualification will be able to:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
- the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable contexts
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature.”

⁵ <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf>

⁶ <http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>

APPENDIX 4: SEEC LEVEL DESCRIPTORS – LEVEL 7:

SEEC level descriptors for level 7⁷

The Quality Assurance Agency (QAA) sets out the qualification criteria across different levels⁸; and these are set out below for Level 7

Descriptor for a higher education qualification at level 7: Master's degree

The descriptor provided for this level of the framework is for any master's degree which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 7 qualifications, including postgraduate certificates and postgraduate diplomas. Master's degrees are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in the discipline
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level.

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility
 - decision-making in complex and unpredictable situations
 - the independent learning ability required for continuing professional development.”

⁷ <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf>

⁸ <http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>

APPENDIX 5: CURRENT ASSESSMENT CRITERIA

The following assessment criteria are used across the clinical assessments, with different weighting, emphasis and expectations, depending on whether the student is Level 6 or Level 7 and the type of assessment:

Learning Outcomes	Grading (for this stage of the course)						
1: Case history & communication skills	Grade	A	B	C	D	E	F
Questioning (relevant/logical/methodical/fluid)							
Patient rapport (empathetic, responsive)							
Evident lines differential enquiry							
Listening/responding with clinical curiosity							
Professionalism (language, timing, legibility)							
2. Presentation 1: Interpretation of the case history	Grade	A	B	C	D	E	F
Presentation skills (relevant/structured/coherent)							
'Flag' recognition & discussion							
Justification/Reasoning of case history (CTP, hypotheses)							
Diagnostic reasoning (VINDICATE)							
3: Observation and examination	Grade	A	B	C	D	E	F
Examination skill (right test/right time)							
Patient communication							
Performance (effectiveness, competence)							
Palpation (application and integration)							
4: Presentation 2: Osteopathic evaluation	Grade	A	B	C	D	E	F
Responsibility for decision making							
Application of knowledge (functional, conceptual)							

Reasoned interpretation of findings/critical consideration							
Osteopathic evaluation (summary statements)							
5: Management of the patient	Grade	A	B	C	D	E	F
Integration of relevant guidelines to care							
Use of advice and exercise based care							
Management planning (relevant/patient centered)							
Meeting & managing Pt expectations							
Prognosis/monitoring outcomes/managing uncertainty							
6: Osteopathic care of the patient	Grade	A	B	C	D	E	F
Care of patient and self							
Application of knowledge base							
Modification of techniques							
Discussing benefits, risks, alternatives (including nothing), & gaining informed consent							
7: Professional Standards	Grade	A	B	C	D	E	F
Professional patient care							

APPENDIX 6: GUIDANCE FORMS

The stages of a consultation for a NP at the UCO clinic are as follows:

- i. Case history taking
- ii. Presentation and discussion 1: analysis and evaluation of the case history
- iii. Examination
- iv. Presentation and discussion 2: analysis and evaluation of the case history and examination
- v. Discussion with patient, including discussing informed consent (BRAN - benefits, risks, alternatives and doing nothing)
- vi. Treatment and management

For the 2 presentation and discussion phases, we have developed 2 guidance documents that are for students to use to help provide a framework of what is expected. This also helps students to organise and prioritise their clinical evidence and their thoughts at each stage.

The guidance documents are also helpful to create a flexible framework that tutors can work with, so that as a faculty, we are setting reasonably consistent expectations of students.

Copies of these guidance documents can be found in the clinic and on BONE, in the relevant areas of the course that relate to clinic.