

Course Information Form: *Postgraduate Certificate in the Integrated Care of Older Adults*

SECTION 1: COURSE DETAILS			
<i>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.</i>			
Awarding Institution:	The University College of Osteopathy		
Award:	Postgraduate Certificate		
Course Title:	Integrated Care of Older Adults		
FHEQ Level:	FHEQ Level 7		
Intermediate / Exit Qualifications:	None		
Location of Delivery:	University College of Osteopathy 275 Borough High Street, London, SE1 1JE		
Duration of Course:	One Year		
Mode of Delivery:	Part-Time		
External Benchmarks to which the Course is Mapped:	QAA Quality Code Part A: Setting and Maintaining Academic Standards: QAA The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (Qualifications Frameworks) (2014) QAA Subject Benchmark Statement: Osteopathy (2015) General Osteopathic Council: Osteopathic Practice Standards (2012) SEEC Level Descriptors (2016)		
Professional, Statutory & Regulatory Body (PSRB) Accreditation:	The Professional, Statutory and Regulatory Body (PSRB) for Osteopathy in the UK is the General Osteopathic Council.		
	Accreditation Date:	N/A	Renewal Date:
UCAS Course Code:	N/A		
QL Course Code:	PGCERTICOA		

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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.

Course Summary:

This is a one-year 60 credit postgraduate course consisting of two units leading to a Post Graduate Certificate in Integrated Care Of Older Adults. It is designed to equip students with the necessary knowledge, skills and attributes to enable them to make a claim where relevant for specialist status.

The course is a blend of theoretical, practical and clinical instruction centred on the newly developed specialism in geriatric musculoskeletal practice. This course is a natural evolution of the UCO's existing CPD provision for osteopaths wishing to enhance their knowledge and clinical skills in this specialist area.

The course delivers the theoretical framework for practice together with practical skills development from a structural perspective, followed by a reflective component where you will be able to review your own practise as well as learn from related healthcare practitioners.

The course aims to retain those practical aspects of the current CPD course which attracts osteopaths, chiropractors and physiotherapists by enabling them to enhance their clinical practice to become specialists in geriatric osteopathy.

Distinctive Features of the Course:

- This one-year credit-bearing course will develop and enhance your knowledge, practical and clinical skills in the specialist area of musculoskeletal geriatric practice, and will provide you with valuable and diverse application of skills in the management of vulnerable older adults.
- The course supports you in developing your knowledge and skills in advanced geriatric practice, emphasising your professional role as a clinician.
- The course questions and appraises your personal professional beliefs, whilst critically appraising the plausibility of contemporary and established models of geriatric practice within a multi-professional context. A thorough understanding of normal ageing will be complemented by typical conditions affecting geriatric patients.
- Practical skills in managing and treating these patients will be reinforced by real hands-on clinical experience within the students' own clinics and through observation and reflection of related, relevant healthcare practices.
- Throughout the course, an emphasis will be given to developing your safeguarding awareness and management strategies. In particular, the course enables you to identify areas of practice weakness through risk assessment in order to effectively manage and mitigate these and plan your future CPD opportunities.
- The course shall focus on manual treatment skills relevant to this particular patient group.
- This course will equip you with contemporary and evidence-informed knowledge.
- This course is delivered on a part-time basis enabling you to fulfil work and other commitments concurrently.

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Further Study & Employability:

Upon completion of this course you will be sufficiently confident and competent to either independently or as part of a group practice, participate in or establish a private specialist geriatric clinic and manage your patient case-load. This will enable osteopaths and chiropractors to make a claim for specialist practitioner status if and when the regulatory authority resolves to recognise specialist osteopath or chiropractic practitioners.

This course will support you in creating strong links with related health professionals local to your practice in order to establish a cross referral system. Furthermore you will also have developed a high level of meta-cognitive and critical reflective skills and an ability to operate at the forefront of this specialism and to offer new connections, ideas and knowledge in the area of geriatric care, thus opening up possible further research opportunities.

This course will produce graduates who are able to:

- Recognise key signs of possible safeguarding concerns and use their initiative and resourcefulness to alert responsible authorities.
- Work constructively within a group of health practitioners to achieve a shared understanding of an older adult patient's presenting co-morbidities and formulate an agreed management plan, within the context of clinical complexity and uncertainty.
- Independently produce an evidence-informed geriatric evaluation and deploy a supporting management plan on the basis of the principles of geriatric practice to develop current and evidence informed geriatric specialism.
- Create, learn and use new ideas, techniques and skills as they appear within geriatric care and related sources outside manual therapy.

After graduation you will be equipped to work in the following areas specialising in geriatric services:

- Private sole osteopathic/chiropractic/physiotherapy practice;
- Group practice;
- Multi-disciplinary healthcare practice.

You will also be equipped with the appropriate skills to pursue:

- Further study at Master's level.
- Further research in this specialist area.

You will also have spent a substantial period of time working on your specialist geriatric clinical practice, such that upon graduation you will be able to competently and autonomously work within this specialist area within any musculoskeletal health practice.

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SECTION 3: COURSE ENTRY REQUIREMENTS	
<i>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.</i>	
Standard Entry Requirements:	<p>A Bachelor's Degree with Honours from a UK University (or equivalent).</p> <p>English Requirements:</p> <ul style="list-style-type: none"> • GCSE English (or equivalent). • IELTS overall score of 7.0 or equivalent.
Additional Entry Requirements:	<p>UK Applicants must be registered as a practising Osteopath, Physiotherapist or Chiropractor.</p> <p>Practising UK osteopaths must be registered with the General Osteopathic Council.</p> <p>EU and Overseas osteopathic applicants must, where applicable, be registered as a practising Osteopath with the relevant regulatory authority or association and must, irrespective of the former, hold appropriate professional indemnity insurance.</p> <p>Practicing physiotherapists and chiropractors must be registered with their relevant professional regulatory body and carry appropriate professional indemnity insurance. The course's strong osteopathic content will be of relevance and interest to the above manual therapists particularly considering the growing demand for multi-disciplinary approach to care. Many of the concepts and skills are transferable across the three manual therapy professions.</p> <p>All applicants require a basic level of understanding, knowledge and skills set primarily focused around adult care. Applicants must be sufficiently fit to be able to undertake the course.</p> <p>All Applicants are required to complete a Disclosure and Barring Service (DBS) check in line with the UCO's DBS Policy & Procedure for UCO Applicants & Students.</p> <p>As a prospective applicant, you will need to take into consideration your physical abilities (due to the essential practical requirements of this course), the implications of your disability for your own and others' safety during the course, and your ability to communicate with and treat patients safely and effectively. Further advice may be obtained from the UCO's Student Support Manager.</p> <p>This course is open to international students and a key part of this course is through immersion in the specialist geriatric community of practice. Significant international perspectives in contemporary issues in the field will be discussed through peer to peer discourse.</p>
Recognition of Prior (RPL) Learning Arrangements:	Students will be unable to apply for Recognition of Prior Learning.

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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.

Educational Aims of the Course

Upon successful completion of this course:

- a) You will be equipped with the capability to recognise serious problems relating to red flags and safeguarding challenges presenting in your clinical practice and be able to effectively manage these cases.
- b) You will be able to effectively diagnose and manage complex problems commonly presenting in your practice by recognising these presentations and differentiate them from features associated with normal aging.
- c) Your existing treatment skills will be enhanced and supplemented with a broad range of new and relevant technical approaches to the treatment of older adults.
- d) You will be able to deal with the inherent challenges of clinical uncertainty, characterising geriatric practice, without compromising patient safety.
- e) You will be facilitated to continue your development in geriatric care by reviewing and building upon your existing clinical practice, through implementing your own developed CPD plans.
- f) You will be sufficiently confident and competent to either independently or as part of a group or multi-disciplinary practice, establish a specialist musculoskeletal geriatric clinic and manage your case-load of older adult patients.
- g) You will be sufficiently confident and competent to be able to liaise with relevant healthcare practitioners to participate in and create and provide a holistic, multi-disciplinary and collaborative management plan.
- h) You will be facilitated to make a claim for specialist practitioner status if and when your regulatory authority resolves to recognise specialist practitioners.
- i) You will develop a high level of meta-cognitive and critical reflective skills and an ability to operate at the forefront of this specialism and be able to offer new connections, ideas and knowledge in the area of musculoskeletal geriatric care, thus opening up possible further research opportunities.

Course Learning Outcomes

A typical graduate of this course:

- 1) Will be able to flexibly and creatively synthesise their knowledge base to develop a sound and critical understanding of normal and abnormal geriatric health and development, together with indications and procedures for management intervention strategies, based upon their critical evaluation of real geriatric cases.
- 2) Will have the ability to reflect on developments in practice and, to a high level of criticality and abstraction, make new connections within existing principles and standard procedures, thereby advancing new theories supporting musculoskeletal geriatric practice;
- 3) Will have a critical understanding of safeguarding of vulnerable older adults and the legal context for clinical practice.
- 4) Will have the ability to flexibly and creatively, using a high level of abstraction, select and deploy the most appropriate evidence informed methods for evaluation, treatment and management of their geriatric patients based upon a critical understanding of the complexities and uncertainties of the individual case.

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- 5) Will have refined meta-cognitive skills that guide and inform their ongoing care and management of their geriatric patients to provide new insights into the strategies that they deploy in current and future cases.
- 6) Will have refined their team working and multi-organisational working through a critical underpinning of the key components of geriatric ethical awareness and application of practice specific legal and safeguarding protocols.
- 7) Will be introduced to the process of working safely in hospices through a clear understanding of end of life care and understanding the importance of communicating effectively with relevant practitioners.

Course Regulations

This course will comply with the UCO's Academic Regulations as stated in the UCO's Academic Quality Framework: http://intranet.uco.ac.uk/Academic_Quality/

Course Structure

Unit Title	Year 1	
	Credits	FHEQ Level
Unit 1: Risk Management in Clinical Practice	30	7
Unit 2: Multidisciplinary Management of Older Adults: New Paradigm	30	7

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.

Teaching & Learning Strategy

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

The course is designed to provide students with a broad range of relevant knowledge concerning normal ageing process and the common ageing and pathological challenges including co-morbidities faced by this patient group. Students will also be exposed to the theories and principles underpinning specialist geriatric practice which highlight the value of patient environment and lifestyle circumstances that guide and inform approaches to geriatric management. This is set within the context of developing a critical awareness of the role of safeguarding, confidentiality and consent. Existing evaluation and treatment skills will be refined within the geriatric context and new skills and techniques introduced.

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

The final element of the course is clinically focused where students' propositional and procedural knowledge, skills and affective attributes are further refined through evolution and reflection of their experiences within their own practice setting and of other related healthcare providers. Further learning will take the form of a critical review of their own practice procedures with an emphasis on multi-disciplinary, collaborative approach to complex and interacting pathologies within this patient cohort.

Students will have access to a range of on-line course materials to support their guided learning and development.

Case studies and peer review form a key component in supporting students' learning. These will be used particularly when introducing students to the complexities of multi-professional team working and issues concerning safeguarding, communications and consent and as a means of supporting them to critically reflect on their own and others' practice arrangements.

Contact days will be conducted using a mixture of learning strategies. Interactive workshops and seminars will form a key part of each day to allow students to assimilate and critically reflect on the knowledge and skills gained.

Lectures from experts nationally and internationally in the field such of osteopathy, specialist physiotherapy, pain management, geriatric medicine, palliative medicine etc. will be some of many enriching the critical and reflective knowledge of the student group. The names and short CVs of all the educators on this programme shall be confirmed one month before the start of the course.

Practical workshops involving a diverse range of management and assessment techniques adapted to older patients such as visceral osteopathy, occupational therapy, nutritional evaluation and management, fascial treatment technique, yoga, tai chi, alexander technique etc. shall be included within the contact days as well as critiqued on the online forum.

Interactive learning through student presentation of their formative work as well as independent learning supported by a course reader and online facilities will enrich the student's learning experience.

Assessment Strategy

Key themes within this course concern the critical development of students' knowledge, skills and performance in managing geriatric cases, whilst responding to safeguarding red flags with clinical consolidation. Students' team and multi-organisational working will be refined within this specialist geriatric context. Students' problem solving, ethical awareness, research and enquiry skills will be developed through the assessment strategy which is designed to enable students to evaluate their own and others' practice and procedures within the context of safeguarding, communication and deployment of appropriate management protocols.

Ongoing formative assessment will enable students to use personal reflection to analyse self and own actions based on new insight from peers in order to make new connections between known and unknown areas of clinical practice to facilitate adaptation and long term change through CPD.

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

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Unit 1: Risk Management In Clinical Practice:

In the Risk management In Clinical Practice unit, you will perform a risk assessment and develop a mitigating strategy, presenting them as a poster and written report. The latter is designed to give you an opportunity to practise academic writing. These support your summative assessment where you will write a critical review of the outcome of the implemented changes by drawing upon existing published literature and related healthcare practices. You will also be required in this unit, to undertake a critical case review of a geriatric case where there has been a critical incident concerning safeguarding, consent, information sharing and/or referral. This will enable you to critically draw upon your developing geriatric framework in the context of current discourse. Throughout this unit, you will also receive continuous formative feedback on your developing clinical skills.

Unit 2: Multidisciplinary Management Of Older Adults – New Paradigm:

The Multidisciplinary Management of Older Adults - New Paradigm unit marks the transition into integrated multi-disciplinary practice and you will be continuously supported via a clinical log book that is completed by yourself. This formative feedback supplements a series of summative critical peer reviews and case reviews of a range of conditions affecting older adult patients that either you have observed the management of, or have been directly involved in their management. This latter assessment enables you to critically reflect on your own consolidating performance and developing geriatric specialism in your profession in the context of current discourse. Towards the end of this unit you will critically reflect on your competence profile by drawing upon your portfolio of evidence to formulate a five year CPD plan.

Course Assessment Map (In Date Order)

Date (Term & Week)	Unit Title	Formative Assessment	Summative Assessment
Weeks 4-7	Unit 1: Risk Management in Clinical Practice	N/A	N/A
Week 10	Unit 1: Risk Management in Clinical Practice	N/A	Critical Evaluation
Week 19	Unit 1: Risk Management in Clinical Practice	Poster Presentation	Critical Evaluation
Week 21 Onwards (Throughout the Unit)	Unit 2: Multidisciplinary Management of Older Adults: New Paradigm	N/A	N/A
Week 30	Unit 2: Multidisciplinary Management of Older Adults: New Paradigm	N/A	Two Case Analyses of Older Patients
Week 39	Unit 2: Multidisciplinary Management of Older Adults: New Paradigm	Personal Clinical Development Portfolio	Two Case Analyses from the Personal Clinical Development Portfolio

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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.

Student Support During the Course

Throughout your studies you will be supported by the Course Team and the UCO's Student Support Department. You will also be allocated an Academic Tutor to support and assist you with your studies.

The UCO's Student Support Department consists of: the Student Support Manager (whose duties also include academic support, dyslexia support, welfare, finance and disability support), the Student Learning Advisor (who will provide you with the UCO's Learning Support Service) and the Student Counsellor. For particular psychological support for students dealing with complex emotional issues relating to the management of the elderly, for example end of life care, the students shall be directed to the Student Counsellor and other appropriate bodies noted in the Course Handbook. Together they make up a team whose aim is to provide you with multidisciplinary support during your time at the UCO. This includes your academic and practical progress and your personal, social and emotional well-being.

The UCO's Learning Support Service aims to provide you with specialist academic support, to encourage you to improve your academic performance and excel in all areas of your learning. This service is provided by the Student Learning Advisors who provide support in a range of key areas including:

- Essay writing skills;
- Note taking;
- Memory techniques;
- Presentation skills;
- Exam preparation and revision techniques;
- Time management.

If English is not your first language you are encouraged to book tutorials with a Student Learning Advisor for additional support and advice should you require it. You may be required, at the discretion of the Course Leader, to undergo diagnostic testing for academic English language abilities.

Support for Students with a Disability

The term 'disability' can cover many conditions including: specific learning difficulties such as dyslexia, deafness, some visual impairments, MS, ME, RSI, some back injuries, HIV/AIDS, arthritis, diabetes, epilepsy, mental health difficulties and a range of other long-term conditions. Such conditions are usually those that have lasted or expected to last for one year or more.

If you have a disability or long-term medical condition (including mental health) which is likely to affect your studies you are encouraged to declare it at enrolment or as soon as you become aware of it. The Student Support Department will put in place a process to review your needs and make any necessary adjustments to your studies. The UCO's Student Support Department will coordinate this and may be able to identify additional support and resources that can help you with your studies.

The Student Support Department supports all students with declared disabilities. The advisor initiates and supports students through the process involved in applying for the Disabled Students' Allowance (DSA), and in ensuring that a student's needs, once identified, are met by the UCO. This is a confidential and impartial service and no information disclosed by students will be discussed without their written consent.

If you think that you may have a specific learning difficulty, such as Dyslexia, you are advised to discuss your concerns with the Student Support Department. Students who have a full diagnostic assessment, and who are in receipt of Disabled Students Allowance, may be awarded dyslexia tuition. The Student Support Department can arrange for a specialist dyslexia tutor to tutor students within the UCO or somewhere more convenient.

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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.

Communication:

Students will be involved in discussions during the contact days and will have the opportunity to participate in online forum discussions. Students will also be required to effectively communicate verbally and in writing.

Information Literacy:

Students will be required to read recommended texts and other materials, and work on-line, preparing for classroom activities and for assessments.

Research & Evaluation:

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

Creativity & Critical Thinking:

The course will develop students' cognitive skills to enable them to enhance their critical thinking and conceptualisation in order to challenge the material presented. This will enable students to formulate their own ideas to a high level of abstraction and develop critical responses to the existing professional theories, principles and treatment/management approaches, underpinned by current evidence where available.

Students will undertake a critical review of their own practice procedures with an emphasis on multi-disciplinary, collaborative approach to complex and interacting pathologies within this patient cohort.

Team Working:

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

Improving Learning & Performance:

This course will develop students' cognitive and critical thinking skills to a higher level, and participate in practical sessions to develop their practitioner skills specifically for this patient group.

Career Management Skills:

The final element of the course is clinically focused where students' propositional and procedural knowledge, skills and affective attributes are further refined through evolution and reflection of their experiences within their own practice setting and of other related healthcare providers.

Different Approaches to Learning (Progress Files):

Studying this course will involve students in a wide range of teaching and learning activities. Lectures and seminars will take up some time but, in addition, students will be expected to engage in a range of other activities designed to support their learning. This course requires students to:

- Attend lectures, seminars and workshops and participate in discussions;
- Engage with their peers and tutors in e-learning activities;
- Attend individual tutorials;
- Practise clinical skills in assessment and treatment in a tutor led environment;

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- Engage in self-directed learning activities;
- Receive feedback from tutors and peers on learning activities;
- Provide feedback to peers on learning activities.

Students will maintain a personal clinical development portfolio for the duration of this course. This will be in a diary format where students will record suitably anonymised information about interactions with relevant healthcare practitioners on a range of cases.

Professional Standards:

The course has a unique emphasis on supporting students in their development of advanced practitionership, in particular with regard to their professional role as specialist geriatric clinicians.

SECTION 8: ADMINISTRATIVE INFORMATION

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.

Course Leader:	Shireen Ismail
Portfolio:	Postgraduate
Date of Course Approval:	February 2016
Date of Periodic Review:	2021-2022
Version:	V1.0

CIF MODIFICATION RECORD

Level of Modification	Summary of Modification	Modification Approved by	Date of Modification Approval