



RECOGNISED QUALIFICATION (RQ)
PROCESS GUIDELINES



CONTENTS

INTRODUCTION	Page 3
STANDARD 2000 CAPABILITIES:	
A: Knowledge relevant to the safe and competent practice of osteopathy	Page 5
B: Concepts and principles of osteopathy	Page 9
C: Therapeutic and professional relationships	Page 13
D: Personal and individual skills	Page 16
E: Communications skills	Page 20
F: Information and Data Handling	Page 23
G: Intra and interpersonal collaboration and co-operation	Page 26
H: Professional identity and accountability. Ethics and responsibilities	Page 29
I: Professional self-evaluation and development by means of reflective practice	Page 32
J: Identification and evaluation of the needs of the patients	Page 35
K: Acquisition use and enhancement of the skills of osteopathic palpation	Page 40
L: Planning, justifying and monitoring osteopathic treatment interventions	Page 44
M: Conducting osteopathic treatment and patient management	Page 48
N: Evaluation of post treatment progress and change	Page 51
O: Advice and support for the promotion and maintenance of healthy living	Page 54
P: Operating an efficient and effective environment	Page 57
Q: Management	Page 61
R: Staffing	Page 65
S: Staff development	Page 68
T: Accommodation	Page 71
U: Equipment and resources	Page 74
V: Liaison and marketing	Page 77
W: Students	Page 80
X: Teaching and learning application of curriculum and course structure	Page 83
Y: Curriculum	Page 86
Z: Assessment and recording of progress	Page 90



INTRODUCTION

From the evidence available to the evaluator a judgement has to be made about the authenticity, balance, completeness, consistency and plausibility of the education provision. A key factor in this decision making is the relevance of the knowledge taught or to be acquired by students for the competent practice of osteopathy.

The following criteria are to be used when considering responses to each question

1. Authenticity

Desirable and Acceptable

The documentary evidence provided and responses during the visit were consistent and credible and appear to be a genuine reflection of the relevance of the programme. The evidence suggests that the programme design and staff can deliver the knowledge/skills claimed.

Unacceptable

Documentary evidence and responses lack a sense of genuineness in certain important respects, and appear almost unbelievable and of an untrustworthy source.

2. Currency

Desirable and Acceptable

The documentation submitted and responses during the visit provide evidence of being of the moment and reflect provider's grasp of relevant contemporary issues and concerns in most significant areas.

Unacceptable

Documentary evidence and responses appear to be outdated and do not provide evidence of an awareness of recent relevant developments in a number of the areas concerned.

3. Acceptability

Desirable and Acceptable

The documentary evidence and responses during the visit are sufficiently robust to offer a level of reassurance. They appear to support the validity and reliability of the claims made and provide confidence that the students are adequately prepared for practice and professional life.

Unacceptable

There is no sense of reassurance gained from the documentary evidence and responses given during the visit.

4. Sufficiency

Desirable and Acceptable

The documentation and responses during the visit provide enough evidence to provide confidence in the ability of the programme and the teaching staff to prepare students to become safe and competent practitioners.

Unacceptable

The documentation and responses during the visit were insufficient to provide confidence and reassurance in the ability of the programme to prepare students to become safe and competent practitioners.



To be used when considering the totality of responses comprising the RQ documentation

5. *Completeness*

Desirable and Acceptable

The totality of responses in key areas comprising the application indicate a highly accomplished and entire fulfilment of the intentions and objectives of a professional programme in osteopathic education worthy of RQ status.

Unacceptable

The totality of responses in key areas comprising the RQ application indicates a concerning lack of fulfilment of the objectives and a number of serious omissions.

6. *Consistency*

Desirable and Acceptable

The documentary evidence and responses given during the visit indicate a high degree of internal consistency and coherence, exemplified by appropriate levels of internal correlation between clusters of relevant documentary areas and individual questions during the visit.

Unacceptable

There appears to be a serious lack of internal consistency within certain key question clusters sufficient to cause concern about the coherence and trustworthiness of the overall documentary evidence and responses during the visit.

7. *Plausibility*

Desirable and Acceptable

The overall responses during the visit and relevant areas of the submitted documentation appear to be reasonable and probable given the strength of positive correlation between clusters of relevant questions.

Unacceptable

The overall responses during the visit and relevant areas of the submitted documentation give grave concern about the trustworthiness of the information recorded and it would require further investigation to provide reassurance about the claims made for RQ status.



A: KNOWLEDGE RELEVANT TO THE SAFE AND COMPETENT PRACTICE OF OSTEOPATHY

OVERVIEW

Why is this information required?

- To determine whether students have the opportunity to learn biomedical and clinical sciences.
- To determine whether students are provided with a balance of theoretical and practical knowledge.
- To determine whether students are able to personalise their knowledge and apply it in patient care.
- To determine whether the range, depth and inclusion of the selected knowledge can be justified and communicated.
- To determine whether knowledge is sufficient to make appropriate clinical judgements in the care of patients.
- To determine whether the course and its delivery enables students to transform theoretical knowledge into professional knowledge.

Where is this information likely to be found?

Evidence in situ	Documentary evidence	Evidence in action
<ul style="list-style-type: none"> Ø Lecture rooms Ø Tutorial rooms Ø Library Ø Registrar/ Administration Dept. 	<p>1. <u>GOsC RQ Documentation</u></p> <p>Relevant aspects of:</p> <ul style="list-style-type: none"> Ø Profile of Provision Ø Portfolio of Provision <p>2. <u>Institutional Documents</u></p> <ul style="list-style-type: none"> Ø Definitive Document Ø Curriculum Ø Subject syllabuses Ø Assessment strategy Ø Examination questions Ø Samples of examination scripts Ø Staff CVs Ø Guidelines and workbooks for students regarding clinical work 	<ul style="list-style-type: none"> Ø 2nd, 3rd, 4th, 5th year students Ø Clinical science lecturers Ø Clinic tutors Ø Lectures Ø Tutorials Ø Heads of Departments Ø Course Team Ø Registrar



There are 5 areas to consider:

A1: Knowledge of human structure and function

Questions to consider:

- Is there evidence that students have been introduced to a relevant body of knowledge of human structure and function sufficiently detailed to inform clinical decision-making activities, including the interpretation of clinical findings and differential diagnosis?
- Is there evidence that teaching staff have the necessary up-to-date knowledge, supported by relevant learning resources, to ensure that the knowledge base of students is continuously enhanced and transformed for clinical activities?

Desirable and Acceptable

- Detailed and integrated (with emphasis on the neuro-musculoskeletal system.)
- Sufficient to recognise, identify and differentiate between normal and abnormal structures and processes.

Unacceptable

- Neither detailed nor integrated, (no emphasis on the neuro-musculoskeletal system).
- Insufficient to recognise, identify and differentiate between normal and abnormal structures and processes.

A2: Knowledge of human disease

Questions to consider:

- Is there evidence that students have been introduced to the principles of human disease in sufficient detail to understand when and why to refer an individual patient to other health care professionals?
- Is there evidence that teaching staff have the relevant knowledge and professional experience to help students to understand the characteristics of safe and competent practice?

Desirable and Acceptable

- Sufficient to recognise disorders and complications not amenable to osteopathic treatment.

Unacceptable

- Insufficient to recognise disorders and complications not amenable to osteopathic treatment.

A3: Knowledge of human psychology and sociology

Questions to consider:

- Is there evidence that students are made aware of the significance of psychosocial factors in determining health status and informing the generation of diagnoses and courses of action?
- Is there evidence that appropriately experienced and qualified staff are used to help students to appreciate the psychosocial context of healthcare interventions?

Desirable and Acceptable

- Sufficient to provide a context for clinical decision-making and patient management.

Unacceptable

- Insufficient to provide a context for clinical decision-making and patient management.
- Staff are either too inexperienced or have no interest in courses in other colleges.



A4: *Principles of biophysics*

Questions to consider:

- Is there evidence that students are introduced to the basic principles of biophysics sufficient to understand the characteristics and range of osteopathic techniques and their forces?
- Is there evidence that teaching staff are able to impart to students the rationale and intention of specific techniques and their application to the needs of individual patients?

Desirable and Acceptable

- The use of the principles of biophysics is sufficient to understand the effect of forces in the effective use and application of osteopathic techniques.

Unacceptable

- The use of the principles of biophysics is insufficient to understand the effect of forces in the effective use and application of osteopathic techniques.

A5: *Human Functioning*

Questions to consider:

- Is there evidence of students being introduced to a culture of lifelong interest in human functioning as an essential aspect of maintaining professional competence during practice life?

Desirable and Acceptable

- Appreciation of why it is important, and how to sustain a life-long interest in the understanding of human functioning.

Unacceptable

- Lack of an appreciation of why it is important, and how to sustain a life-long interest in the understanding of human functioning.



B: CONCEPTS AND PRINCIPLES OF OSTEOPATHY

OVERVIEW

Why is this information required?

- To ensure that students are provided with a critical introduction to the principles and concepts of osteopathy, as a defining characteristic of a course in professional education in osteopathy.
- To provide evidence that students are aware of the significance of models of health, disease and illness in shaping approaches to patient management.
- To provide evidence that students can justify their actions to themselves, the patient, osteopathic colleagues and other health care professionals.
- To recognise the nature of osteopathy and its scope and limitations as a health care approach.

Where is this information likely to be found?

Evidence in situ	Documentary evidence	Evidence in action
<ul style="list-style-type: none"> Ø Clinic Ø Lecture rooms Ø Tutorial rooms Ø Library Ø Learning resources Ø Registrar/ Administration Dept. 	<p>1. <u>GOSc RQ Documentation</u></p> <p>Relevant aspects of:</p> <ul style="list-style-type: none"> Ø Profile of Provision Ø Portfolio of Provision <p>2. <u>Institutional Documents</u></p> <ul style="list-style-type: none"> Ø Definitive Document Ø Curriculum Ø Subject syllabuses Ø Assessment programme and rationale Ø Examination questions Ø Samples of student work Ø Staff CVs Ø Case notes and case presentations Ø Letters of referral 	<ul style="list-style-type: none"> Ø Clinic Ø Registered students Ø Previous students Ø Clinical science lecturers Ø Clinic tutors/mentors Ø Lectures Ø Tutorials Ø Department heads Ø Course Team Ø Registrar Ø Principal



There are 6 areas to consider:

B1: Principles and concepts of osteopathy

Questions to consider:

- Is there evidence that students are introduced to the principles of osteopathy, and are able to critically appraise them as well as making use of them to guide and inform clinical actions, including the osteopathic management of patients?
- Is there evidence that teaching staff understand and can impart critical appreciation of the principles of osteopathy as a justifiable and dynamic expression of clinical action (or performance), rather than passive assertion of dogma?

Desirable and Acceptable

- Secure and critical understanding of how these inform and guide rational clinical decision-making activities.

Unacceptable

- No secure or critical understanding of how these inform and guide rational clinical decision-making activities.

B2: Models of health, disease and illness

Questions to consider:

- Is there evidence that students have been introduced to a range of differing models of health, diseases and illness and can critically appraise their strengths and limitations?
- Is there evidence that teaching staff are aware and up-to-date about the rationale and claims of differing models of health, disease and illness, and can help students to appreciate the significance of these to osteopathic practice?

Desirable and Acceptable

- Understanding of models of health, disease and illness, and how these inform a critical consideration of practical patient care and management.

Unacceptable

- No understanding of models of health, disease and illness and how these inform a critical consideration of practical patient care and management.

B3: Principles and practice

Questions to consider:

- Is there evidence that students have been introduced to the principles and practice of other health care approaches and how these relate to the practice of osteopathy?
- Is there evidence that teaching staff have a critical awareness of other health care approaches based on professional experience as well as theoretical understanding?

Desirable and Acceptable

- Critical awareness of the principles and practice of other relevant health care approaches.

Unacceptable

- No critical awareness of the principles and practice of other relevant health care approaches.



B4: Osteopathic principles

Questions to consider:

- Is there evidence that students have been introduced to an understanding of how osteopathic principles are used to guide clinical action, including the justification for the selection and use of different osteopathic treatment and management approaches?
- Is there evidence that the range of teacher-practitioners deployed are sufficiently experienced and qualified to ensure that students can witness and experience the transformation of osteopathic principles into clinical action?

Desirable and Acceptable

- Understanding of how osteopathic principles are expressed and translated into action, through treatment and management techniques, to meet needs of individual patients.

Unacceptable

- No understanding of how osteopathic principles are expressed and translated into action, through treatment and management techniques, to meet needs of individual patients.

B5: Considering the patient

Questions to consider:

- Is there evidence that students are introduced to, and generate, a commitment to considering each patient as a total being, with an awareness that the presenting problem may be only one aspect of the health challenges manifested by an individual patient?
- Is there evidence that teacher-practitioners are sufficiently professionally experienced and aware to affirm the need to consider each patient in their totality?

Desirable and Acceptable

- A commitment to considering the patient as a total being and recognising that the presenting problem may mask underlying health concerns.

Unacceptable

- No commitment to considering the patient as a total being and a failure or inability to recognise that the presenting problem may mask underlying health concerns.

B6: Exchange perspectives

Questions to consider:

- Is there evidence that students have been introduced to the perspectives and approaches adopted by other health care professions?
- Is there evidence that teacher-practitioners have the professional knowledge and experience of other health care professions to enable them to offer patients the most appropriate form of care?

Desirable and Acceptable

- Willingness to exchange and use critically the perspectives and approaches of other health care professions.

Unacceptable

- No willingness to exchange and use critically the perspectives and approaches of other health care professions.



C: THERAPEUTIC AND PROFESSIONAL RELATIONSHIPS

OVERVIEW

Why is this information required?

- To provide evidence that students are introduced to the ethical dilemmas associated with the practice of osteopathy and the development of effective coping strategies.
- To determine whether students are encouraged to develop appropriate levels of professional self confidence in dealing with clinical uncertainty.
- To determine whether students are provided with the guidance and support needed to adapt their approaches to osteopathic management of patients in unfamiliar situations and circumstances.
- To ensure that students are provided with guidance to develop strategies to deal with personal incompatibility with a patient.
- To determine whether students are encouraged to maintain commitment to compliance with the Code of Practice, *Pursuing Excellence*.
- To provide evidence that students understand and become committed to the need to maintain high standards of physical and psychological self care.

Where is this information likely to be found?

Evidence in situ	Documentary evidence	Evidence in action
<ul style="list-style-type: none"> Ø Clinic Ø Lecture rooms Ø Tutorial rooms Ø Library Ø Learning resources 	<p>1. <u>GOsC RQ Documentation</u></p> <p>Relevant aspects of:</p> <ul style="list-style-type: none"> Ø Profile of Provision Ø Portfolio of Provision <p>2. <u>Institutional Documents</u></p> <ul style="list-style-type: none"> Ø Definitive Document Ø Curriculum Ø Subject syllabuses Ø Assessment programme and rationale Ø Examination questions Ø Samples of student work Ø Staff CVs Ø Case notes and case presentations Ø Letters of referral 	<ul style="list-style-type: none"> Ø Clinic Ø Registered students Ø Previous students Ø Clinical science lecturers Ø Clinic tutors/mentors Ø Lectures Ø Tutorials Ø Department heads Ø Course Team Ø Principal



There are six areas to consider:

C1: *Ethical issues*

Questions to consider:

- Is there evidence that students have been introduced to the possible ethical dilemmas associated with osteopathic clinical encounters and guided in developing appropriate coping strategies?
- Is there evidence that teaching staff have the necessary professional experience and expertise to enable students to generate realistic and sound strategies for dealing with ethical dilemmas?

Desirable and Acceptable

- Awareness and understanding of ethical issues likely to confront a practitioner and to have justifiable and acceptable management practices.

Unacceptable

- No awareness and understanding of ethical issues likely to confront a practitioner and a lack of justifiable and acceptable management practices.

C2: *Deal with uncertainty*

Questions to consider:

- Is there evidence that students have the skills and self-awareness to manage the uncertainty of clinical practice without losing self confidence and the ability to manage the case?
- Is there evidence that teaching staff have the necessary professional experience and insight to help students to cope with clinical uncertainty?

Desirable and Acceptable

- Ability to deal effectively and efficiently with uncertainty without losing professional self-confidence and ability to manage the case.

Unacceptable

- Unable to deal effectively and efficiently with uncertainty resulting in loss of professional self-confidence and inability to manage the case.

C3: *Clinical challenges*

Questions to consider:

- Is there evidence that students have the ability and skills to modify and adapt their approaches to the osteopathic management of a patient in unforeseen circumstances or situations?
- Is there evidence that staff have the necessary professional experience and expertise to help students to adapt their approaches to cope with the unexpected and unforeseen whilst retaining a commitment to safe and competent practice?

Desirable and Acceptable

- A range of integrated skills and self-awareness sufficient to manage clinical challenges effectively in unfamiliar circumstances or situations.

Unacceptable

- Skills and self-awareness insufficient to manage clinical challenges effectively in unfamiliar circumstances or situations.



C4: *Personal incompatibility*

Questions to consider:

- Is there evidence that students have sufficient self-awareness and skill in self management to deal with the challenges associated with situations of personal incompatibility with a patient?
- Is there evidence that teaching staff have the professional experience and expertise to help students to develop strategies for coping with incompatibility with patients?

Desirable and Acceptable

- Tenacity and determination to maintain high standards of care in situations of personal incompatibility with a patient.

Unacceptable

- Lack of tenacity and determination to maintain high standards of care in situations of personal incompatibility with a patient.

C5: *Commitment to patient confidentiality*

Questions to consider:

- Is there evidence that students understand the principles and significance of confidentiality with regard to patient details and records?
- Is there evidence that teaching staff are overtly committed to protecting the interests of patients by a strict adherence to patient confidentiality in compliance with the Code of Practice, *Pursuing Excellence*.

Desirable and Acceptable

- Strong commitment to maintaining patient confidentiality and to act in compliance with the Code of Practice, *Pursuing Excellence*.

Unacceptable

- No commitment to maintaining patient confidentiality or to act in compliance with the Code of Practice, *Pursuing Excellence*.
- Lack of awareness of *Pursuing Excellence*

C6: *High standard of professional effectiveness*

Questions to consider:

- Is there evidence that students have been introduced to and understand the importance of ensuring high standards of professional effectiveness by developing appropriate strategies of physical and psychological self care?
- Is there evidence that teaching staff have the necessary professional experience and standards to act as an exemplar of high standards of professional effectiveness?

Desirable and Acceptable

- Ability to maintain a high standard of professional effectiveness by adopting appropriate strategies for physical and psychological self-care.

Unacceptable

- Inability to maintain a high standard of professional effectiveness by adopting appropriate strategies for physical and psychological self-care.



D: PERSONAL AND INDIVIDUAL SKILLS

OVERVIEW

Why is this information required?

- To determine whether the course and its delivery encourages and supports the development of self-awareness.
- To determine whether students are encouraged and supported in identifying personal and professional strengths and limitations and to use them to structure a personal development plan.
- To provide evidence that the skills of clinical reasoning and decision-making are introduced to students and developed as the course progresses.
- To determine whether self-directed learning approaches are encouraged as a prelude to professional life.
- To ensure that students are encouraged to understand and support the challenge and development of personal change and development activities in themselves, colleagues and patients.
- To determine whether the course and its delivery encourages and supports students' development of the understanding of theories and models of processes associated with making professional judgements, and their application.
- To ensure that students are supported in developing the ability of self-care and self-protection whilst maintaining an acceptable standard of patient care.

Where is this information likely to be found?

Evidence in situ	Documentary evidence	Evidence in action
<ul style="list-style-type: none"> Ø Clinic Ø Lecture rooms Ø Tutorial rooms Ø Library Ø Learning resources Ø Registrar/ Administration Dept. 	<ol style="list-style-type: none"> 1. <u>GOsC RQ Documentation</u> Relevant aspects of: <ul style="list-style-type: none"> Ø Profile of Provision Ø Portfolio of Provision 2. <u>Institutional Documents</u> <ul style="list-style-type: none"> Ø Definitive Document Ø Curriculum Ø Subject syllabuses Ø Assessment programme and rationale Ø Examination questions Ø Samples of student work Ø Staff CVs Ø Case notes and case presentations Ø Letters of referral 	<ul style="list-style-type: none"> Ø Clinic Ø Registered students Ø Previous students Ø Clinical science lecturers Ø Clinic tutors/mentors Ø Lectures Ø Tutorials Ø Department heads Ø Course Team Ø Registrar Ø Principal



There are 7 areas to consider:

D1: Spatial awareness and critical self-awareness

Questions to consider:

- Is there evidence that the staff are skilled and committed to developing spatial and critical self-awareness in students?
- Do the students appear to have the necessary attributes to benefit from these developments?

Desirable and Acceptable

- A level of spatial awareness and critical self-awareness compatible with the delivery of high standards of osteopathic care.

Unacceptable

- Lack of a level of spatial awareness and critical self-awareness compatible with the delivery of high standards of osteopathic care.

D2: Appreciation of personal and professional strengths and limitations

Questions to consider:

- Is there evidence of a culture of ongoing professional self-enhancement in the staff and students rooted in a structured scheme of self-appraisal?

Desirable and Acceptable

- A developed and refined appreciation sufficient to promote commitment to active and planned self-development.

Unacceptable

- Lack of developed and refined appreciation sufficient to promote commitment to active and planned self-development.

D3: Problem-solving and thinking skills

Questions to consider:

- Is there evidence of a culture committed to refining the cognitive processes associated with clinical problem-solving whilst reflecting the individual nature of making clinical decisions?
- Are there sufficient experienced and aware teacher-practitioners to ensure that students are offered a range of legitimate patient management approaches?

Desirable and Acceptable

- Evidence of a level of these skills that informs and guides interpretation of clinical and other data and contributes to effective clinical reasoning and decision-making.

Unacceptable

- Insufficient problem solving skills to inform and guide the interpretation of clinical and other data, with insufficient contribution to effective clinical reasoning and decision-making.



D4: Commitment to self-directed learning activities

Questions to consider:

- Is there evidence of a commitment to self-directed learning activities as a manifestation of professionalism in the teaching staff?
- Is there evidence that students are introduced to the concept and practice of self-directed learning?

Desirable and Acceptable

- Commitment to engage in self-directed learning activities as an integral part of professional osteopathic practice.

Unacceptable

- No commitment to engage in self-directed learning activities as an integral part of professional osteopathic practice.

D5: Willingness to assist in personal change

Questions to consider:

- Is there evidence of a culture of mutual support for the challenges of change at an individual and at a collective level?

Desirable and Acceptable

- Willingness to assist colleagues and others in personal change and development activities.

Unacceptable

- Lack of motivation or unwillingness to assist colleagues and others in personal change and development activities.

D6: Practical application of theories and models of the processes

Questions to consider:

- Is there evidence of the use and understanding of the principles and expression of professional judgement by staff and students?
- Is this awareness related to clinical decision-making activities at all levels?

Desirable and Acceptable

- An awareness and understanding of the practical application of theories and models of the processes associated with making professional judgements.

Unacceptable

- Unawareness and no understanding of the practical application of theories and models of the processes associated with making professional judgements.



D7: *Caring for oneself and operating with self-protection*

Questions to consider:

- Is there evidence that students have been introduced to, and understand, the importance of self-protection during osteopathic intervention with patients of differing morphology and temperament?
- Is there evidence that students can adapt osteopathic techniques to ensure that they are effective and safe whilst recognising their personal limitations of body strength, age and related factors?

Desirable and Acceptable

- An ability to care for oneself and to operate with an appropriate degree of self-protection consistent with maintaining an acceptable standard of care for the patient.

Unacceptable

- Inability, or lack of awareness of the need to care for oneself and to operate with an appropriate degree of self-protection consistent with maintaining an acceptable standard of care for the patient.



E: COMMUNICATION SKILLS

OVERVIEW

Why is this information required?

- To determine whether students are introduced to the diversity of human communication and supported in developing an awareness of their strengths and limitations in encounters with patients.
- To ensure that students are encouraged to develop and select appropriate communication skills for contact with patients and colleagues whilst maintaining ethical values and considerations.
- To provide evidence that the skill of relating, integrating and responding to verbal and non-verbal information and data is introduced to students and developed throughout the programme.
- To determine whether the programme and its delivery enables students to develop and communicate a balanced view of osteopathy including its limitations, strengths and potential.
- To ensure that students are introduced to therapeutic claims of other health care disciplines and are encouraged to develop the ability to evaluate research and other material regarding osteopathic interventions to specific patient problems.

Where is this information likely to be found?

Evidence in situ	Documentary evidence	Evidence in action
<ul style="list-style-type: none"> Ø Clinic Ø Lecture rooms Ø Tutorial rooms Ø Library Ø Learning resources Ø Registrar/ Administration Dept. 	<p>1. <u>GOsC RQ Documentation</u></p> <p>Relevant aspects of:</p> <ul style="list-style-type: none"> Ø Profile of Provision Ø Portfolio of Provision <p>2. <u>Institutional Documents</u></p> <ul style="list-style-type: none"> Ø Definitive Document Ø Curriculum Ø Subject syllabuses Ø Assessment programme and rationale Ø Examination questions Ø Samples of student work Ø Staff CVs Ø Case notes and case presentations Ø Letters of referral 	<ul style="list-style-type: none"> Ø Clinic Ø Registered students Ø Previous students Ø Clinical science lecturers Ø Clinic tutors/mentors Ø Lectures Ø Tutorials Ø Department heads Ø Course Team Ø Registrar Ø Principal



There are 5 areas to consider:

E1: Appreciation of human communication

Questions to consider:

- Is there evidence that students have been introduced to the principles and characteristics of appropriate ranges and forms of communication within clinical encounters?
- Is there evidence that teacher-practitioners have the skills and experience to make effective use of various forms of communication?

Desirable and Acceptable

- Appreciation of the range and forms of human communication as well as their strengths and limitations in specific clinical encounters.

Unacceptable

- Inability or unwillingness to appreciate the range and forms of human communication or their strengths and limitations in specific clinical encounters.

E2: Move between different forms of communication

Questions to consider:

- Is there evidence that students have been introduced to the need to select and adapt various forms of communication in encounters with patients, colleagues and teaching staff?
- Is there evidence of a culture of sensitivity to the need to modify and moderate forms of communication to respect the cultural values of individuals?

Desirable and Acceptable

- Ability to select and move between different forms of communication with patients and colleagues whilst maintaining ethical values and considerations.

Unacceptable

- Inability to select and move between different forms of communication with patients and colleagues whilst maintaining ethical values and considerations.

E3: Relating, integrating and responding to information and data

Questions to consider:

- Is there evidence that teaching staff are sufficiently experienced and self-aware to ensure that students can make full and effective use of information derived from various sources?
- Is there evidence of the effective acquisition and integration of clinically relevant data derived from verbal and non-verbal sources?

Desirable and Acceptable

- Skill in relating, integrating and responding to information and data acquired by verbal and non-verbal means.

Unacceptable

- Lacking skill in relating, integrating and responding to information and data acquired by verbal and non-verbal means.



E4: *Speaking from an informed perspective about osteopathy*

Questions to consider:

- Is there evidence that teacher-practitioners are working within a critical model of osteopathy and are able and willing to identify its limitations as well as its potential strengths and benefits?
- Is there evidence of a culture of criticality, and not indoctrination, and its expression in a variety of structures and settings?

Desirable and Acceptable

- Ability to speak from an informed perspective on the limitations, strengths and potential of osteopathy.

Unacceptable

- Inability to speak from an informed perspective on the limitations, strengths and potential of osteopathy.

E5: *Discussion and evaluation of research and other findings*

Questions to consider:

- Is there evidence of a critical awareness of the strengths and limitations of various forms of research findings and its impact on osteopathy?
- Is there evidence that teachers are keeping up-to-date with relevant research activities in the UK and overseas, and that they are able to bring this experience to the clinical situation?

Desirable and Acceptable

- Ability to discuss and evaluate research and other findings concerning the efficacy and application of osteopathic interventions to specific patient problems and therapeutic claims of other health care disciplines.

Unacceptable

- Inability to discuss and evaluate research and other findings concerning the efficacy and application of osteopathic interventions to specific patient problems and therapeutic claims of other health care disciplines.



F: INFORMATION AND DATA HANDLING

OVERVIEW

Why is this information required?

- To determine whether students are supported in the development of the use of information technology for the effective and efficient management of a modern osteopathic practice.
- To provide evidence that the skill of basic word-processing is introduced and developed throughout the course to enable high quality production of documents for referral and related purposes.
- To ensure that students are encouraged to familiarise themselves with the principles of spreadsheet and database use for research and related purposes.
- To determine whether students are encouraged to develop an understanding of the management and presentation of financial and other data in compliance with legal requirements.
- To determine whether students are introduced to the manipulation of statistical data for audit and other purposes.
- To provide evidence that the skill of using data access and retrieval facilities effectively is encouraged and developed for post qualification activities.

Where is this information likely to be found?

Evidence in situ	Documentary evidence	Evidence in action
<ul style="list-style-type: none"> Ø Clinic Ø Lecture rooms Ø Tutorial rooms Ø Library Ø Learning resources Ø Registrar/ Administration Dept. Ø IT room 	<ol style="list-style-type: none"> 1. <u>GOsC RQ Documentation</u> Relevant aspects of: <ul style="list-style-type: none"> Ø Profile of Provision Ø Portfolio of Provision 2. <u>Institutional Documents</u> <ul style="list-style-type: none"> Ø Definitive Document Ø Curriculum Ø Subject syllabuses Ø Assessment programme and rationale Ø Examination questions Ø Samples of student work Ø Staff CVs Ø Case notes and case presentations Ø Letters of referral 	<ul style="list-style-type: none"> Ø Clinic Ø Registered students Ø Previous students Ø Clinical science lecturers Ø Clinic tutors/mentors Ø Lectures Ø Tutorials Ø Department heads Ø Course Team Ø Registrar Ø Principal



There are 6 areas to consider:

F1: Use of information technology

Questions to consider:

- Is there evidence that staff and students are aware of the potential value of IT in managing a modern osteopathic practice?
- Is there evidence of a culture of computer networking and development?

Desirable and Acceptable

- IT skill consistent with the effective and efficient management of a modern osteopathic practice including the ability to interact with other health care professionals.

Unacceptable

- Lack of IT skill sufficient for the effective and efficient management of a modern osteopathic practice or the ability to interact with other health care professionals.

F2: Standard of word-processing

Questions to consider:

- Is there evidence that staff and students are able to use basic word-processing skills in the generation of letters of referral, reports and other documents?

Desirable and Acceptable

- Word-processing skills consistent with production of written reports and presentations of high quality for referral and related purposes.

Unacceptable

- Word-processing skills not consistent with production of written reports and presentations of high quality for referral and related purposes.
- Lack of students ability to carry out even simple word-processing.

F3: Using spreadsheets and databases

Questions to consider:

- Is there evidence that staff and students are aware of the potential use of spreadsheets and databases for research and related activities?

Desirable and Acceptable

- An awareness of the principles of using spreadsheets and databases for research and related purposes.

Unacceptable

- Lack of awareness of the principles of using spreadsheets and databases for research and related purposes.



F4: Managing and presenting financial and other data

Questions to consider:

- Is there evidence that students are introduced to the principles and skills needed to manage financial and other relevant data for practice management purposes?

Desirable and Acceptable

- An awareness of managing and presenting financial and other data needed for compliance with legal requirements.

Unacceptable

- Lacking awareness of managing and presenting financial and other data needed for compliance with legal requirements.

F5: Manipulation of quantitative and qualitative data

Questions to consider:

- Is there evidence that students can differentiate between qualitative and quantitative data and can make effective use of it for analytical purposes?
- Is there evidence that staff are familiar with the value of data handling for clinic audit purposes?

Desirable and Acceptable

- An awareness of the manipulation of quantitative and qualitative data for audit and related purposes.

Unacceptable

- No awareness of the manipulation of quantitative and qualitative data for audit and related purposes.
- Failure to consider even rudimentary data handling.

F6: Use of data access and retrieval facilities

Questions to consider:

- Is there evidence that students have been introduced to and can use computer databases and other information sources for post-qualification activities?
- Is there evidence that teaching staff use such facilities and incorporate it into clinical and theoretical teaching?

Desirable and Acceptable

- Effective use of data access and retrieval facilities for post qualification activities.

Unacceptable

- Ineffective use or lack of data access and retrieval facilities for post qualification activities.



G: INTRA AND INTERPERSONAL COLLABORATION AND CO-OPERATION

OVERVIEW

Why is this information required?

- To provide evidence that students are encouraged to develop a critical appreciation of osteopathy's place in and contribution to health care provision in the UK and overseas.
- To determine whether students are introduced to the evolution and current development of the NHS, and are encouraged to deepen their understanding of this with particular reference to primary health care.
- To ensure that a critical understanding of the specific claims of conventional and non-conventional health care professions and their relation to osteopathic practice is encouraged.
- To determine whether students are encouraged to develop a critical evaluation of current claims of osteopathic practice.
- To ensure that students understand the range and limitations of operational relationships between osteopaths and other health care professionals.
- To provide evidence that students understand the need to participate effectively in the planning, implementation and evaluation of multi-professional approaches to health care.

Where is this information likely to be found?

Evidence in situ	Documentary evidence	Evidence in action
<ul style="list-style-type: none"> Ø Clinic Ø Lecture rooms Ø Tutorial rooms Ø Library Ø Learning resources Ø Registrar/ Administration Dept. 	<ol style="list-style-type: none"> 1. <u>GOsC RQ Documentation</u> Relevant aspects of: <ul style="list-style-type: none"> Ø Profile of Provision Ø Portfolio of Provision 2. <u>Institutional Documents</u> <ul style="list-style-type: none"> Ø Definitive Document Ø Curriculum Ø Subject syllabuses Ø Assessment programme and rationale Ø Examination questions Ø Samples of student work Ø Staff CVs Ø Case notes and case presentations Ø Letters of referral 	<ul style="list-style-type: none"> Ø Clinic Ø Registered students Ø Previous students Ø Clinical science lecturers Ø Clinic tutors/mentors Ø Lectures Ø Tutorials Ø Department heads Ø Course Team Ø Registrar Ø Principal



There are 6 areas to consider:

G1: Critical appreciation of the context and contribution of osteopathy

Questions to consider:

- Is there evidence that students have been introduced to the context of osteopathy and to other forms of health care provision in the UK and overseas?
- Is there evidence that staff have a realistic appreciation of the potential of osteopathy as one form of health care?

Desirable and Acceptable

- Ability to demonstrate a critical appreciation of the context and contribution of osteopathy to health care provision in UK and overseas.

Unacceptable

- Lack of a critical awareness of the context and contribution of osteopathy to health care provision in UK and overseas.

G2: Appreciation of the evolution and the current development of the NHS

Questions to consider:

- Is there evidence that students are aware of the structure and characteristics of the NHS and its future development in the UK?
- Is there evidence that teaching staff have relevant experience of collaboration and co-operation with other health care providers within the NHS?

Desirable and Acceptable

- Appreciation of evolution and current development of the NHS, with particular reference to primary health care.

Unacceptable

- No appreciation of evolution and current development of the NHS.

G3: Critical awareness of specific claims of a range of conventional and non-conventional health care professions

Questions to consider:

- Is there evidence that students have been introduced to a critical consideration of the claims made by conventional and non-conventional forms of health care including osteopathy?
- Is there evidence of a culture of critical awareness of other forms of health care by teaching staff?

Desirable and Acceptable

- Critical awareness of the specific claims of a range of conventional and non-conventional health care professions, and how these relate to the practice of osteopathy.

Unacceptable

- No critical awareness of the specific claims of a range of conventional and non-conventional health care professions and how these relate to the practice of osteopathy.



G4: Critical evaluation of the current claims of osteopathic practice in the UK and overseas

Questions to consider:

- Is there evidence of a continuing critical exploration of the claims of osteopathy and how this informs current practice?
- Is there evidence that the staff adopts a critical approach to the practice of osteopathy?

Desirable and Acceptable

- Critical evaluation of current claims of osteopathic practice in the UK and overseas.

Unacceptable

- No critical evaluation of current claims of osteopathic practice in the UK and overseas.

G5: Operational relationships between osteopaths and other health care professionals

Questions to consider:

- Is there evidence that teachers bring their professional experience of contact and communication with a wide range of health care professions into teaching?
- Is there evidence that students have been introduced to the skills needed to undertake effective referral procedures?

Desirable and Acceptable

- Understanding of the range and limitations of relationships between health care professions and osteopaths, including referral procedures.

Unacceptable

- No understanding of the range and limitations of relationships between health care professions and osteopaths, including referral procedures.

G6: Multi-professional approaches to health care

Questions to consider:

- Is there evidence of awareness of the benefits and limitations of multi-professional approaches to health care delivery?

Desirable and Acceptable

- An awareness of the need to participate effectively in the planning, implementation and evaluation of multi-professional approaches to health care.

Unacceptable

- No awareness of the need or commitment to participate effectively in the planning, implementation and evaluation of multi-professional approaches to health care.



H: PROFESSIONAL IDENTITY AND ACCOUNTABILITY. ETHICS AND RESPONSIBILITIES

OVERVIEW

Why is this information required?

- To provide evidence that students are familiar with the concept and significance of professional self-regulation.
- To determine whether students are encouraged to develop an understanding of the significance and expectations of their personal professional role as a safe, competent and lawful practitioner.
- To provide evidence that students are supported in the development of a critical understanding of their legal responsibilities and commitments as an osteopath.
- To ensure that students have been introduced to and are encouraged to abide the Code of Practice, *Pursuing Excellence*.
- To determine whether the programme and its delivery enables students to justify their actions when appropriate.
- To provide evidence that students have been introduced to, understand and are committed to the need to maintain the integrity of the profession.

Where is this information likely to be found?

Evidence in situ	Documentary evidence	Evidence in action
<ul style="list-style-type: none"> Ø Clinic Ø Lecture rooms Ø Tutorial rooms Ø Library Ø Learning resources Ø Registrar/ Administration Dept. 	<ol style="list-style-type: none"> 1. <u>GOC RQ Documentation</u> Relevant aspects of: <ul style="list-style-type: none"> Ø Profile of Provision Ø Portfolio of Provision 2. <u>Institutional Documents</u> <ul style="list-style-type: none"> Ø Definitive Document Ø Curriculum Ø Subject syllabuses Ø Assessment programme and rationale Ø Examination questions Ø Samples of student work Ø Staff CVs Ø Case notes and case presentations Ø Letters of referral 	<ul style="list-style-type: none"> Ø Clinic Ø Registered students Ø Previous students Ø Clinical science lecturers Ø Clinic tutors/mentors Ø Lectures Ø Tutorials Ø Department heads Ø Course Team Ø Registrar Ø Principal



There are 6 areas to consider:

H1: Professional self-regulation

Questions to consider:

- Is there evidence of an understanding of the nature, significance and need for state-sanctioned professional self-regulation?

Desirable and Acceptable

- An appreciation of the concept and the significance of professional self-regulation authorised by Parliament.

Unacceptable

- No appreciation of the concept and the significance of professional self-regulation authorised by Parliament.

H2: Personal professional role

Questions to consider:

- Is there evidence that students have been made aware of, and are committed to, the responsibilities associated with the privilege of being a registered osteopath?
- Is there evidence that teaching staff are aware of the nature and characteristics of their professional role as an osteopath?

Desirable and Acceptable

- An appreciation of the significance of their personal professional role in terms of the expectation that they will practise osteopathy safely, competently and lawfully.

Unacceptable

- No appreciation of the significance of their personal professional role in terms of the expectation that they will practise osteopathy safely, competently and lawfully.
- A lack of apparent expression of professional values.

H3: Legal responsibilities and commitments

Questions to consider:

- Is there evidence that students have been made aware of the legal responsibilities of being a registered osteopathic practitioner?
- Is there evidence that staff are aware of the legal responsibilities of being a registered osteopathic practitioner?

Desirable and Acceptable

- A critical understanding of the legal responsibilities and commitments they have as an osteopath, including the need to register with the GOSc.

Unacceptable

- No critical understanding of the legal responsibilities and commitments they have as an osteopath.
- No appreciation of the significance of registration with the GOSc.

H4: Ethical and other standards



Questions to consider:

- Is there evidence that students have been introduced to and understand the ethical responsibilities and standards published in the Code of Practice, *Pursuing Excellence*?
- Is there evidence that teaching staff make reference to the Code of Practice during relevant *Pursuing Excellence* teaching/learning events?

Desirable and Acceptable

- A commitment to abide by the ethical and other standards stated in the published Code of Practice, *Pursuing Excellence*.

Unacceptable

- No commitment to abide by the ethical and other standards stated in the published Code of Practice, *Pursuing Excellence*.
- Evident disregard (in clinical activities) for ethical behaviour and conduct.

H5: Justification of actions

Questions to consider:

- Is there evidence that students have the commitment, skill and willingness to justify their actions to appropriate individuals within a professional context?
- Is there evidence that teaching staff have the professional experience and skills to help students to gain the skills and value systems associated with appropriate disclosure?

Desirable and Acceptable

- Ability to justify their actions to all individuals when appropriate.

Unacceptable

- Inability or unwillingness to justify their actions to all individuals when appropriate.

H6: Integrity of the profession

Questions to consider:

- Is there evidence that students know and understand the possible significance and consequences of bringing the profession of osteopathy into disrepute?
- Is there evidence that teaching staff are sensitive and committed to the need and means of protecting the integrity of osteopathy as a profession?

Desirable and Acceptable

- Commitment to maintaining the integrity of the profession and not bringing it into disrepute by claiming qualifications, skills, experience or knowledge s/he does not possess or has no right to use.

Unacceptable

- No commitment to maintaining the integrity of the profession for example by bringing it into disrepute by claiming qualifications, skills, experience or knowledge s/he does not possess or has no right to use.



I: PROFESSIONAL SELF-EVALUATION AND DEVELOPMENT BY MEANS OF REFLECTIVE PRACTICE

OVERVIEW

Why is this information required?

- To provide evidence whether students have been introduced to and understand the necessity to comply with, CPD requirements to maintain their status as a registered osteopath.
- To determine whether students have been introduced and are encouraged to develop the effective recording of self-monitoring activities.
- To ensure that students have been prepared to effectively participate and contribute to structured courses and conferences.
- To determine whether students have been encouraged to understand the need to organise and participate in professional group activities relevant to the enhancement and development of the osteopathic profession.
- To ensure that students have been introduced to the importance of self-audit reports in accordance with legal requirements.
- To provide evidence that students have been made aware of the need of their own professional development by means of contributing to research and other scholarly activities.

Where is this information likely to be found?

Evidence in situ	Documentary evidence	Evidence in action
<ul style="list-style-type: none"> Ø Clinic Ø Lecture rooms Ø Tutorial rooms Ø Library Ø Learning resources Ø Registrar/ Administration Dept. 	<p>1. <u>GOsC RQ Documentation</u></p> <p>Relevant aspects of:</p> <ul style="list-style-type: none"> Ø Profile of Provision Ø Portfolio of Provision <p>2. <u>Institutional Documents</u></p> <ul style="list-style-type: none"> Ø Definitive Document Ø Curriculum Ø Subject syllabuses Ø Assessment programme and rationale Ø Examination questions Ø Samples of student work Ø Staff CVs Ø Case notes and case presentations Ø Letters of referral 	<ul style="list-style-type: none"> Ø Clinic Ø Registered students Ø Previous students Ø Clinical science lecturers Ø Clinic tutors/mentors Ø Lectures Ø Tutorials Ø Department heads Ø Course Team Ø Registrar Ø Principal



There are 6 areas to consider:

I1: CPD requirements

Questions to consider:

- Is there evidence that students have been introduced to the concept of CPD and appreciate its significance for their future professional life?
- Is there evidence that teaching staff are actively engaged in CPD activities?

Desirable and Acceptable

- An appreciation of the need to comply with CPD requirements to maintain registered status.

Unacceptable

- No appreciation of the need to comply with CPD requirements to maintain registered status.
- No commitment to the concept or benefits of CPD.

I2: Self-monitoring and reflection

Questions to consider:

- Is there evidence that students have been introduced to, and can make effective use of, self-monitoring and reflective activities, especially in clinical situations?
- Is there evidence that teaching staff are committed to reflective practice and other forms of professional self-development?

Desirable and Acceptable

- Ability to demonstrate an effective means of recording the outcome of self-monitoring and reflection on their clinical activities.

Unacceptable

- Inability or lack of commitment to demonstrate an effective means of recording the outcome of self-monitoring and reflection on their clinical activities.

I3: Participation and contribution to structured courses and conferences in relevant professional areas

Questions to consider:

- Is there evidence that students have been introduced to the purpose and means of making effective use of attending future courses and conferences?
- Is there evidence that teaching staff attend conferences and skill development courses on a regular basis and incorporate their experiences into relevant aspects of their teaching

Desirable and Acceptable

- Ability to participate in, and contribute to, structured courses and conferences in relevant professional areas.

Unacceptable

- Inability or unwillingness to participate in, and contribute to, structured courses and conferences in relevant professional areas.
- Lack of commitment of staff to attend conferences and courses.



14: *Organisation and participation in group activities*

Questions to consider:

- Is there evidence that students have been introduced to, and can use effectively, the skills associated with professional group activities?
- Is there evidence that teaching staff have and can use the skills needed for effective group teaching activities?

Desirable and Acceptable

- An awareness of the need to be able to organise and participate in group activities relevant to the development and enhancement of osteopathy as a profession.

Unacceptable

- No awareness of, or commitment to, the need to be able to organise and participate in group activities relevant to the development and enhancement of osteopathy as a profession.

15: *Generation and submission of self-audit reports*

Questions to consider:

- Is there evidence that students have been introduced to the concept of clinical and other forms of audit?
- Is there evidence that teaching staff are aware of the characteristics of audit and its potential significance in maintaining registered status with the GOSc?

Desirable and Acceptable

- An appreciation of the need to generate and submit self-audit reports to the standard required by the statutory body from time to time.

Unacceptable

- No appreciation of the need to generate and submit self-audit reports.

16: *Research and other scholarly activities*

Questions to consider:

- Is there evidence that students have been introduced to the characteristics of research and research-related activities, and appreciate the importance of research to the development of osteopathy and their own professional practice?
- Is there evidence that teaching staff have undertaken research related activities and have used this to inform the quality of their teaching activity of professional practice?

Desirable and Acceptable

- An awareness of the need to contribute to research and other scholarly activities to promote their own professional development and that of osteopathy.

Unacceptable

- No awareness of the need to contribute to research and other scholarly activities to promote their own professional development and that of osteopathy.



J: IDENTIFICATION AND EVALUATION OF THE NEEDS OF THE PATIENTS

OVERVIEW

Why is this information required?

- To provide evidence that the programme and its delivery enables students to effectively complete and analyse a patient's case history and presenting complaint.
- To ensure that students have been introduced to, and understand, the importance and impact of psychosocial factors on a patient's presenting complaint.
- To determine whether students have been introduced to making the appropriate arrangement for specific clinical investigations as required for a patient.
- To provide evidence that the programme and its delivery enables students to effectively conduct a static and passive biomechanical assessment of the patient.
- To determine whether students have been introduced to, and have developed, the skill of generating a number of hypotheses to explain the patient's presenting complaint.
- To provide evidence that students have been introduced to, and are encouraged to develop, the skill of consulting effectively and sensitively with the patient at all stages of the evaluation.
- To ensure that students have been introduced to, and are encouraged to recognise, the characteristics and consequences of non-verbal communication and other issues, and their impact on the patient's health.
- To determine whether students have been introduced to, and are encouraged to develop, the ability to generate complete and accurate records of the outcomes of the patient evaluation.
- To provide evidence that the programme and its delivery enables students to generate and discuss the content of referral letters and others forms of communication.

Where is this information likely to be found?

Evidence in situ	Documentary evidence	Evidence in action
<ul style="list-style-type: none"> Ø Clinic Ø Lecture rooms Ø Tutorial rooms Ø Library Ø Learning resources Ø Registrar/ Administration Dept. 	<ol style="list-style-type: none"> 1. <u>GOsC RQ Documentation</u> Relevant aspects of: <ul style="list-style-type: none"> Ø Profile of Provision Ø Portfolio of Provision 2. <u>Institutional Documents</u> <ul style="list-style-type: none"> Ø Definitive Document Ø Curriculum Ø Subject syllabuses Ø Assessment programme and rationale Ø Examination questions Ø Samples of student work Ø Staff CVs Ø Case notes and case presentations Ø Letters of referral 	<ul style="list-style-type: none"> Ø Clinic Ø Registered students Ø Previous students Ø Clinical science lecturers Ø Clinic tutors/mentors Ø Lectures Ø Tutorials Ø Department heads Ø Course Team Ø Registrar Ø Principal



There are 10 areas to consider:

J1: Detailing case history of the patient

Questions to consider:

- Is there evidence that students have been introduced to the skills necessary to conduct an effective, efficient and suitably detailed case history of a patient, and to undertake an effective analysis of the presenting complaint?
- Is there evidence that the teaching staff have the professional experience and teaching skills to ensure that students conduct a full, comprehensive and efficient case history?

Desirable and Acceptable

- Effective and efficient completion of a detailed case history of the patient and analysis of the patient's presenting complaint.

Unacceptable

- Ineffective and inefficient completion of a detailed case history of the patient and analysis of the patient's presenting complaint.

J2: Psychosocial context

Questions to consider:

- Is there evidence that students have been introduced to the relative importance of psycho-social context of the patient's presenting complaint?
- Is there evidence that teaching staff have the professional experience and teaching skills to enable students to elicit significant psycho-social aspects of the presenting complaint?

Desirable and Acceptable

- A recognition of the relative importance of the psychosocial context of the patient's presenting complaint.

Unacceptable

- No recognition of the relative importance of the Psychosocial context of the patient's presenting complaint.



J3: Specific clinical investigations

Questions to consider:

- Is there evidence that students have been introduced to, and understand, the potential benefit of requesting specific clinical investigations to determine aetiology of the patient's presenting complaint?
- Is there evidence that the clinical teaching staff are aware of the additional information to be derived from specific additional clinical investigations?

Desirable and Acceptable

- Ability to make appropriate arrangements for the undertaking of specific clinical investigations for a patient.

Unacceptable

- Inability to make appropriate arrangements for the undertaking of specific clinical investigations for a patient.
- Lack of awareness of the potential benefit of specific clinical investigations as part of the diagnostic process.

J4: Biomechanical assessment

Questions to consider:

- Is there evidence that students have the skills, and understand how, to conduct a thorough and effective static and passive biomechanical evaluation of a patient, and use the derived information to good effect?
- Is there evidence that teaching staff are able to introduce to students the progressive skills needed to conduct and understand the findings derived from comprehensive static and passive biomechanical examination of a patient?

Desirable and Acceptable

- Ability to conduct an effective static and passive biomechanical assessment of the patient.
- Ability to use the derived information to good effect in the diagnostic process.

Unacceptable

- Inability to conduct an effective static and passive biomechanical assessment of the patient.
- Inability to use the derived information to good effect in the diagnostic process.



J5: *Palpatory evaluation*

Questions to consider:

- Is there evidence that students can undertake a thorough, comprehensive and sensitive palpatory evaluation relevant to a patient's presenting complaint?
- Is there evidence that teaching staff have the professional experience and skill to assist students in conducting and interpreting a comprehensive palpatory examination of a patient?

Desirable and Acceptable

- Ability to undertake a thorough, sensitive and appropriately detailed palpatory evaluation.
- Ability to use the derived information to good effect.

Unacceptable

- Inability to undertake a thorough, sensitive and appropriately detailed palpatory evaluation.
- Inability to use the derived information to good effect

J6: *Generation of hypotheses*

Questions to consider:

- Is there evidence that a student is able to generate and justify a number of hypotheses to guide the formulation of a relevant and effective treatment plan or guidance for referral?
- Is there evidence that teaching staff are sufficiently experienced and skilled to guide students to generate a justifiable treatment plan that may not be completely their own?

Desirable and Acceptable

- Ability to generate a number of hypotheses to explain the patient's presenting complaint to aid the formulation of a treatment plan or onward referral.

Unacceptable

- Inability to generate a number of hypotheses to explain the patient's presenting complaint to aid the formulation of a treatment plan or onward referral.

J7: *Sensitivity and ability to consult effectively with the patient*

Questions to consider:

- Is there evidence that the students have the awareness and skills necessary to consult with the patient during the process of evaluation and to note and interpret the derived information?
- Is there evidence that the teaching staff have the professional experience and teaching skills needed to help students to undertake an ongoing consultation with the patient during all stages of the evaluation?

Desirable and Acceptable

- Sensitivity and ability to consult effectively with the patient at all stages of the evaluation.

Unacceptable

- Lack of sensitivity or ability to consult effectively with the patient at all stages of the evaluation.



J8: Non-verbal communication

Questions to consider:

- Is there evidence that the students have been introduced to, and understand the need to be sensitive to, information and data derived from non-verbal sources of communication and how this may reflect cultural aspects of the patient's presenting complaint?
- Is there evidence that the teaching staff have the knowledge, experience and insight to guide students in regarding and interpreting the information derived from non-verbal sources of communication?

Desirable and Acceptable

- Able to recognise the characteristics, consequences of such communication and issues of ethnicity, gender, religious beliefs, and socio-economic status as they may impact on patient's health.

Unacceptable

- Unable to recognise or unwilling to consider the characteristics, consequences of such communication and issues of ethnicity, gender, religious beliefs, and socio-economic status as they may impact on patient's health.

J9: Accurate records

Questions to consider:

- Is there evidence that the students have been introduced to the importance of recording all clinical findings accurately and clearly in a way that is accessible to other practitioners?
- Is there evidence that teaching staff have the professional experience and teaching skills necessary to impart the need to, and methods of, making comprehensive and complete records of clinical findings?

Desirable and Acceptable

- Ability to generate complete and accurate records of the outcomes of the patient evaluation.

Unacceptable

- Inability or failure to generate complete and accurate records of the outcomes of the patient evaluation.

J10: Other forms of communication

Questions to consider:

- Is there evidence that the students are able to generate and justify the content of letters of referral and other means of communication with professional colleagues?
- Is there evidence that teaching staff have the skills and professional experience to ensure that students will be able to discuss effectively with professional colleagues referral letters and other means of documentation?

Desirable and Acceptable

Ability to generate and discuss the content of referral letters and other forms of communication with professional colleagues.

Unacceptable

Inability to generate and discuss the content of referral letters and other forms of communication with professional colleagues.



K: ACQUISITION, USE AND ENHANCEMENT OF THE SKILLS OF OSTEOPATHIC PALPATION

OVERVIEW

Why is this information required?

- To determine whether students have been encouraged to develop a critical appreciation of the therapeutic value and palpation.
- To ensure that students have been introduced to, and are encouraged to develop, the use of the relevant knowledge to recognise and understand the structure and function of the tissues during palpation.
- To provide evidence that the programme and its delivery enables students to acquire an advanced knowledge of the palpatory characteristics of different tissue states.

Where is this information likely to be found?

Evidence in situ	Documentary evidence	Evidence in action
<ul style="list-style-type: none"> Ø Clinic Ø Lecture rooms Ø Tutorial rooms Ø Library Ø Learning resources Ø Registrar/ Administration Dept. 	<p>1. <u>GOsC RQ Documentation</u></p> <p>Relevant aspects of:</p> <ul style="list-style-type: none"> Ø Profile of Provision Ø Portfolio of Provision <p>2. <u>Institutional Documents</u></p> <ul style="list-style-type: none"> Ø Definitive Document Ø Curriculum Ø Subject syllabuses Ø Assessment programme and rationale Ø Examination questions Ø Samples of student work Ø Staff CVs Ø Case notes and case presentations Ø Letters of referral 	<ul style="list-style-type: none"> Ø Clinic Ø Registered students Ø Previous students Ø Clinical science lecturers (techniques teachers) Ø Clinic tutors/mentors Ø Lectures Ø Tutorials Ø Department heads Ø Course Team Ø Registrar Ø Principal



There are 9 areas to consider:

K1: Therapeutic value of touch and palpation

Questions to consider:

- Is there evidence that students are aware of the therapeutic value and significance of touch and palpation?
- Is there evidence that teaching staff have the professional experience and skills to impart to students an appreciation of the therapeutic value of touch and palpation?

Desirable and Acceptable

- A critical appreciation of the therapeutic value of touch and palpation.

Unacceptable

- No critical appreciation of the therapeutic value of touch and palpation.

K2: Structure and function of tissues

Questions to consider:

- Is there evidence that students are able to utilise and apply their knowledge of human structure and function to recognise and appreciate the nature of different tissues during palpation?
- Is there evidence that teaching staff have the necessary fundamental knowledge and professional experience to help students to apply this knowledge to the reality of tissue states presented by patients?

Desirable and Acceptable

- Use of relevant knowledge to recognise and understand the structure and function of the tissues during palpation.

Unacceptable

- No use of relevant knowledge to recognise and understand the structure and function of the tissues during palpation.

K3: Palpatory characteristics

Questions to consider:

- Is there evidence that students have acquired, and are developing, an increasingly diverse/detailed compendium of different tissue states as they progress through the course?
- Is there evidence that teaching staff have the professional skills and experience to guide students in acquiring and understanding the palpatory characteristics of differing normal and abnormal body tissues?

Desirable and Acceptable

- Advanced knowledge of palpatory characteristics of the normal and abnormal functioning of discrete body tissues and systems.

Unacceptable

- Limited knowledge of palpatory characteristics of the normal and abnormal functioning of discrete body tissues and systems.



K4: Using palpation selectively

Questions to consider:

- Is there evidence that students can use palpation on request in an attempt to understand and interpret the patient's presenting complaint?
- Is there evidence that teaching staff have the necessary professional experience and skills to use palpation as a selective means of eliciting diagnostic data?

Desirable and Acceptable

- Commitment to use palpation selectively as part of the evaluation process.

Unacceptable

- No commitment to use palpation selectively as part of the evaluation process

K5: Using palpation effectively

Questions to consider:

- Is there evidence that students are able to use palpatory skills for diagnostic and therapeutic purposes?
- Is there evidence that teaching staff have the necessary professional experience and teaching skills to help students to use and refine their palpatory skills for diagnostic and therapeutic purposes?

Desirable and Acceptable

- Ability to use palpation effectively both as a diagnostic and therapeutic medium.

Unacceptable

- Inability to use palpation effectively both as a diagnostic and therapeutic medium

K6: Palpatory skill

Questions to consider:

- Is there evidence that students have developed a level of palpatory skill consistent with their progression through the learning programme?
- Is there evidence that students have developed satisfactory patient handling skills consistent with effective osteopathic management of a patient?
- Is there evidence that teaching staff have a high standard of palpatory skill?

Desirable and Acceptable

- High level of palpatory skill.
- High level of handling skills.

Unacceptable

- Low level of palpatory skill.
- Low level of handling skills.



K7: Palpatory findings

Questions to consider:

- Is there evidence that students are able to make accurate and honest records of their palpatory findings?
- Is there evidence that teaching staff encourage and guide students to make accurate and comprehensive records of their palpatory findings?

Desirable and Acceptable

- Ability to make accurate and appropriate records of palpatory findings.

Unacceptable

- Inability or failure to make accurate and appropriate records of palpatory findings.

K8: Using palpation in conjunction with other evaluation methods

Questions to consider:

- Is there evidence that students are able to derive relevant items of diagnostic data by palpation and to incorporate this into a comprehensive method of evaluation to guide the generation of diagnostic hypotheses?
- Is there evidence that teaching staff have the necessary professional experience and teaching skills to guide students to integrate palpatory findings with other forms of evaluating data to formulate diagnostic hypotheses?

Desirable and Acceptable

- Ability to use palpation in conjunction with other evaluation methods before forming a diagnostic hypothesis.

Unacceptable

- Inability or failure to use palpation in conjunction with other evaluation methods before forming a diagnostic hypothesis.

K9: Effective use of palpation

Questions to consider:

- Is there evidence that students are willing and able to use palpation as a means of monitoring the effect of treatment?
- Is there evidence that teaching staff have the necessary professional experience and teaching skill to help and encourage students to use palpation to monitor the effect of treatment?

Desirable and Acceptable

- Ability to use palpation effectively as a means of continuously monitoring the effects of treatment.

Unacceptable

- Ineffective use of palpation as a means of continuously monitoring the effects of treatment.



L: PLANNING, JUSTIFYING AND MONITORING OSTEOPATHIC TREATMENT INTERVENTIONS

OVERVIEW

Why is this information required?

- To determine whether students have been introduced to the means of planning, justifying and monitoring osteopathic intervention by analysing information gained from the case history and clinical examination.
- To determine whether students can generate and justify a range of hypotheses relevant to a patient informed by the application of osteopathic principles and used to justify a course of clinical action.
- To determine whether students have opportunities of resources with which to generate an effective treatment plan and prognosis under supervision.

Where is this information likely to be found?

Evidence in situ	Documentary evidence	Evidence in action
<ul style="list-style-type: none"> Ø Clinic Ø Lecture rooms Ø Tutorial rooms Ø Library Ø Learning resources Ø Registrar/ Administration Dept. 	<p>1. <u>GOsC RQ Documentation</u></p> <p>Relevant aspects of:</p> <ul style="list-style-type: none"> Ø Profile of Provision Ø Portfolio of Provision <p>2. <u>Institutional Documents</u></p> <ul style="list-style-type: none"> Ø Definitive Document Ø Curriculum Ø Subject syllabuses Ø Assessment programme and rationale Ø Examination questions Ø Samples of student work Ø Staff CVs Ø Case notes and case presentations Ø Letters of referral 	<ul style="list-style-type: none"> Ø Clinic Ø Registered students Ø Previous students Ø Clinical science lecturers Ø Clinic tutors/mentors Ø Lectures Ø Tutorials Ø Department heads Ø Course Team Ø Registrar Ø Principal



There are 8 areas to consider:

L1: Analysis of information gathered

Questions to consider:

- Is there evidence that students can analyse and reflect on information derived from the case history and patient evaluation?
- Is there evidence that teaching staff have the necessary professional experience and teaching skills to help students to integrate and analyse the data derived from the case history and further evaluation of the patient?

Desirable and Acceptable

- Detailed analysis and reflection on information gathered during patient history taking and evaluation.

Unacceptable

- No detailed analysis and reflection on information gathered during patient history taking and evaluation.

L2: Generation and justification of a number of hypotheses

Questions to consider:

- Is there evidence that students can generate and justify a number of hypotheses relevant to the aetiology of the patient's presenting complaint?
- Is there evidence that teaching staff have the necessary professional experience and teaching experience to guide students in making justifiable inferences in the form of hypotheses consistent with the possible aetiology of the patient's presenting complaint?

Desirable and Acceptable

- Ability to generate and justify a number of hypotheses for aetiology of the patient's presenting complaint.

Unacceptable

- Inability to generate and justify a number of hypotheses for aetiology of the patient's presenting complaint.

L3: Selection of an appropriate course of action

Questions to consider

- Is there evidence that students are able to select and justify a course of action based upon an accurate and realistic evaluation of the needs of the patient and their own limits of competence?
- Is there evidence that teaching staff have the professional experience and teaching skills to enable students to plan an informed, rational, safe and effective treatment intervention?

Desirable and Acceptable

- Treatment or course of action based on a rational decision-making process which includes a critical consideration of the limits of their own competence, the likely effects of osteopathic treatment, and patient's wishes.

Unacceptable

- Treatment or course of action not based on a rational decision-making process which includes a critical consideration of the limits of their own competence, the likely effects of osteopathic treatment, and patient's wishes.



L4: Treatment - deciding whether or not to treat the patient

Questions to consider:

- Is there evidence that students have the skills and understanding to identify when not to conduct an osteopathic treatment intervention and to justify alternative arrangements?
- Is there evidence that teaching staff have sufficient professional experience, knowledge and awareness to guide students when not to undertake an osteopathic intervention?

Desirable and Acceptable

- Ability to select whether or not to treat a patient and to identify the most appropriate course of action.

Unacceptable

- Inability to select whether or not to treat a patient and to identify the most appropriate course of action.

L5: Formulation of a treatment plan and prognosis

Questions to consider:

- Is there evidence that students are able to formulate a justifiable treatment plan and prognosis for a particular patient?
- Is there evidence that teaching staff have the necessary professional experience and teaching skills to guide students to formulate an acceptable treatment plan and prognosis?

Desirable and Acceptable

- Ability to formulate treatment plan and prognosis.

Unacceptable

- Inability to formulate treatment plan and prognosis.

L6: Informing patient

Questions to consider:

- Is there evidence that students comprehend the significance of ensuring that a patient understands the purpose and likely outcome of an osteopathic intervention?
- Is there evidence that teaching staff have sufficient professional experience and teaching skills to help students to devise a strategy to inform patients of their findings?

Desirable and Acceptable

- Ability to demonstrate the appropriate means by which to inform a patient of findings and intended course of action.

Unacceptable

- Inability to demonstrate the appropriate means by which to inform a patient of findings and intended course of action.

L7: Formal therapeutic contract



Questions to consider:

- Is there evidence that students can generate a formal therapeutic contract with a patient, including a contract to practice ethically, and gain appropriate consent for proposed action?
- Is there evidence that teaching staff have sufficient professional experience and teaching skills to help students to generate a formal therapeutic contract?

Desirable and Acceptable

- Ability to enter into a formal therapeutic contract with patient.

Unacceptable

- Inability to enter into a formal therapeutic contract with patient.

L8: Identification of and reflection on obstacles

Questions to consider:

- Is there evidence that students are sufficiently knowledgeable, skilled and aware to identify potential impediments to an expected route of progress by a patient following a treatment plan?
- Is there evidence that teaching staff have sufficient professional experience and teaching skills to help students to identify possible impediments to progress by a patient and to take appropriate action?

Desirable and Acceptable

- Awareness and ability to identify and reflect on obstacles to progress, as well as to plan and take appropriate action.

Unacceptable

- Lack of awareness and ability to identify and reflect on obstacles to progress, and inability to plan and take appropriate action.



M: CONDUCTING OSTEOPATHIC TREATMENT AND PATIENT MANAGEMENT

OVERVIEW

Why is this information required?

- To determine whether students have been supported in being able to select and use a wide range of osteopathic approaches with a wide range of patients, based on a secure and critical understanding of the theory, principles and practice of osteopathy.
- To determine whether students have been encouraged to become committed to informing patients of possible treatment outcomes, and to recognise contra-indications to particular interventions.
- To determine whether students have been introduced to the need to monitor the outcome of interventions using palpatory feedback from patients.

Where is this information likely to be found?

Evidence in situ	Documentary evidence	Evidence in action
<ul style="list-style-type: none"> Ø Clinic Ø Lecture rooms Ø Tutorial rooms Ø Library Ø Learning resources Ø Registrar/ Administration Dept. 	<ol style="list-style-type: none"> 1. <u>GOSc RQ Documentation</u> Relevant aspects of: <ul style="list-style-type: none"> Ø Profile of Provision Ø Portfolio of Provision 2. <u>Institutional Documents</u> <ul style="list-style-type: none"> Ø Definitive Document Ø Curriculum Ø Subject syllabuses Ø Assessment programme and rationale Ø Examination questions Ø Samples of student work Ø Staff CVs Ø Case notes and case presentations Ø Letters of referral 	<ul style="list-style-type: none"> Ø Clinic Ø Registered students Ø Previous students Ø Clinical science lecturers Ø Clinic tutors/mentors Ø Lectures Ø Tutorials Ø Department heads Ø Course Team Ø Registrar Ø Principal



There are 6 areas to consider:

M1: Osteopathic techniques and patient management approaches

Questions to consider:

- Is there evidence that students have the knowledge, skills and awareness to select and use a wide range of osteopathic techniques safely and effectively?
- Is there evidence that teaching staff have the necessary professional experience and expertise to select and use a wide range of osteopathic techniques complemented by the teaching skills?

Desirable and Acceptable

- Ability to select and use a wide range of techniques and patient management approaches.

Unacceptable

- Unable to select and use a wide range of techniques and patient management approaches.

M2: Theory, principles and practice of osteopathy

Questions to consider:

- Is there evidence that students are making use of the principles of osteopathy both critically and effectively in managing patients?
- Is there evidence that the teaching staff are using the principles of osteopathy in delivering clinical decision-making and action and that they are able to share this with students?

Desirable and Acceptable

- Thorough and critical understanding of the theory, principles and practice of osteopathy.

Unacceptable

- Lack of thorough and critical understanding of the theory, principles and practice of osteopathy.

M3: Indications and contra-indications

Questions to consider:

- Is there evidence that students are aware of the contra-indications of using certain osteopathic techniques with regard to specific manifestations in patients?
- Is there evidence that teaching staff are aware of the need for justification for not using osteopathic techniques in certain clinical situations, and have the necessary teaching skills to guide students?

Desirable and Acceptable

- An awareness and application of the indications and contra-indications of using specific osteopathic techniques or their modification.

Unacceptable

- Lack of awareness and application of the indications and contra-indications of using specific osteopathic techniques or their modification.

M4: Justification of selection and mode of use of an osteopathic treatment



Questions to consider:

- Is there evidence that students have the skills and knowledge to justify the selection of osteopathic treatment for a specific patient?
- Is there evidence that the teaching staff have the necessary professional experience and range of skills to offer appropriate levels of guidance to students concerning the selection of treatment approaches?

Desirable and Acceptable

- Ability to justify the selection and mode of treatment or approach for the care of the patient.

Unacceptable

- Unable to justify the selection and mode of treatment or approach for the care of the patient.

M5: Effect of treatment

Questions to consider:

- Is there evidence that students have the skills, ability and commitment to continuously monitor the effect of osteopathic treatment during and after its application?
- Is there evidence that teaching staff have the necessary professional experience and insight to guide students to adopt, and become committed to, the continuing monitoring of treatment interventions?

Desirable and Acceptable

- Commitment and ability to monitor stringently the effect of treatment during and after its application.

Unacceptable

- No commitment and inability to monitor stringently the effect of treatment during and after its application.

M6: Ability to adapt an osteopathic technique and justify its use

Questions to consider:

- Is there evidence that students are able to make and justify appropriate modifications to osteopathic techniques in response to palpatory feedback and in accordance with their own limitations of competence?
- Is there evidence that the teaching staff have the necessary professional experience and skills to guide students to adapt existing osteopathic techniques within the boundary of safe and competent practice, including awareness of contra-indications?

Desirable and Acceptable

- Ability to adapt an osteopathic technique and justify its use in relation to the palpatory feedback received from the patient's tissues.

Unacceptable

- Inability to adapt an osteopathic technique and justify its use in relation to the palpatory feedback.



N: EVALUATION OF POST TREATMENT PROGRESS AND CHANGE

OVERVIEW

Why is this information required?

- To determine whether or not students have the opportunity to develop the skills of gathering and interpreting data from a patient following treatment, and to use this to determine and justify further action.
- To determine whether students can recognise adverse reactions to osteopathic treatment and to take appropriate action, as well as being able to utilise unexpected outcomes effectively.
- To determine whether students have been introduced to a culture of self-monitoring including a commitment to making accurate records of findings.

Where is this information likely to be found?

Evidence in situ	Documentary evidence	Evidence in action
<ul style="list-style-type: none"> Ø Clinic Ø Lecture rooms Ø Tutorial rooms Ø Library Ø Learning resources Ø Registrar/ Administration Dept. 	<p>1. <u>GOSc RQ Documentation</u></p> <p>Relevant aspects of:</p> <ul style="list-style-type: none"> Ø Profile of Provision Ø Portfolio of Provision <p>2. <u>Institutional Documents</u></p> <ul style="list-style-type: none"> Ø Definitive Document Ø Curriculum Ø Subject syllabuses Ø Assessment programme and rationale Ø Examination questions Ø Samples of student work Ø Staff CVs Ø Case notes and case presentations Ø Letters of referral 	<ul style="list-style-type: none"> Ø Clinic Ø Registered students Ø Previous students Ø Clinical science lecturers Ø Clinic tutors/mentors Ø Lectures Ø Tutorials Ø Department heads Ø Course Team Ø Registrar Ø Principal



There are 6 areas to consider:

N1: Qualitative and quantitative data and evidence

Questions to consider:

- Is there evidence that students can gather and evaluate effectively a comprehensive range of qualitative and quantitative data from various sources regarding post-treatment outcomes?
- Is there evidence that teaching staff have the professional experience and teaching skills to enable students to gather and analyse data relevant to the evaluation of patient progress following osteopathic intervention?

Desirable and Acceptable

- Ability to gather and organise a comprehensive range of qualitative and quantitative data and evidence relevant to the response of an individual patient to an osteopathic intervention.

Unacceptable

- Inability or failure to gather and organise a comprehensive range of qualitative and quantitative data and evidence relevant to the response of an individual patient to an osteopathic intervention.

N2: Decision to continue, modify or cease osteopathic treatment

Questions to consider:

- Is there evidence that students are able to justify whether to continue, modify or cease osteopathic intervention?
- Is there evidence that teaching staff have the professional experience and teaching skills to enable students to make an informed and justifiable decision about post-treatment management of a patient?

Desirable and Acceptable

- Justification for decision to continue, modify or cease osteopathic treatment based upon critical consideration of the evidence acquired during the evaluation or re-evaluation of the patient and other relevant factors.

Unacceptable

- Lack of a justified decision to continue, modify or cease osteopathic treatment based upon critical consideration of the evidence acquired during the evaluation of the patient and other relevant factors.

N3: Recognition of adverse reactions

Questions to consider:

- Is there evidence that students have the knowledge, ability, skills and awareness to recognise adverse reactions to osteopathic treatment and to take appropriate action including referral?
- Is there evidence that teaching staff have the professional experience, knowledge and teaching skills to ensure that students can recognise and deal with adverse reactions to osteopathic treatment?

Desirable and Acceptable

- Ability to recognise adverse reactions to osteopathic treatment and to initiate appropriate responses including referral when appropriate.

Unacceptable

- Inability or failure to recognise adverse reactions to osteopathic treatment.
- Inability or failure to initiate appropriate responses in such circumstances.



N4: Open minded approach

Questions to consider:

- Is there evidence that students are able to accept the clinical reality of unexpected treatment outcomes and to take appropriate action?
- Is there evidence that teaching staff have the necessary breadth and depth of professional experience to enable students to make informed decisions about treatment progress?

Desirable and Acceptable

- Willingness to accept treatment outcome that does not conform to expectations but may offer deeper insight to clinical meaning of the patient.

Unacceptable

- Unwillingness to accept treatment outcome that does not conform to expectations.

N5: Recording evaluation findings

Questions to consider:

- Is there evidence that students have the skills and commitment to record and interpret clinical evaluation findings accurately and consistently?
- Is there evidence that teaching staff have the professional experience and skills to ensure that students maintain a high standard of recording and interpreting of post-treatment evaluation outcomes?

Desirable and Acceptable

- Ability and commitment to record evaluation findings and their interpretation accurately and accessibly in the case notes of an individual patient.

Unacceptable

- Inability and no commitment to record evaluation findings and their interpretation accurately and accessibly in the case notes of an individual patient.

N6: Commitment to continuous and deliberate self-monitoring

Questions to consider:

- Is there evidence that students have been introduced to the need to be committed to self-monitoring to recognise and deal with unintended effects associated with osteopathic treatment?
- Is there evidence that teaching staff have the necessary breadth and depth of professional experience to enable students to adopt a commitment to self-monitoring?

Desirable and Acceptable

- Commitment to continuous and deliberate self-monitoring to identify the potential influence of unintended effects whilst conducting a treatment intervention.

Unacceptable

- Lack of commitment to continuous and deliberate self-monitoring.



O: ADVICE AND SUPPORT FOR THE PROMOTION AND MAINTENANCE OF HEALTHY LIVING

OVERVIEW

Why is this information required?

- To determine whether students have been introduced to the concepts of maintaining health and the influence of psycho-social factors.
- To determine whether students have the opportunity to acquire and develop the skills needed to advise patients of strategies for maintaining health.
- To determine whether students have the opportunity to consider the significance of maintaining their own health and the benefits to patients of referral to other health care professionals.

Where is this information likely to be found?

Evidence in situ	Documentary evidence	Evidence in action
<ul style="list-style-type: none"> Ø Clinic Ø Lecture rooms Ø Tutorial rooms Ø Library Ø Learning resources Ø Registrar/ Administration Dept. 	<p>1. <u>GOSC RQ Documentation</u></p> <p>Relevant aspects of:</p> <ul style="list-style-type: none"> Ø Profile of Provision Ø Portfolio of Provision <p>2. <u>Institutional Documents</u></p> <ul style="list-style-type: none"> Ø Definitive Document Ø Curriculum Ø Subject syllabuses Ø Assessment programme and rationale Ø Examination questions Ø Samples of student work Ø Staff CVs Ø Case notes and case presentations Ø Letters of referral 	<ul style="list-style-type: none"> Ø Clinic Ø Registered students Ø Previous students Ø Clinical science lecturers Ø Clinic tutors/mentors Ø Lectures Ø Tutorials Ø Department heads Ø Course Team Ø Registrar Ø Principal



There are 6 areas to consider:

O1: Key concepts and organisation of health education

Questions to consider:

- Is there evidence that students are aware of the principles and processes associated with health education and health promotion?
- Is there evidence that teaching staff are sufficiently informed and motivated to guide students in understanding the importance of health education and health promotion?

Desirable and Acceptable

- A critical appreciation of the key concepts and organisation of health education and health promotion used in the UK and overseas.

Unacceptable

- No appreciation of the key concepts and organisation of health education and health promotion used in the UK and overseas.

O2: Psychosocial and economic factors

Questions to consider:

- Is there evidence that students are aware of the influence of psycho-social and economic factors on patients' choices of health care maintenance?
- Is there evidence that teaching staff are informed and experienced enough to guide students in appreciating the need to consider a number of factors influencing patients' choices about practising healthy living?

Desirable and Acceptable

- Understanding of the significance and potential effect of psychosocial and economic factors in helping patients to make informed choices about their personal health care maintenance.

Unacceptable

- No awareness of the significance and potential effect of psychosocial and economic factors in helping patients to make informed choices about their personal health care maintenance.

O3: Ability to assist patients

Questions to consider:

- Is there evidence that students are able to assist patients to undertake, and become committed to, self-care activities?
- Is there evidence that teaching staff understand the principles needed to assist patients to become committed to undertaking appropriate self-care activities, and can guide students accordingly?

Desirable and Acceptable

- Ability to assist patients to undertake and become committed to self-care activities, including exercise and life style adjustments.

Unacceptable

- Inability or failure to assist patients to undertake, and become committed to, self-care activities, including exercise and life style adjustments.



O4: *Ability to offer realistic advice*

Questions to consider:

- Is there evidence that students are aware of the factors that can impede or enhance the acceptance of advice by patients for healthy being?
- Is there evidence that teaching staff are able to guide students to offer realistic advice?

Desirable and Acceptable

- Ability to offer realistic advice concerning the location and effective use of local health care promoting activities consistent with cultural and ethnic differences.

Unacceptable

- Inability to offer realistic advice concerning the location and effective use of local health care promoting activities consistent with cultural and ethnic differences.

O5: *Understanding of the importance for the practitioner to maintain health and care for themselves*

Questions to consider:

- Is there evidence that students are aware of their own health status and its significance for effective practice as an osteopath?
- Is there evidence that staff have sufficient professional experience and personal insight about the significance of their own health status, and to act as a role model to guide students?

Desirable and Acceptable

- Understanding of the importance of health for themselves as an exemplar of health and well being.

Unacceptable

- No understanding, or a disregard of, the importance of health for themselves as an exemplar of health and well being.

O6: *Referring an individual patient to other health care practitioners*

Questions to consider:

- Is there evidence that students have a critical awareness of the potential benefits and limitations to patients of consulting with other health care practitioners?
- Is there evidence that teaching staff have sufficient professional experience and knowledge to guide students about the merits and limitations of various forms of health care intervention for individual patients?

Desirable and Acceptable

- Awareness of the potential benefits and limitations of referring an individual patient to other health care practitioners.

Unacceptable

- No awareness of the potential benefits and limitations of referring an individual patient to other health care practitioners.
- Lack of any relevant awareness of other health care disciplines/practitioners.



P: OPERATING AN EFFICIENT AND EFFECTIVE ENVIRONMENT

OVERVIEW

Why is this information required?

- To determine whether students have been introduced to the principles of compliance with legal requirements associated with operating a practice, including financial and health and safety matters.
- To determine whether students have been introduced to the responsibilities and skills needed to manage support staff and develop operational and strategic plans.
- To determine whether students have been introduced to the need to maintain effective patient records and effective means of contact with relevant external agencies.

Where is this information likely to be found?

Evidence in situ	Documentary evidence	Evidence in action
<ul style="list-style-type: none"> Ø Clinic Ø Lecture rooms Ø Tutorial rooms Ø Library Ø Learning resources Ø Registrar/ Administration Dept. 	<p>1. <u>GOsC RQ Documentation</u></p> <p>Relevant aspects of:</p> <ul style="list-style-type: none"> Ø Profile of Provision Ø Portfolio of Provision <p>2. <u>Institutional Documents</u></p> <ul style="list-style-type: none"> Ø Definitive Document Ø Curriculum Ø Subject syllabuses Ø Assessment programme and rationale Ø Examination questions Ø Samples of student work Ø Staff CVs Ø Case notes and case presentations Ø Letters of referral 	<ul style="list-style-type: none"> Ø Clinic Ø Registered students Ø Previous students Ø Clinical science lecturers Ø Clinic tutors/mentors Ø Lectures Ø Tutorials Ø Department heads Ø Course Team Ø Registrar Ø Principal



There are 6 areas to consider:

P1: Need to comply with the legal requirements

Questions to consider:

- Is there evidence that students are aware of the legal requirements to ensure patient and staff comfort and well being in a practice?
- Is there evidence that teaching staff have sufficient and appropriate experience of ensuring that legal obligations for patient and staff well-being are met?

Desirable and Acceptable

- Awareness of, and compliance with, the legal requirements of necessary facilities for patient and staff comfort.

Unacceptable

- Lack of awareness and apparent lack of compliance with the legal requirements of necessary facilities for patient and staff comfort.

P2: Need to maintain financial and other practice operation details

Questions to consider:

- Is there evidence that students have been introduced to the legal requirements concerning financial management of a practice?
- Is there evidence that teaching staff have the professional experience and expertise to conduct their financial affairs in accordance with legal requirements, and can share this with students?

Desirable and Acceptable

- Awareness of the need to maintain financial and other practice operation details in accordance with legal and ethical requirements.

Unacceptable

- Unawareness of the need to maintain financial and other practice operation details in accordance with legal and ethical requirements.

P3: Operational and strategic plans

Questions to consider:

- Is there evidence that students are aware of the importance of operational and strategic planning activities?
- Is there evidence that teaching staff have the experience, expertise and understanding to help students to plan for their future practice?

Desirable and Acceptable

- Awareness of the need to monitor the quality of practice, and the ability to contribute to the generation of operational and strategic plans.

Unacceptable

- Unawareness of the need to monitor the quality of practice or the ability to contribute to the generation of operational and strategic plans.



P4: Managing professional and support staff

Questions to consider:

- Is there evidence that students have been introduced to the challenges associated with the employment of support staff, and the skills to manage them effectively?
- Is there evidence that the teaching staff have relevant experience and expertise in the management of support staff and the willingness to share this with the students?

Desirable and Acceptable

- Awareness of the need to manage professional and support staff effectively and efficiently, in accordance with identified practice needs and in compliance with legal requirements.

Unacceptable

- Unawareness of the need to manage professional and support staff effectively and efficiently, in accordance with identified practice needs and in compliance with legal requirements.

P5: Maintenance of patient records and information

Questions to consider:

- Is there evidence that students are aware and committed to the maintenance of patient records in accordance with legal and ethical requirements?
- Is there evidence that teaching staff have the professional commitment, experience, expertise and knowledge to guide students to maintain effective patient records in accordance with legal requirements?

Desirable and Acceptable

- Effective maintenance of patient records and information in compliance with legal and ethical requirements of confidentiality and peer support.

Unacceptable

- Ineffective maintenance of patient records and information, and lack of compliance with legal and ethical requirements of confidentiality and peer support.

P6: Effective and high standards of contact with external agencies

Questions to consider:

- Is there evidence that students are aware of the need, and have the skills necessary to, maintain high standards of contact with external agencies?
- Is there evidence that teaching staff have the necessary professional experience, expertise and awareness to guide students to maintain high standards of contact with external agencies?

Desirable and Acceptable

- Awareness of the need to develop and maintain effective and high standards of contact with external agencies, including other health care professionals, insurance companies and public service organisations.

Unacceptable

- Unawareness of the need to develop and maintain effective and high standards of contact with external agencies.



Q: MANAGEMENT

OVERVIEW

Why is this information required?

- To determine the financial viability of the provider and its ability to generate realistic financial forecasts, including contingency plans for possible adverse circumstances.
- To determine how strategic plans are generated, developed, implemented and evaluated.
- To determine how the programme delivery is managed and co-ordinated in the UK and overseas if applicable.
- To determine how the quality of the programme is evaluated and subjected to planned enhancement.
- To determine the nature of the management culture including the style and effectiveness of leadership.

Where is this information likely to be found?

Evidence in situ	Documentary evidence	Evidence in action
<ul style="list-style-type: none"> Ø Board of Directors/Governors Ø Finance Dept. Ø Library Ø Registrar's Dept. 	<ol style="list-style-type: none"> 1. <u>GOsC RQ Documentation</u> Relevant aspects of: <ul style="list-style-type: none"> Ø Profile of Provision Ø Portfolio of Provision 2. <u>Institutional Documents</u> <ul style="list-style-type: none"> Ø Institutional profile Ø Strategic plan Ø Staff roll Ø Management accounts Ø Audited accounts Ø Loan agreements Ø Budget Ø Assets register Ø Definitive document 	<ul style="list-style-type: none"> Ø Chairman of Board of Directors/Governors Ø Principal Ø Registrar Ø Finance Director Ø Accounts Clerk Ø Course Team



There are 8 areas to consider:

Q1: Planning

Questions to consider:

- Is there evidence of a strategic plan, and that it is comprehensive and realisable?
- Is the evidence of collaborative planning that includes the concerns of faculty?
- Is there evidence of an effective communication system regarding strategic and operational plans?

Desirable and Acceptable

- Strategic planning at institutional and departmental levels.
- Planning is both a combination of management and departmental/faculty views.
- Rolling programme of objectives.
- All staff are aware of plans.

Unacceptable

- No strategic plans.
- No consideration of faculty plans/opinions.
- Short term planning only.
- Staff are not informed of future developments.

Q2: Forecasting

Questions to consider:

- Is there evidence of realistic forecasting in finance and other matters, supported by the effective analysis of relevant data and information derived from relevant sources?

Desirable and Acceptable

- Forecasts are realistic and based upon professional, healthcare and social trends.

Unacceptable

- Forecasts ignore any data or trends.
- Absence of forecasting.

Q3: Organising

Questions to consider:

- Is there evidence that the college/provider structure is effectively organised?
- Is there evidence of effective leadership by the senior management team?
- Is there evidence that individual staff are allocated to roles of responsibility congruent with their skills, experience and aspirations?

Desirable and Acceptable

- The college structure fully meets its needs.
- Senior management are effective leaders.
- All staff are well-deployed.

Unacceptable

- The college structure does not work effectively in practice.
- Senior management are not respected by the college staff.
- Staff are not properly deployed in their duties.



Q4: *Motivating*

Questions to consider:

- | |
|---|
| <ul style="list-style-type: none"> • Is there evidence that the senior management teams are aware of and able to use, modern approaches to management? • Is there evidence of high morale and purposefulness in most staff? • Is there evidence that staff relationships are good, with effective peer support and regard? |
|---|

Desirable and Acceptable

- Leadership is pro-active.
- There is a high level of morale.
- Staff relationships are generally very good.

Unacceptable

- Leadership is unaware of modern developments.
- Morale is low amongst most staff.
- Staff relationships are demoralised and ineffective.

Q5: *Controlling*

Questions to consider:

- | |
|---|
| <ul style="list-style-type: none"> • Is there evidence that individual staff are aware of their responsibility, including accountability? • Does the organisational structure provide insight to lines of accountability? |
|---|

Desirable and Acceptable

- The structure provides for clear accountability at all levels.

Unacceptable

- Accountability is poor throughout the college.

Q6: *Co-ordinating*

Questions to consider:

- | |
|---|
| <ul style="list-style-type: none"> • Is there evidence of regular meetings of the course team and other relevant groups for course management? • Is there evidence that effective quality control systems are in use? • Is there evidence that performance of outcome data is used to inform decision making and planning? |
|---|

Desirable and Acceptable

- Programme teams meet at regular intervals.
- Quality control systems have a high priority throughout the college.
- Extensive use is made of performance data.

Unacceptable

- Teams see no need for meetings.
- Quality control is not effectively carried out.
- Performance data are not collected.

Q7: *Communicating*

Questions to consider:

- | |
|---|
| <ul style="list-style-type: none"> • Is there evidence of a well-structured and coherent communication system within the college, for both staff and students? |
|---|

Desirable and Acceptable

- The college has clear and open lines of communication.

Unacceptable

- Lines of communication do not work in practice.

Q8: *Financial Position*



Questions to consider:

- Is the financial status of the provider sufficiently robust so that it can honour its commitment to all registered students to complete their course according to the agreed educational plan?

Financial viability showing secure funding contingency

Very Secure

- Assets exceed liabilities by a margin of 50%.

Secure

- Assets exceed liabilities.

Under Secured

- Assets do not exceed liabilities.

Not Secure

- Liabilities exceed assets by a margin of more than 10%.

Detailed financial planning showing established financial control systems

Well Developed

- Detailed financial plan prepared for current financial year showing:
 1. Budgeted surplus of income over expenditure.
 2. Budgeted cash flow.

Developed

- Financial plan prepared for current financial year, but no feedback or comment to date given to GOsC to say whether the plan is being over or under.

Under Developed

- Separate financial plans for:
 1. Income/expenses.
 2. Cash flow not prepared on a timely basis, i.e. before start of the new financial year.

Absent

- No financial plan prepared or given to the GOsC.

Detailed financial record keeping

Present

- See signed audit report

Not Present

- See signed audit report

Dedicated financial staff

Present

- List of names and responsibilities.

Not Present

- No specific allocation of staff for financial affairs.



R: STAFFING

OVERVIEW

Why is this information required:

- To determine whether the number, experience, qualifications, availability and deployment of teaching and support staff is appropriate to meet the specific needs of the number of students and patients.
- To determine whether human resource planning realistically reflects any proposed expansion or development in the UK or overseas.
- To determine whether there is an appropriate balance of experienced and newly qualified teacher-practitioners to meet the learning needs of existing and future students.
- To determine whether the balance of full-time and part-time administrative and support staff are adequate to preserve the quality of provision.
- To determine whether claims for research and scholarship can be sustained by the number, qualifications and experience of staff internal and external to the institution.

Where is this information likely to be found?

Evidence in situ	Documentary evidence	Evidence in action
<ul style="list-style-type: none"> Ø Lecture rooms Ø Tutorial rooms Ø Library Ø Registrar/ Ø Administration Dept. 	<p>1. <u>GOSC RQ Documentation</u></p> <p>Relevant aspects of:</p> <ul style="list-style-type: none"> Ø Profile of Provision Ø Portfolio of Provision <p>2. <u>Institutional Documents</u></p> <ul style="list-style-type: none"> Ø Definitive Document Ø Curriculum Ø Subject syllabuses Ø Assessment programme and rationale Ø Staff CVs Ø Statutory register 	<ul style="list-style-type: none"> Ø Registered students Ø Previous students Ø Clinical science lecturers Ø Clinic tutors/mentors Ø Lectures Ø Tutorials Ø Heads of Departments Ø Course Team Ø Registrar Ø Administrative staff Ø Middle junior management



There are 5 areas to consider:

R1: Sufficiency

Questions to consider:

- Are there sufficient and available teaching staff to ensure that each student has the opportunity to realise his or her learning potential?
- Do teaching staff appreciate and is provision made for the different rate at which students acquire and develop their skills and understanding?
- Is there a central core of teaching, managerial and support staff, supplemented by numbers of suitable short or long term appointments?

Desirable and Acceptable

- Sufficient number of specialist staff.
- Good balance of different specialist disciplines.
- Excellent use of part-time external specialists.

Unacceptable

- Numbers of staff are insufficient.
- Types of subject disciplines are restrictive.
- Inadequate use of part-time appointments.

R2: Qualifications

Questions to consider:

- Are all staff, including visiting and guest lecturers as well as personnel conducting off site visits by students, suitably qualified for their area of concern?
- Do staff concerned with teaching have a teaching qualification, and are they able to provide evidence of maintaining their skills and understanding by attendance and active participation in relevant CPD activities?

Desirable and Acceptable

- Well qualified professionally and academically with evidence of teaching skills.
- All relevant staff are registered with the GOsC.

Unacceptable

- Academic and professional qualifications are inadequate and few have teaching skills.
- Minimum number of staff are registered with the GOsC.
- Staff clearly teaching subjects in which their own knowledge/skill/experience is limited or inadequate.

R3: Experience

Questions to consider:

- Do staff associated with the supervision of projects and/or dissertations have relevant and appropriate experience?

Desirable and Acceptable

- Good and up-to-date professional and health care experience.
- Variety of teaching experience.
- Wide involvement with external examining and validating bodies.
- All staff are known specialists with up-to-date knowledge.

Unacceptable

- Professional and health care experience is negligible or not relevant.
- Teaching experience elsewhere is limited.
- Staff are either too inexperienced or have no interest in courses in other colleges.
- Staff have little expert knowledge of their subjects.



R4: Age & Gender

Questions to consider:

- Is there an appropriate balance of young recent graduates and mature teacher–practitioners?
- Does the gender balance match that of the student body?

Desirable and Acceptable

- Well graded age profiles
- Policy to provide an appropriate ratio of males and females across all levels

Unacceptable

- Age profiles are not recorded or known
- Gender profile considered irrelevant
- No apparent regard by the provider for the benefits of a range of age/experience in teaching staff.

R5: Support Staff

Questions to consider:

- Are there enough support and administrative staff to support the delivery of the course and its supporting resources, including the clinic?
- Are the support and administrative staff sufficiently experienced and qualified?

Desirable and Acceptable

- Appropriate numbers of support staff.
- Well qualified and experienced technical staff.
- Good use of administrators.
- Good secretarial support.

Unacceptable

- Lack of adequate, support or administrative staff.
- Poor use or deployment of support staff.



S: STAFF DEVELOPMENT

OVERVIEW

Why is this information required:

- To determine whether or not the Provider operates a policy of staff development in key areas to ensure that the quality of student learning is consistent with the requirements of the S2K.
- To determine how staff development activities contribute to the sustenance of a genuine learning community of students and staff.
- To determine whether or not the staff resource, in terms of knowledge and expertise, is sufficient and appropriate to ensure that plans for course enhancement can be implemented.
- To determine the degree and form of staff appraisal activities for teaching and support staff, and to consider how these influence the delivery of the course.

Where is this information likely to be found?

Evidence in situ	Documentary evidence	Evidence in action
Ø Registrar/ Administration Dept.	1. <u>GOsC RQ Documentation</u> Relevant aspects of: Ø Profile of Provision Ø Portfolio of Provision 2. <u>Institutional Documents</u> Ø Definitive Document Ø Institutional Document Ø Staff development policy Ø Curriculum Ø Staff CVs	Ø Registered students Ø Previous students Ø Heads of Departments Ø Course Team Ø Registrar Ø Research Dept.



There are 6 areas to consider:

S1: Policy

Questions to consider:

- Is there evidence that reliance is placed only upon teaching staff who qualified some time ago, and have not maintained a commitment to professional and personal self-development relevant to the needs of the students registered on the course?
- Is there evidence that reliance is placed only on recently qualified staff who are not significantly experienced and who are not being supported by a programme of staff development?

Desirable and Acceptable

- Clear written policy at all levels; full implementation.

Unacceptable

- No staff development plan.

S2: Funding

Questions to consider:

- Is there evidence of the allocation of suitable levels of finance to support plans for staff development?
- Is there evidence of external sources of finance to support staff development?

Desirable and Acceptable

- Appropriate level of budget provision to satisfy policy demands, or use of external funding sources.

Unacceptable

- Insufficient funding available to support even a meagre programme.

S3: Management

Questions to consider:

- Is there evidence of a structured staff appraisal system that enables both members of staff and their managers to identify professional development needs, and to use this to plan and implement a programme of activities?

Desirable and Acceptable

- Annual staff appraisal and inputs from relevant senior faculty.

Unacceptable

- No recognition that staff appraisal interviews are relevant.



S4: *Outcomes*

Questions to consider:

- Is there evidence of a wide range of staff development activities including teaching enhancement and professional studies relevant to osteopathy?
- Is there evidence that all staff are involved?
- Is there evidence of an effective process for the evaluation of staff development outcomes?

Desirable and Acceptable

- Wide range of activities.
- Involvement by all staff.
- Enhancement of provider reputation.
- Good recording systems and evaluation of outcomes.

Unacceptable

- No staff development to evaluate or assess.

S5: *Impact*

Questions to consider:

- Is there documented evidence of the effect of staff development activities on programme delivery?
- Is there evidence that programme monitoring is sensitive to the impact of staff development?
- Is there evidence of income from external sources?

Desirable and Acceptable

- Measurable effects upon programme delivery.
- Evidence in programme monitoring.
- Innovation in the curriculum.
- Substantial income attracted, such as research consultancy.

Unacceptable

- No impact upon either teaching or learning or curriculum developments.

S6: *Teaching*

Questions to consider:

- Have teacher-practitioners acquired formal teaching skills?
- Is critical self-awareness being encouraged at all levels?

Desirable and Acceptable

- Policy and emphasis on the development of teaching skills.

Unacceptable

- No policy on development of teaching skills.



T: ACCOMMODATION

OVERVIEW

Why is this information required?

- To determine whether the physical environment used by the provider is suitable for its intended purpose and conducive to the promotion of effective and high quality student learning.
- To determine how the accommodation and related facilities adequately serve the number and disposition of students, staff and patients.
- To determine the effectiveness of the accommodation in promoting and sustaining a learning community where students can interact with each other and with staff during formal and informal meetings.
- To determine the quality of clinic accommodation and related facilities from both patient and the student perspective in reflecting a professional standard of care.

Where is this information likely to be found?

Evidence in situ	Documentary evidence	Evidence in action
<ul style="list-style-type: none"> Ø All areas Ø Lecture rooms Ø Tutorial rooms Ø Library Ø Learning resources Ø Registrar/ Administration Dept. 	<ol style="list-style-type: none"> 1. <u>GOsC RQ Documentation</u> Relevant aspects of: <ul style="list-style-type: none"> Ø Profile of Provision Ø Portfolio of Provision 2. <u>Institutional Documents</u> <ul style="list-style-type: none"> Ø Definitive Document Ø Institutional Document Ø Curriculum Ø Timetable 	<ul style="list-style-type: none"> Ø Visit to main site Ø Visit to off-site provision including 'satellite' clinics Ø Department Heads

CLINIC ROOMS

Questions to consider:

- Are facilities provided for maintaining appropriate levels of personal hygiene?
- Do they conform to health and safety requirements?
- Is there ventilation and heating, essential for patients often undressed to underwear?
- Is there natural light, considered by some practitioners to be essential for the critical observation of posture?
- Are the rooms decorated to a good standard, clean, welcoming and non-intimidating?
- Do clinic rooms have a sense of privacy whilst being able to accommodate a suitable number of students present as observers?



There are 6 areas to consider:

T1: Fitness & Purpose

Questions to consider:

- Does the accommodation used by the provider fit the purpose for which it is intended?
- Are suitable numbers of tutorial rooms of the appropriate capacity available for discussion between tutors and students as well as the conduct of case presentations and consultation?
- Are other rooms used for teaching of the appropriate capacity?
- Is the library of sufficient capacity and organisation to accommodate students engaged in private study and research related activities?

Desirable and Acceptable

- Appropriate purpose, design and use.
- Specialist accommodation.
- Specialist clinics that fulfil health and safety requirements.
- Appropriate room shape.
- Ease of location.
- Good storage space.
- Accessibility

Unacceptable

- Overall standards are poor.
- Room is not suited to the tasks being undertaken.
- No clinics.
- Health and safety requirements are not met.
- Poor shape and size of rooms affects learning.
- Location results in wasted time for staff and students.
- Little storage space.
- Poor accessibility for patients

T2: Maintenance

Questions to consider:

- Is the accommodation used for classroom teaching and clinical encounters in an acceptable state of repair and decoration?
- Is there evidence that the accommodation is maintained to an acceptable level of cleanliness and tidiness?

Desirable and Acceptable

- Good state of repair.
- Recent decoration.
- Clean and tidy.

Unacceptable

- Room has structural damage.
- Decoration over 15 years ago.
- Poor standard of basic cleanliness.

T3: Ambience

Questions to consider:

- Are individual rooms welcoming and pleasant?
- Is there an ethos of calmness and well being?
- Does the layout of the room(s) promote effective teaching and learning?

Desirable and Acceptable

- Welcoming.
- Stimulating.
- Good room layout.

Unacceptable

- Degrading and dismal.
- Room layout is discouraging to learning.

T4: Comfort



Questions to consider:

- Are the rooms and adjacent areas well carpeted and acoustically acceptable to protect the confidentiality of the patient?
- Is there evidence that room temperature and lighting can be modified to maintain acceptable ambient conditions for patient comfort?

Desirable and Acceptable

- Carpeting.
- Good acoustics and sound controls.
- Good temperature and ventilation.
- Good levels of lighting.

Unacceptable

- Badly worn or bare floor.
- External noise and poor acoustics.
- Room suffers from extremes of cold and heat.
- Poor lighting which could result in eyestrain.

T5: *Furniture equipment*

Questions to consider:

- Are tutorial rooms appropriately equipped with whiteboards and other relevant facilities?
- Is the use of plinths for desks kept to a minimum or avoided?

Desirable and Acceptable

- Comfortable seating.
- Modern furniture.
- Matching furniture.
- Equipped: OHP, AVA.
- Whiteboards.

Unacceptable

- Furniture is dilapidated and broken.
- No equipment and poor quality and size of whiteboards.

T6: *Management*

Questions to consider

- Are all teaching and support rooms located within a unified complex with easy access during hours relevant to student need?
- Does the timetabled use of rooms reflect their intended purpose for student learning and not the availability of part-time teaching staff?

Desirable and Acceptable

- Match to class sizes.
- High utilisation.
- Match to tasks being undertaken.

Unacceptable

- Mismatch between rooms and students.
- Room is used infrequently.
- No planning of room allocation.



U: EQUIPMENT AND RESOURCES

OVERVIEW

Why is this information required:

- To determine whether the Provider has sufficient and appropriate equipment and resources to meet the learning needs of students and support high standards of teaching.
- To determine whether there is a policy, replacement programme and sufficient funding to support existing and planned future development.
- To determine whether the learning resources, including the library and computing, are of sufficient number, quality and range to support the number of students and level of programme being operated.
- To determine whether there is adequate equipment and suitable space for support services such as reprography, photocopying and clinic support.

Where is this information likely to be found?

Evidence in situ	Documentary evidence	Evidence in action
<ul style="list-style-type: none"> Ø Clinic Ø Lecture rooms Ø Tutorial rooms Ø Library Ø Learning resources Ø Registrar/Administration Dept. 	<ol style="list-style-type: none"> 1. <u>GOSC RQ Documentation</u> Relevant aspects of: <ul style="list-style-type: none"> Ø Profile of Provision Ø Portfolio of Provision 2. <u>Institutional Documents</u> <ul style="list-style-type: none"> Ø Definitive Document Ø Institutional Document Ø Curriculum Ø Strategic plans 	<ul style="list-style-type: none"> Ø Clinic and clinic administration Ø Registered students Ø Previous students Ø Clinic tutors/mentors Ø Lectures Ø Tutorials Ø Heads of Dept. Ø Course Team Ø Registrar

Clinical facilities

The clinical facility is a key environment in which students not only acquire and apply their professional skills but also gain the values of osteopathic practice. Clinical facilities may be on-site only, off-site or a mixture of the two.

Questions to consider:

- Does the clinical facility have an ambience of professionalism, i.e. are suitable waiting patient areas and separate rooms for private consultations available, and are they appropriately equipped with the necessary resources?
- Does the clinical facility have a demonstrably high standard of hygiene and comfort, and is it served by the appropriate number of dedicated support staff?
- Is there a suitable patient record keeping structure, and is it linked to an effective booking and appointment system?
- Does the clinical facility permit students to meet with tutors immediately following a clinical encounter in private or in groups, often while the patient awaits completion of their osteopathic management programme.



There are 6 areas to consider:

U1: Policy

Questions to consider:

- Does a written policy and inventory exist regarding replacement and repair of equipment?
- Is there a rolling programme for the replacement and enhancement of equipment and resources?
- Is there a printed list of equipment and resources related to strategic plans?

Desirable and Acceptable

- Written policy on present and future needs.
- Inventory of equipment.
- Rolling programme for replacement and enhancement.
- Priority listings.

Unacceptable

- No policy or rolling programmes.

U2: Funding

Questions to consider:

- Is there evidence that resources are part of a programme of replacement and enhancement and that sufficient funds have been allocated for the purpose?

Desirable and Acceptable

- Model for future funding needs.
- Funding allocation for maintenance and upgrading.
- External sources of funding.

Unacceptable

- No funding is available for equipment.
- Some equipment is out of commission due to a lack of repair.
- Funding for consumables restricts experiments and projects.

U3: Quantity

Questions to consider:

- Are there sufficient resources and equipment to support the learning needs of students?
- Are the equipment and resources appropriate to the learning needs of students?
- Is there evidence that the ratio of students to equipment is appropriate to promote effective learning?

Desirable and Acceptable

- Sufficient to match student group sizes.
- Appropriate in range and type.
- Ratio of students to equipment assists learning.

Unacceptable

- Curricula are restricted due to a lack of suitable and working equipment.



U4: Quality

Questions to consider:

- Is the equipment up-to-date and relevant to the learning needs of students?
- Does the equipment comply with Health and Safety requirements?

Desirable and Acceptable

- Equipment is modern and up-to-date: some represents state of the art.
- All conform to industry standards.

Unacceptable

- Equipment is approaching obsolescence, does not entirely meet current regulations for safety.

U5: Space

Questions to consider:

- Is the accommodation modern and spacious, promoting ease of movement and access?
- Do the space allocation and safety facilities comply with regulations and good practice?

Desirable and Acceptable

- Accommodation is modern and spacious.
- Space requirements for students and safety meets laid down criteria.

Unacceptable

- There is a restricted access and movement.
- The environment is not conducive to good practice.

U6: Management

Questions to consider:

- Is the equipment used appropriately, including a record of its use?
- Is there evidence that the equipment is routinely well maintained?
- Is there evidence that students are permitted reasonable access, under supervision where necessary?

Desirable and Acceptable

- Equipment has good utilisation factors.
- Technician support is skilled.
- Equipment is routinely and well maintained.
- Students are allowed good and reasonable access.
- Facilities are well cared for.

Unacceptable

- The equipment use is not recorded.
- Technician support is not available.
- Management responsibilities are not clear
- Some equipment out of use due to breakdown and lack of repair.



V: LIAISON AND MARKETING

OVERVIEW

Why is this information required?

- To determine whether the Provider is operating an ethically and morally sound policy of marketing and advertising consistent with the Trades Description Act.
- To determine how the Provider recruits students, including advertising and the means used to help the intending student to come to an informed decision.
- To determine the nature, significance and appropriateness of liaison with external agencies in the UK and overseas.
- To determine the contribution made by members of staff to external agencies, such as validating, and professional bodies and other forms of consultancy.

Where is this information likely to be found?

Evidence in situ	Documentary evidence	Evidence in action
<ul style="list-style-type: none"> Ø Public relations dept. Ø Principal Ø Lecture rooms Ø Library Ø Registrar/Administration Dept. 	<ol style="list-style-type: none"> 1. <u>GOSC RQ Documentation</u> Relevant aspects of: <ul style="list-style-type: none"> Ø Profile of Provision Ø Portfolio of Provision 2. <u>Institutional Documents</u> <ul style="list-style-type: none"> Ø Definitive Document Ø Institutional document Ø Marketing policy Ø Public relations policy Ø Prospectus Ø Commercial leaflets Ø Samples of advertisements 	<ul style="list-style-type: none"> Ø Registered students Ø Previous students Ø Heads of Dept. Ø Course Team Ø Registrar Ø Principal Ø Public relations staff



There are 4 areas to consider:

V1: *Marketing*

Questions to consider:

- Is a detailed and accurate prospectus and supporting documentation, available? (Absence of this would be considered unacceptable.)
- Is there also evidence of the means by which applicants, and enquiries concerning selection and entry, are handled? Is there information concerning how diverse groups of potential students are given opportunities to make a decision, especially by those from overseas, those from non-traditional entry backgrounds, and those seeking exemption or advanced standing?
(Detail will also be required of any franchise arrangements, and how linguistic requirements and needs are identified and dealt with.)

Desirable and Acceptable

- Effective marketing of services.
- Well targeted information.
- Detailed knowledge of client groups.
- Informative and attractive publicity and information.
- Involvement with local and national media.
- Pro-active in new ventures and developments.
- Clear evaluation of strategies.

Unacceptable

- Little attempt to market college or programmes.
- College relies upon clients' enquiries only.
- No information is maintained.
- Publicity information is inadequate.
- No media involvement.
- Little reactive or pro-active response.
- Strategies are not evaluated.

V2: *Links*

Questions to consider:

- Is there evidence of claims for liaison activities by staff as external examiners, consultants, advisers and members of visiting panels?
- *Statements will also be required of how such activities contribute to the quality of the course provision. The absence of any external contact will cause concern, as it will be difficult to see how the dangers of relative insularity are overcome.*

Desirable and Acceptable

- Established network between other HE providers.
- Franchised agreements.
- Programmes of exchange with overseas institutions.
- Involvement with health care or professional bodies at local and national levels.

Unacceptable

- There are no links between HE providers.
- No plans for any links with overseas colleges.
- Staff have no interest in being involved with outside bodies.



V3: *Relationship with National and Private Health Care*

Questions to consider:

- Is there evidence of established interprofessional relationships with local and national health care providers?
- *The form and intensity of contact with different health care providers, including osteopaths and professionals working within the NHS, are of special interest and concern. The absence of such contact could compromise the ability of the provider to meet significant aspects of the Standard 2000.*

Desirable and Acceptable

- Established long term interprofessional relationships with local and national health providers.

Unacceptable

- Interprofessional relationships with health care providers are poor.

V4: *Other*

Questions to consider:

- Does the provider have documented reputation for excellence from external sources?
- Is there evidence of high levels of external funding?
- Is there evidence of an active continuing education programme?
- Is there evidence of an active involvement by relevant staff in peer review activities including participating in validation of examination activities?

Desirable and Acceptable

- Recognised reputation for excellence.
- High levels of external funding.
- Well-supported continuing education programme.
- Many staff involved with validating and examining bodies.

Unacceptable

- The programmes have a poor reputation.
- External funding has not been considered.
- No plans for continuing education.
- Staff have not considered external body membership.



W: STUDENTS

OVERVIEW

Why is this information required?

- To determine whether or not an effective admissions policy, including suitable selection criteria and processes, is operated to ensure that only individuals with appropriate personal attributes, as well as the necessary academic attainment and financial support, are admitted.
- To determine the significance of the pattern of student progression through a programme, including the number and reasons for failure to complete.
- To gain insight to the range of students admitted to the programme of study, and how this and any special circumstances influence their subsequent performance.
- To determine whether the learning needs of registration students can be met by the staff and other resources made available by the Provider.

Where is this information likely to be found?

Evidence in situ	Documentary evidence	Evidence in action
<ul style="list-style-type: none"> Ø Library Ø Learning resources Ø Registrar/Administration Dept. 	<p>1. <u>GOsC RQ Documentation</u></p> <p>Relevant aspects of:</p> <ul style="list-style-type: none"> Ø Profile of Provision Ø Portfolio of Provision <p>2. <u>Institutional Documents</u></p> <ul style="list-style-type: none"> Ø Definitive Document Ø Curriculum Ø Subject syllabuses Ø Assessment programme and rationale Ø Examination questions Ø Marketing policy Ø Samples of student work Ø Application forms Ø Admissions policy Ø Student course handbook Ø Assessment handbook Ø Clinic Handbook 	<ul style="list-style-type: none"> Ø Registered students Ø Previous students Ø Heads of Dept. Ø Course Team Ø Registrar Ø Admissions process



There are 4 areas to consider:

W1 Entry (Equal Opportunities Access etc.)

Questions to consider:

- Does the provider select and admit to the programme only the number and type of individuals that are compatible with the course aims and are able to benefit from the resources available?
- Does the provider adhere to admission policies, and is the temptation to admit numbers of students for reasons of financial expediency alone being resisted?

Desirable and Acceptable

- Well documented admissions policy.
- High demand by students for places on the programme.

Unacceptable

- There is no admissions policy.
- The programme often fails to recruit to target numbers and is run with low numbers or is withdrawn.

W2: Qualifications

Questions to consider:

- Are the entry requirements demanding, rigorous and clearly stated?
- Is there evidence of a flexible but rigorous entry requirement for non-standard entrants, and that such individuals are encouraged to apply?
- Is there evidence that the programme is the first choice of most applicants?

Desirable and Acceptable

- Very high standard of entry qualifications
- Flexible entry for non-standard entrants
- Students with non-standard entry qualifications are encouraged to apply
- Programme is first choice for the majority of applicants.

Unacceptable

- Entry qualifications are not clear, allowing unrestricted entry, or entry is from one source of supply.
- In general, students are not matched to the course.
- Most students select the programme as a last resort.
- There is felt to be no need to address equal opportunities.

W3: Retention (cohort analysis)

Questions to consider:

- Does the provider document and analyse the progress of students throughout a programme for a number of years?
- Is this analysis being used as key quality assurance data to guide the identification and rectification of problems and areas of weakness in the programme?

Desirable and Acceptable

- Few students withdraw from the programme of study and the completion rates are good.

Unacceptable

- Student withdrawal rates are either unknown or hidden.
- The non-completion rates are not monitored.



W4 *Guidance (pastoral care)*

Questions to consider:

- Do all students have access to an effective guidance and counselling system?
- Does this system provide the necessary support during difficult transitions such, as the failure to attain the required standard in one or more assessments?

Desirable and Acceptable

- Effective guidance and counselling systems.
- Pro-active policies effected through personal tutor system.
- High quality induction process which covers all college and academic issues.
- Routine monitoring of student feedback.
- Students are given clear information on their performance.

Unacceptable

- Student guidance is either ineffective or non-existent.
- Students do not have an induction process.
- A handbook is believed to be unnecessary.
- Feedback is not provided until the end of the year.



X: TEACHING AND LEARNING APPLICATION OF CURRICULUM AND COURSE STRUCTURE

OVERVIEW

Why is this information required?

- To determine whether teaching interventions are adequately planned and prepared, and reflect the published syllabus and curriculum intentions, including the Standard 2000 capabilities.
- To determine whether the theoretical and practical knowledge being delivered is up to date, relevant, in appropriate scope and depth, and is presented within a teaching strategy that promotes deep learning including its transformation into personal and process knowledge.
- To determine whether effective and appropriate use is made of teaching aids and learning resources, especially those relevant to the acquisition and use of skills in clinical situations.
- To determine the range of teaching strategies used to promote active student involvement and the development of critical self-awareness.

Where is this information likely to be found?

Evidence in situ	Documentary evidence	Evidence in action
<ul style="list-style-type: none"> Ø Library Ø Learning resources Ø Registrar/Administration Dept. 	<ol style="list-style-type: none"> 1. <u>GOSC RQ Documentation</u> Relevant aspects of: <ul style="list-style-type: none"> Ø Profile of Provision Ø Portfolio of Provision 2. <u>Institutional Documents</u> <ul style="list-style-type: none"> Ø Definitive Document Ø Institutional Documents Ø Self-evaluation portfolio Ø Curriculum Ø Subject syllabuses Ø Assessment programme and rationale Ø Samples of student work Ø Staff CVs Ø Case notes and case presentations Ø Letters of referral 	<ul style="list-style-type: none"> Ø Registered students Ø Previous students Ø Clinical science lecturers Ø Clinic tutors/mentors Ø Lectures Ø Tutorials Ø Heads of Dept. Ø Course Team Ø Registrar

Questions to consider:

- Is there re-assurance that students are not being simply indoctrinated and can think for themselves and offer modifications to techniques that maintain a commitment to expressing the underlying principles of osteopathy?
- Does the overall teaching strategy for delivering the curriculum match the aims of the programme?
- Is every opportunity being taken to make effective use of appropriate teaching aids as stimulus for students to continue their studies in a self-directed framework?



X1: Preparation

Questions to consider:

- | |
|---|
| <ul style="list-style-type: none">• Is there evidence that teaching staff have devised and adhere to a scheme of work for each teaching session that reflects the content of the relevant published syllabus? |
|---|

Desirable and Acceptable

- Detailed scheme of work.

Unacceptable

- No planning or scheme of work.

X2: Knowledge/Skills Template

Questions to consider:

- | |
|---|
| <ul style="list-style-type: none">• Is there evidence that teaching staff have the knowledge, skills and expertise in the subject area to the required standard?• Is there evidence that the prescribed references and further reading is appropriate, relevant, available and sufficient to support student learning? |
|---|

Desirable and Acceptable

- Expert knowledge and skills in subject.
- Reference to further reading and current publications.

Unacceptable

- Lack of awareness and ability to identify and reflect on obstacles to progress, and also unable to plan and take appropriate action.

X3: Presentation

Questions to consider:

- | |
|---|
| <ul style="list-style-type: none">• Is there evidence that the material delivered is factual, accurate, relevant and up-to-date?• Is there evidence that the teacher conducts the session at a pace to match the learning needs of students?• Is there evidence that the teacher relates well to students and offers appropriate challenges and monitors their comprehension?• Is there evidence that the teacher has the skills to deliver effective explanations and demonstrations? |
|---|

Desirable and Acceptable

- Factually accurate, relevant and up-to-date information.
- Appropriate pace, variety and enthusiasm.
- Well presented demonstrations and explanations.
- Stimulates thought and challenge in students.
- Relates easily to students.
- Monitors students' comprehension.

Unacceptable

- Frequently factually incorrect.
- No knowledge of current practice.
- Lacks enthusiasm for the subject.
- Boring.
- Inappropriate pace and delivery.
- Extensive use is made of dictation.
- Little demonstration or explanation where required.
- Lacking in stimulation and fails to motivate students.
- Relates poorly to students.
- Failure to ensure that students are comprehending.



X4 *Teaching Aids*

Questions to consider:

- Does the teacher make effective use of a wide range of visual aids and other teaching support materials?
- Does the teacher make effective use of well designed and presented handout materials?

Desirable and Acceptable

- Good and wide use of visual aids, teaching support material.
- Well prepared and wide range of student handouts.

Unacceptable

- No visual aids available.
- No use is made of handouts.

X5 *Response*

Questions to consider:

- Is there evidence that the teacher is able to engender a high level of student involvement to promote a deep understanding?
- Is there evidence that students can demonstrate a deep level of understanding and are motivated to continue learning about the subject in private study?

Desirable and Acceptable

- Encourages a high level of student involvement.
- Students are engrossed in the activity.
- Students display a good level of understanding.

Unacceptable

- Students are disruptive and restless.
- High level of boredom with no response expected.
- Students display little or no understanding.



Y: CURRICULUM

OVERVIEW

Why is this information required?

- To determine whether or not the planned, delivered and experienced curriculum is effective in enabling students to fulfil the requirements of the Standard 2000.
- To determine whether the content of the curriculum is an appropriate balance between theory, practice and personal development, including the acquisition of professional values and critical self-awareness.
- To determine whether there is a clear and planned progression between levels or years consistent with the ability of an individual student to realise their potential.
- To determine whether arrangements for exemption from part of the programme are rational and reasonable, and consistent with credit rating and safeguarding the integrity of the final award.

Where is this information likely to be found?

Evidence in situ	Documentary evidence	Evidence in action
<ul style="list-style-type: none"> Ø Library Ø Tutorial rooms Ø Lecture rooms Ø Learning resources Ø Registrar/Administration Dept. 	<ol style="list-style-type: none"> 1. <u>GOSc RQ Documentation</u> Relevant aspects of: <ul style="list-style-type: none"> Ø Profile of Provision Ø Portfolio of Provision 2. <u>Institutional Documents</u> <ul style="list-style-type: none"> Ø Definitive Document Ø Institutional Document Ø Self-evaluation portfolio Ø Curriculum Ø Quality Assurance Committee Ø Subject syllabuses Ø Assessment programme and rationale Ø Examination questions Ø Samples of student work Ø Staff CVs Ø Case notes and case presentations Ø Letters of referral 	<ul style="list-style-type: none"> Ø Registered students Ø Previous students Ø Clinical science lecturers Ø Clinic tutors/mentors Ø Lectures Ø Tutorials Ø Heads of Dept. Ø Course Team Ø Registrar



There are 9 areas to consider:

Y1 Relevance

Questions to consider:

- Does the planned curriculum clearly indicate where, when and how all aspects of the Standard 2000 will be progressively experienced by students as they move through the programme?
- Is relevant theoretical knowledge delivered to the required depth and detail, and at the appropriate time, to enable a student to transform it into personal and practical knowledge for use in clinical reasoning and related activities?

Desirable and Acceptable

- Relates to present and anticipated future needs.

Unacceptable

- Inappropriate range of subjects having no currency value in practice.

Y2: Aims/Objectives/Learning Outcomes

Questions to consider:

- Is it clear how the aims of the programme are intended to be met?
- Are they related to published learning outcomes?

Desirable and Acceptable

- Explicit and carefully focused.

Unacceptable

- Poorly designed and confusing.

Y3: Time Constraints (Self-directed learning)

Questions to consider:

- Is there sufficient time allocated to individual subjects?
- Is there sufficient time allocated for private study by students?

Desirable and Acceptable

- Effective use of time for individual subjects and their arrangement.

Unacceptable

- Poor and unsuitable allocation of time.



Y4: *Content*

Questions to consider:

- Does the curriculum include appropriate and sufficient components which enable students to acquire and develop the necessary practical skills associated with the safe and competent practice of osteopathy?

Desirable and Acceptable

- A body of knowledge which offers breadth and depth.
- State of the art and well balanced.

Unacceptable

- Subject content is dated and lacking in both breadth and depth.
- Overloaded curriculum.

Y5: *Progression*

Questions to consider:

- Is there evidence of clear progression in expected learning outcomes for students between years or levels?
- Is there evidence of planned progression between and with subject areas?

Desirable and Acceptable

- Cumulative knowledge and skills which allows for planned progression.

Unacceptable

- Progression criteria unclear and inconsistent.

Y6: *Sequencing*

Questions to consider:

- Is there evidence that the units or modules comprising the curriculum are sequenced to promote effective learning for students?

Desirable and Acceptable

- Coherent sequencing of subjects and subject matter.

Unacceptable

- Sequencing of information has not been considered or evaluated.



Y7: *Integration*

Questions to consider:

- Is there evidence that the units/modules, and sections of these, are sufficiently integrated with one another to facilitate a student's learning in one part of the course to inform and link with others?

Desirable and Acceptable

- Different aspects of the curriculum allow for integrated working.

Unacceptable

- Subjects and sub-subjects are delivered in random fashion.

Y8: *Core Skills*

Questions to consider:

- Are the acquisition and development of core skills in osteopathy impeded by aspects of the curriculum being presented in the form of elective or optional units or modules as a means of helping students to develop transferable skills?

Desirable and Acceptable

- Relevant balance of all core skills.

Unacceptable

- No attempt is made to ensure that core skills are included.

Y9: *Accreditation*

Questions to consider:

- Is there evidence that the curriculum is designed and delivered to ensure that the registration criteria of the GOsC will be met?

Desirable and Acceptable

- Active preparation for accreditation of the programme by the GOsC.

Unacceptable

- Little evidence of preparation for accreditation by the GOsC.



Z: ASSESSMENT AND RECORDING OF PROGRESS

OVERVIEW

Why is this information required:

- To determine whether the assessment system is sufficiently robust to identify and exclude unsuitable students from gaining a qualification conferring the right to practise as an osteopath.
- To determine whether the assessment programme is sufficiently well designed and comprehensive to provide students and staff with the quality of feedback necessary to make informed decisions about progression and completion of the course.
- To determine whether the standard of attainment expected by the provider is consistent with that expected by the GOsC.
- To determine whether the regulations and conduct of the assessment procedures are consistent with fairness and transparency, including the provision of an appeal process.

Where is this information likely to be found?

Evidence in situ	Documentary evidence	Evidence in action
<ul style="list-style-type: none"> Ø Lecture rooms Ø Tutorial rooms Ø Library Ø Learning resources Ø Registrar/Administration Dept. 	<ol style="list-style-type: none"> 1. <u>GOsC RQ Documentation</u> Relevant aspects of: <ul style="list-style-type: none"> Ø Profile of Provision Ø Portfolio of Provision 2. <u>Institutional Documents</u> <ul style="list-style-type: none"> Ø Definitive Document Ø Institutional Document Ø Assessment handbook Ø Student course Handbook Ø Reports from external examiners Ø Reports from Board of examiners Ø Minutes of the Academic Council Ø Curriculum Ø Subject syllabuses Ø Assessment programme and rationale Ø Examination questions Ø Samples of student work 	<ul style="list-style-type: none"> Ø Registered students Ø Previous students Ø Clinical science lecturers Ø Clinic tutors/mentors Ø Lectures Ø Tutorials Ø Heads of Dept. Ø Course Team Ø Registrar Ø Principal



Questions to consider:

- Does the overall assessment programme have a clear and accessible rationale that reflects the progressive nature of the programme and the learning outcomes of individual modules or units?
- Are items of assessment as valid and as reliable as possible, and do they incorporate evidence of incremental challenge?
- Is the use of a wide range of assessment methods evident, and do these include the practical assessment of relevant aspects of techniques, skills and clinical competence at significant stages within the programme?
- Do all assessments include the use of suitable criteria with evidence of fair and consistent marking, and with the provision of informative feedback in the case of formative assessments? Is the marking of summative assessment in conformance with published regulations and procedures, and is there evidence of the use of relevant experienced and approved external examiners?
- Are the regulations for the classification of awards rational and reasonable?
- Is there evidence of an appeal system and how this is operated in practice?
- Is feedback from students, staff and external examiners received about the overall assessment programme, and is it used to improve the quality of the assessment system?



There are 4 areas to consider:

Z1: Quality Control Process

Questions to consider:

- Is there evidence of a college wide policy on quality control related to programme review?
- Is there evidence of high quality documentation for validation and accreditation purposes?
- Is there evidence that the college responds to all external reports?

Desirable and Acceptable

- Effective college policy on quality control.
- Clear programme review system.
- Reputable validation events.
- High quality documentary evidence.
- Action by college to all external reports.

Unacceptable

- The programme is poorly structured.
- The team members do not support each other.
- Student timetables are inefficient and waste time.

Z2: Assessment (Use of External Examiners)

Questions to consider:

- Is there evidence that a wide range of patient assessment methods are used and designed to reward deep learning?
- Is there evidence of an assessment programme for each level or year with criteria and key dates?
- Is there evidence of an emphasis on rewarding the transformation of treatment knowledge to practice-base knowledge and its application?
- Is there evidence of fair and consistent marking with effective feedback to students?

Desirable and Acceptable

- Wide range of assessment methods with emphasis on assessment contributing to 'deep' learning.
- Programme of assessments with criteria and key.
- Dates.
- Emphasis upon base and application knowledge.
- Fair and consistent marking.

Unacceptable

- Assessment fails to test the adequacy of the students.
- Assessment programmes are not provided.
- Assessment tests only the students' knowledge base and the recall of information.
- Work is frequently not marked until the end of the year and students have little knowledge of their strengths and weaknesses.
- Indications of inconsistency or unfairness in marking.



Z3: *Completion*

Questions to consider:

- Is there evidence of high completion rates?
- Is there evidence of high added value?
- Does the provider record the destination of its alumni?

Desirable and Acceptable

- Very few student non-completions.
- High pass rates and grades.
- High added value.
- First destinations recorded for all students.

Unacceptable

- Dropout rates are very high resulting in non-viable programmes.
- Pass rates are low.
- Added value is not considered to be useful.
- Destinations are not known.

Z4: *Monitoring*

Questions to consider:

- Is there evidence of programme evaluation by students, staff and patients?
- Is there evidence of a regular and effective programme of teacher quality evaluation?
- Is there evidence that external examiners are encouraged to generate critical reports to guide improvement?

Desirable and Acceptable

- Programme monitoring addresses key issues.
- Regular monitoring of teaching quality.
- Detailed and helpful external examiners/moderators reports.

Unacceptable

- Monitoring is not done.
- Monitoring of teaching has not been considered.
- No external examiners in use or unsuitable/ineffective external examiners.
- Reports fail to address essential issues and are received too late to be of use.