

## Issues with QA process and how these were addressed during the preliminary quality assurance review

Theme	Issue	Origin of issue	Action taken	Status
Patient safety	1. Needs to link back to patient safety and public protection with a focus on Fitness to join the Register	CHRE Report on QA of Undergraduate Education	<p>A policy on the GOsC's meaning of quality assurance and the award of a Recognised Qualification was developed and agreed. This put the emphasis on the OEI to ensure that the student was fit to practise at the point of registration. It also outlined that GOsC would not investigate individual awards unless new information came to light on a student either after graduation or of which the OEI was unaware</p> <p>Separately, Student Fitness to Practise Guidance has been developed to outline good practice to the Osteopathic educational Institutions (OEs) and students, to ensure fitness to practise upon registration.</p>	Complete
	2. Actively involves and seeks perspectives of students, patients and other members of the public.	CHRE Report on QA of Undergraduate Education	<p>The role of students, patients and members of the public was considered as part of the consultation on the QAA Review Method. The Method requires Visitors to specifically seek input from students and patients.</p> <p>It was also agreed by the Education Committee at its meeting of 14 June that whilst it did not want to formally expand teams to include specific student or patient visitors, the Visitor specifications are drafted to allowed</p>	Complete, but may need to be re-assessed at a future date.

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			<p>these types of individuals to participate should the need and skills arise within a Review Team.</p> <p>New processes in place to promote the Review Visit to students and patients to allow them to be aware of ability to feed into this. Part of Review Method Handbook.</p>	
Co-ordination	<p>3. Builds on other QA activities, including processes adopted internally by the education provider and other external interests to minimise impact, and works to co-ordinate visits with other bodies with an interest wherever possible. Renewal visits should be co-ordinated rather than different visits for different programmes.</p>	<p>CHRE Report on QA of Undergraduate Education and QAA Evaluation 2008/09</p> <p>OEI Feedback has particularly emphasised this point.</p>	<p>As part of the revisions to the Review Method handbook, a standard template for the self-assessment document has been provided, which allows OEIs to utilise information from other processes.</p> <p>In conjunction with the review of the handbook, the OEI Annual Report was revised to remove duplication and reduce beaurocracy. OEIs will be able to present data from other sources in the Annual Report, rather than having to use rigid GOsC guidance.</p> <p>On application from an OEI for a RQ review the OEI may request that review dates are moved to accommodate other reviews. This flexibility is granted by the Education Committee when able. The QAA will also try to be flexible and accommodate the wishes of the OEI when scheduling the review visits.</p>	<p>To consider further ways of co-ordinating our reviews with those of others, i.e. the validating universities</p>
Transparent	<p>4. All processes, criteria and procedures are</p>	<p>CHRE Report on QA of Undergraduate Education</p>	<p>All process documentation is currently published. GOsC has communicated</p>	<p>To consider whether more</p>

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	<p>predetermined and publicly available, and decision-making is based on criteria that are consistently applied.</p> <p>5. It is not clear to the OEIs what the decision making procedure is once a visit has taken place.</p> <p>6. It is not clear to the OEIs what the process for following up conditions is.</p>	<p>OEI feedback.</p>	<p>the process involved in recognition at its meeting with the OEIs on 18 November 2010. GOsC also agreed at that meeting to keep the OEIs informed at every point of the RQ process (reported later).</p> <p>The review Method handbook now makes it clear that the standards by which the OEIs are reviewed are the GOsC Osteopathic Practice Standards and the QAA UK Quality Code for Higher Education (2011) including the Subject Benchmark Statement for Osteopathy.</p> <p>The process for the review of RQ conditions has been formalised in the Review Method Handbook in consultation with the OEIs</p>	<p>detailed clarification of academic v professional QA might be helpful as part of wider QA review.</p>
	<p>7. Reports are publicly available and narratives clearly support decisions taken and subsequent actions.</p>	<p>CHRE Report on QA of Undergraduate Education</p>	<p>All reports are published on our website from January 2010 onwards. Copies of earlier reports can be obtained on request. We also publish a copy of the Recognised Qualification, RQ conditions and whether RQ conditions have been fulfilled.</p> <p>A formal process has been agreed by education Committee for consideration of RQ conditions and the involvement of QAA Visitors in the consideration of RQ conditions has been formalised in the Review Method Handbook.</p>	<p>Complete</p>
	<p>8. Summary reports providing analysis of trends and general</p>	<p>CHRE Report on QA of Undergraduate Education</p>	<p>Collective and individual feedback is provided as part of the Annual report cycle. This is supported by Good</p>	<p>Complete</p>

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	findings produced on periodic basis demonstrating the value of quality assurance and facilitating the sharing of good practice in education and training		<p>practice Seminars to share information across the sector. The latest one will take place on 27 September and focus on clinical education.</p> <p>The QAA also undertakes an evaluation of the Review process from feedback gathered from OEIs, students and visitors. A further review is due for reviews which have taken place since August 2009.</p>	
9.	The reports needed to be standardised a little more. For example, best practice should be best practice and not satisfactory practice. An example was given whereby one school had been commended for using external examiners when this was in fact a requirement not good practice. Provided this was demonstrated, they would support publication of the reports.	OEI Meeting Feedback	<p>The issues of standardisation have been addressed across the revisions to the Annual Report and Review method handbook, to rationalise descriptions of Good Practise, strengths and weaknesses. This theme will further be picked up with the QAA Visitors in the training sessions taking place in October/November.</p> <p>A structure for the report has also been included in the Review Handbook</p>	Complete pending delivery of training in October/November
10.	Please can we acknowledge receipt of the Annual Reports.	OEI Meeting Feedback	Receipt of Annual reports now acknowledged.	Complete
11.	It would be helpful if there was more	OEI Feedback	GOsC has revised its communications methods to keep OEIs informed at	Complete

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	communication with institutions post-review e.g. could we be told when the QAA report is going to Education Committee, what the outcome is etc.etc.		every stage of the RQ process including copying the OEI in on any papers. The stages are when the report is received from the QAA; when the paper is drafted for Education Committee; the outcome of the Education Committee; the drafting of the Council paper; the outcomes of Council and the correspondence with the Privy Council/Department of Health.	
	12. Data is different for full time and part time students.	OEI Meeting Feedback	Annual Report template revised in consultation with OEIs.	Complete
Fit for purpose, proportionate, effective and efficient.	13. Clinical teaching observation is under emphasised in the review method.	QAA Evaluation 2008/09	Review Method Handbook	Complete
	14. All elements within quality assurance are fit for purpose and subject to review, including visitor/reviewer recruitment, training and appraisal.	CHRE Report on QA of Undergraduate Education	Visitor specifications have been reviewed and updated as part of the update to the Review Method Handbook.	Proposals for refreshing the QAA Visitor pool will be presented to the Education Committee in December 2011.
	15. Do not review programmes unless they have been running. Align the period of recognition to when the programme will run.	QAA Evaluation 2008/09		To consider the point at which GOsC is involved in the recognition of new courses, i.e. early involvement or when course is

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				up and running.
	16. Embargo on institutional evidence being retained for personal use.	QAA Evaluation 2008/09	References made specifically to confidentiality in Review Method handbook	Complete
	17. The visitors needed to be aware that sometimes the bigger picture was missed and they looked for problems where there were none.	OEI Meeting Feedback	The new Review method Handbook offers enhanced guidance to Visitors in this area and this will be supported by training taking place in October/November 2011 and June 2012.	Complete pending delivery of training
	18. Could we consider the removal of restrictions on Principals/Vice-Principals of institutions being in review teams – this was due to some frustration expressed about the lack of Higher Education experience in the visiting team.	QAA Evaluation 2008/09	Visitor specification updated in Review Method Handbook to allow this.	Complete
	19. The Handbook structure was not helpful and needed to be revised. The handbook for review is dense/difficult to read and poorly formatted to navigate. Suggest use pdf format with chapters and also search tools. Style of handbook - far too many words and fairly impenetrable language; poor rating for this in communication.	OEI Meeting Feedback and QAA Evaluation 2008/09	Review Handbook revised in consultation with OEIs. There are now two versions – one for Visitors and one for OEIs specifically.	Complete

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	20. More time for the visit might be beneficial.	QAA Evaluation 2008/09		<p>To consider whether more time is required for Review Visits.</p> <p>To note it would be important to triangulate this finding and to investigate further. It is likely to be the case that the OEIs would prefer to have fewer Visits and there are issues around proportionality to consider further.</p>
	21. Can we streamline the Annual Report and make it clear why information is asked for and how it will be used.	OEI Meeting Feedback	Annual Report reviewed in conjunction with OEIs including a formal consultation.	Complete
Continuous improvement	22. How can we improve the process to provide feedback to enable and promote the development of institutions?	OEI Meeting Feedback	OEIs now receive feedback from the Annual Report process. They are also copied in on all private Education Committee papers and minutes relating to their individual institutions as well as having access to all public education Committee papers and minutes.	Complete, but need to ensure that GOsC monitors the timing of feedback to ensure it is timely. By

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			They also receive updates on the progression of any RQ application at each stage of the process, including the review of conditions.	including draft letters as part of Education Committee papers, this will make it easier to issue within an appropriate timescale.
	23. Please can we feed back individually and collectively about information gleaned from the Annual Reports to assist in the further development of the institutions.	OEI Meeting Feedback	Annual Report review and feedback processes formalised in 2009/10 and 2010/2011. All OEIs received feedback both collectively and individually as part of this process.  This work was further supported by the introduction of an OEI Good Practice Seminar discussing key topics and findings relevant to the OEIs	A further OEI Good Practice Seminar is due to take place on 27 September focussing on clinical education
Other	24. Is our quality assurance too much like validation (more academic) as opposed to accreditation (more professional)?  25. OEIs experiencing both university validation and GOsC accreditation visits within a short space of time have noted considerable overlap in those processes.	OEI Meeting Feedback  OEI feedback		To consider the aims of the joint QAA and GOsC process. At this stage is it looking at academic and professional? If so, what are the benefits and costs of this to osteop Review