



**Education and Registration Standards Committee**  
**13 October 2015**  
**Quality assurance annual reports 2015**

<b>Classification</b>	Public
<b>Purpose</b>	For noting
<b>Issue</b>	Minor amendments to the guidance for Recognised Qualification (RQ) Annual Reports 2015.
<b>Recommendation</b>	To note the RQ Annual Report 2015 template and timeline.
<b>Financial and resourcing implications</b>	None
<b>Equality and diversity implications</b>	None
<b>Communications implications</b>	The template report will be uploaded to the QAA website at <a href="http://www.qaa.ac.uk/reviews-and-reports/how-we-review-higher-education/general-osteopathic-council-review">http://www.qaa.ac.uk/reviews-and-reports/how-we-review-higher-education/general-osteopathic-council-review</a>
<b>Annex</b>	RQ Annual Report template 2015
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## Background

1. The RQ Annual Report is part of the current arrangements for assuring the quality of educational provision known as 'Recognised Qualifications' which enable graduates to apply for registration with the GOsC.

## Discussion

2. Minor amendments have been made to the RQ Annual Report guidance for the 2015 process. These are primarily:
  - a. Providing an explanation within the form of why we are asking for specific information and how it will be used.
  - b. Changing the section on feedback from students to feedback from stakeholders thereby extending it to patients and staff.
  - c. Introducing a new section asking how any aspects of joint working with the GOsC and other OEIs has been incorporated into the work of the institution.
3. However, overall the RQ Annual Report form 2015 does not represent a change to the content requested from OEIs in annual reports in recent years. This is to maintain consistency until the QA review is completed and to ensure that major changes to content are subject to full consultation.
4. In addition there have been minor amendments made to the guidance accompanying the form. The main amendment was a reminder to OEIs to target their responses to the purpose of RQ Annual Reports, i.e. to confirm the maintenance of the OPS, patient safety and public protection in pre-registration education and/or to identify issues for action.
5. The Annual Report 2015 activities and dates are summarised below:

<b>Date/Deadline</b>	<b>Activity</b>
Early October 2015	Specific RQ Annual Report sent to each OEI by GOsC
Early October – late December 2015	Preparation of RQ Annual Report by each OEI
18 December 2015	Completed RQ Annual Report submission date to GOsC by each OEI (to: <a href="mailto:kholmes@osteopathy.org.uk">kholmes@osteopathy.org.uk</a> )

Date/Deadline	Activity
January 2016 – late February 2016	Analysis of all RQ Annual Reports by GOsC (student fitness to practise data sent to Registration Team)
3 March 2016	Consideration of all OEI RQ Annual Reports and GOsC synthesis analysis report by Education and Registration Standards Committee
Late March – early April 2016	Dissemination of individual RQ analysis report by GOsC to each OEI
Late March – early April 2016	Dissemination of good practice summary report from OEI RQ Annual Reports and recent RQ reviews by GOsC to OEIs  Good practice seminar for OEIs and GOsC (date tbc)

6. The minor amendments and timeline were discussed with the Osteopathic Education Institutions (OEIs) at the GOsC/OEI meeting on 16 September 2015. No issues were raised.

**Recommendation:** to note the RQ Annual Report 2015 template and timeline.



General  
Osteopathic  
Council

## **Recognised Qualification Annual Report form 2015**

### **Purpose and overview of Recognised Qualification (RQ) Annual Reporting**

1. The purpose of RQ Annual Reports is to confirm the maintenance of the *Osteopathic Practice Standards (OPS)*, patient safety and public protection in pre-registration education and/or to identify issues for action. Osteopathic educational institutions (OEIs) are requested to take a self-evaluative approach to reporting in order to demonstrate their management of risk and enhancement of practice.
2. The primary reference point for the content and evaluation of RQ Annual Reports is the OPS, and the QAA's Quality Code is also used to inform the evaluation of effective management and delivery – in themselves essential to deliver the OPS.
3. The RQ Annual Reports provide both self-reported and third party data and information. RQ annual reporting is not undertaken in isolation, but is part of the wider picture of quality assurance and enhancement. Wherever possible, the RQ Annual Report process seeks to use *relevant* evidence (that is, related to the purpose of this reporting outlined at paragraph 1) from OEIs' existing arrangements rather than ask for bespoke information.

### **What happens to the information you provide**

4. The information you give in Part A will be analysed by the QAA and the GOsC. If this analysis raises any questions and/or suggests any concerns about the course and/or the provider, we may follow this up directly with you. The information you give may also help us to identify and address issues of general concern or interest to the osteopathic education sector.
5. Part A includes a section regarding student fitness to practise. The detailed information about findings proved against students helps the GOsC to inform decisions about good character appropriately at the point of registration. The additional anonymous information requested assists the GOsC to understand issues that may indicate the need for additional guidance. Both of these aspects are important to enable the GOsC to exercise its functions in the public interest to protect patients.
6. The information you give in Part B about enhancement will be shared with other OEIs with the aim of enhancing the provision of osteopathic education. It will also inform joint-working between OEIs and the GOsC. Please note that all examples provided will be attributed to your institution.

### Completing the form

7. Please complete the form electronically; the boxes will expand as you fill them in. Please avoid using abbreviations or acronyms which are not widely recognised, or provide a key.

#### *Report coverage*

8. You should complete one form providing details of all the courses you deliver which have RQ status. For your convenience we have already entered some information which you should check and amend if necessary.
9. If you deliver more than one course please use subheadings where necessary to identify course-specific information. In addition to completing this form, you are also required to provide accompanying attachments; a checklist of these is provided at the end of this template.

#### *Reporting period*

10. The reporting period is the most recent **academic year**. However, it should be noted that where appropriate, you should provide the most current data available as required under the general recognised qualification conditions, i.e. in circumstances where there has been a substantial change in the provision, such as listed in Part A, question 2.

#### *Template prompts and general guidance*

11. In preparing your report, please follow the prompts throughout the template. For every section please:
  - Ensure that you target your responses to the purpose of RQ Annual Reports, which is to confirm the maintenance of the OPS, patient safety and public protection in pre-registration education and/or to identify issues for action. OEIs are requested to take a self-evaluative approach to reporting in order to demonstrate their management of risk and enhancement of practice.
  - Provide a summary of information on the form, rather than just referring to an appendix; for example, do not only attach a new programme specification but also state on the form whether there are any changes to the programme specification.
  - In areas where you identify issues or opportunities to make improvements please clearly state any actions that have been planned, or have already been undertaken, to address these. These actions should typically feature in your attached action plans, for example within your latest course annual monitoring report action plan. However if they do not (for instance if the action was planned more recently) then target dates for completion of the action(s) should be stated as a minimum.

**Submission date**

12. The form should be emailed to [kholmes@osteopathy.org.uk](mailto:kholmes@osteopathy.org.uk) by **Friday 18 December 2015**. If you have any queries or there is any reason why you cannot meet this deadline, please contact Kit Holmes on the email above.

**Name of institution**

**Awarding body (if different from above)**

**Recognised qualification course name(s)**

**Part A: Evaluating the provision**

**1. RQ specific conditions and matters identified for reporting**

**Why we ask for this information:** The fulfilment of any outstanding specific RQ conditions is monitored to ensure that students meet the requirements of the OPS and that patient safety and public protection are maintained. The OEI's responses to any other particular matters identified by the ERSC are also monitored for this purpose.

The specific conditions attached to the course(s) are as follows:

[to be added for each institution]

In the box below, please summarise actions you have taken during the reporting period in response to these conditions and/or particular matters identified by the ERSC. If there are any outstanding risks please ensure that these – and associated mitigating actions – are stated.

**2. RQ general conditions**

**Why we ask for this information:** The RQ general conditions are in place to monitor significant changes to the course. Changes are considered significant if they pose risks to the delivery of the OPS, patient safety or public protection. Such risks must be adequately mitigated.

Please briefly summarise in the next box any changes or proposed changes in educational provision that may affect the delivery of the OPS, patient safety or public protection. When outlining the changes, you should clearly state the risks linked to the change and the actions taken to mitigate the risks.

Examples of change may include, but are not limited to:

- substantial changes in finance
- substantial changes in management
- changes to the title of the qualification
- changes to the level of the qualification
- changes to franchise agreements
- changes to validation agreements
- changes to the length of the course and the mode of its delivery
- substantial changes in clinical provision
- changes in teaching personnel
- changes in assessment
- changes in student entry requirements
- changes in student numbers (an increase or decline of 20 per cent or more in the number of students admitted to the course relative to the previous academic year should be reported)
- changes in patient numbers passing through the student clinic (an increase or decline of 20 per cent in the number of patients passing through the clinic relative to the previous academic year should be reported)
- changes in teaching accommodation
- changes in IT, library and other learning resource provision.

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### 3. Student data

**Why we ask for this information:** Student data can be used as indicators of the effectiveness of the OEI's strategies for the recruitment, admission, and academic support and guidance to facilitate students' progression, completion and achievement to meet the OPS.

(Note that significant changes in entry criteria and student numbers are requested to be reported under section 1'RQ General Conditions', which may be relevant to the data presented here.)



Please provide or attach the following data on student admissions, progression and achievement in the reporting period (i.e. the most recent academic year):

- The number of students who applied to the course(s).
- The number of students admitted to the course(s).
- The number of students enrolled in each year group or stage.
- The number and proportion of students in each year group or stage who progressed to the next year or stage.
- The number and proportion of students in the final year or stage who successfully achieved the award.

Risks to the delivery of the OPS, patient safety and public protection should be highlighted, along with mitigating actions.

#### 4. Feedback from stakeholders

**Why we ask for this information:** Stakeholder feedback mechanisms enable stakeholders to raise issues related to the delivery of the OPS, patient safety and public protection.

The OEI's use of stakeholder feedback demonstrates how feedback is considered and whether well-reasoned actions are taken in response.

Please summarise below:

- Your arrangements for obtaining feedback from stakeholders (students, patients, staff)
- The most significant issues that have arisen from feedback received from staff, student or patients treated by those students in the reporting period and how you have responded to them.

#### 5. Formal complaints

**Why we ask for this information:** Formal complaints can contain information highlighting a wide range of areas relevant to the delivery of the OPS. They should be dealt with appropriately and should also contribute to wider learning points where relevant.

Please describe below any formal complaints you have received from staff members, students, or patients treated by those students, during the reporting period. The description should include the grounds for the complaint (e.g. discrimination or harassment).

Please include the outcome of your investigations of these and wider development points.

### 6. Appeals

**Why we ask for this information:** Appeals can contain information highlighting a wide range of areas relevant to the delivery of the OPS. They should be responded to appropriately by the institution, ensuring that wider lessons learned are incorporated where appropriate.

Please describe below any appeals made by students on the course(s) during the reporting period, the outcome of your investigation of these (or the outcome of the investigation carried out by the awarding body) and wider development points.

### 7. Student Fitness to Practise

**Why we ask for this information:** The detailed information about findings proved against individual students helps the GOsC to inform decisions about good character appropriately at the point of registration.

The additional anonymous information requested assists the GOsC to understand issues that may indicate the need for additional guidance or for targeted work in partnership with institutions to maintain standards.

Both of these aspects are important to enable the GOsC to exercise its functions in the public interest to protect patients.

Please describe below any fitness to practise cases affecting students on the course(s) during the reporting period.

- For each case where findings have been proved, please provide:
  - Name of the student
  - Date of allegation
  - Date student is due to graduate

- Confirmation of the allegations found proved
- The sanction imposed (and information about reviews of that sanction if appropriate)
- Information about how the student was confirmed as meeting the *Osteopathic Practice Standards* at the point of graduation (if the student has graduated).
- For each case where findings have not been proved the following **anonymous** information should be provided:
  - The details of the allegations made
  - Confirmation that the findings were not found proved.
- Any other feedback or lessons learned.

### 8. External examiner report(s)

**Why we ask for this information:** External examiner (EE) reports can contain information highlighting strengths and areas of development in relation to a wide range of areas relevant to the delivery of the OPS, patient safety and public protection.

The OEI's responses demonstrate how EE reports have been considered and whether well-reasoned actions have been taken in response to any recommendations in a timely manner; specific focus should be on issues related to the delivery of the OPS, patient safety and public protection.

Please attach the most recent external examiner report(s) for the course(s). Please also attach your response to the report(s). If you would like to provide further comment on the EE report(s), please do so below.

### 9. Annual monitoring report

**Why we ask for this information:** Institutions' annual monitoring reports help to illustrate the quality management system in place at the OEI. Annual monitoring reports are critically important in terms of demonstrating the OEI's delivery of the OPS, maintaining patient safety and public protection.

Please attach the most recent Annual Monitoring Report you have completed for the course(s). This may have been for your own institution or your awarding body.

If you have already developed or been given a follow-up report or action plan for or by your own institution or awarding body, please do attach that. If you have not, please describe what you are doing in response to the findings on the Annual Monitoring Report in the box below.

### 10. Programme specification or handbook

**Why we ask for this information:** Programme specifications help to show the content of programmes delivering the OPS. Correct standards and up to date documentation should be referred to.

Please attach the definitive course document (or documents). This may be known as the programme specification or course handbook and will normally include the following information:

- awarding body/institution
- teaching institution (if different)
- details of accreditation by a professional/statutory body
- name of the final award
- programme title
- UCAS code
- criteria for admission to the programme
- aims of the programme
- relevant subject benchmark statements and other external and internal reference points used to inform programme outcomes
- programme outcomes: knowledge and understanding; skills and other attributes
- teaching, learning and assessment strategies to enable outcomes to be achieved and demonstrated
- programme structures and requirements, levels, modules, credits and awards
- mode of study
- language of study
- date at which the programme specification was written or revised.

If the definitive course document(s) changed during the reporting period, please say where, how and why below. Where relevant, please reference your comments to the OPS.

### 11. Annual accounts and insurance

**Why we ask for this information:** The GOsC has a statutory duty to 'use its best endeavours to secure that any person who is studying for that qualification at any place, at the time when recognition is withdrawn, is given the opportunity to study at that or any other place for a qualification which is recognised' where an RQ has had to be withdrawn from a course (either through financial or any other reasons leading to non-delivery of standards). (See S 16(7) Osteopaths Act 1993.)

The GOsC therefore has an interest in the financial sustainability of courses as well as an interest in ensuring that sufficient resources are available to deliver an osteopathic course.

Please attach a copy of the institution's most recent audited accounts.

Please also attach copies of all relevant insurance documents. These may include, but are not limited to:

- Employers' Liability insurance
- Public Liability insurance
- Professional Indemnity/Medical Malpractice insurance
- Trustees Indemnity insurance
- Building and Contents insurance.

**Part B: Enhancement**

**Why we ask for this information:** An important aspect of quality assurance is promoting a culture of continual enhancement. The GOsC is committed to promoting and sharing discussion in this area in partnership with the OEIs: for example, sharing examples of good practice within or outside the osteopathic sector, or working together on projects such as boundaries and professionalism which are relevant to the education sector and to practice.

**1) Examples of enhancement from your institution**

Please provide information about any aspect of the management and/or delivery of the course which you regard as an example of enhancement.

For each example, please explain:

- why you chose to adopt it
- what it is designed to achieve
- how you designed or developed it (for example, was it transferred from another discipline? was it completely novel?)
- how you are monitoring its effectiveness or impact.

If you have any evidence to support the examples you provide, please append it to this form. It is helpful if you group any examples you provide according to the following headings:

- course aims and outcomes (including students' fitness to practise)
- curricula
- assessment
- achievement
- teaching and learning
- student progression
- learning resources
- governance and management.

Please ensure that the examples you provide are different to those you have reported in the past, or if they are the same please include an updated commentary.

Please note that by providing examples of enhancement you are agreeing to share the name of your institution and the example provided with other osteopathic educational institutions. In some cases the GOsC may follow up the examples you provide to elicit more information, perhaps in order to inform a case study.

**2) Outcomes of joint-working between OEIs and the GOsC**

We are also interested in understanding more about the impact of joint-working on areas to enhance osteopathic education. For example, work discussed at GOsC/OEI meetings through over the past year such as:

- Public and patient involvement (September 2014 meeting)
- Professionalism surveys (September and December 2014 meetings)
- Professional boundaries and safeguarding (December 2014 meeting)
- Common classification of complaints (March 2015 meeting)
- Clinical assessment strategies (March 2015 meeting)
- New registrants' survey (March 2015 meeting)

If you have utilised or built on any such OEI/GOsC joint-working, please describe this in the box below.

We would like also to share examples of outcomes of joint working between OEIs and the GOsC. However, if there are any areas you would like to remain confidential, please indicate this above.

**Declaration**

I confirm that the information provided within, and appended to, this form is comprehensive and accurate.

Name and position

Electronic signature and date

**Checklist and feedback**

Thank you for completing this form. You should return it by email to Kit Holmes at [kholmes@osteopathy.org.uk](mailto:kholmes@osteopathy.org.uk) by **Friday 18 December 2015**. Please make you sure you have appended the following information:

- student data on admissions, progression and achievement (unless this is within the form itself)
- the most recent external examiner report and your response to it
- the most recent annual monitoring report and your response to it (or the subsequent action plan)
- the current definitive course document
- copies of relevant insurance documents
- a copy of the most recent audited accounts.

Please tell us approximately how long it has taken you to complete this form. We would also welcome any other feedback on this process.