

### University of St Mark and St John

#### Review Specification

##### Background

1. The University of St Mark and St John has made an application for the initial recognition of a new Master in Osteopathic Medicine within the Faculty of Sport and Health Sciences.
2. It is expected that there will be a four year full time degree and a six year part time degree and that each cohort will comprise 30 students.
3. It is proposed that the first cohort of students will be admitted from 1 September 2017 and that the first cohort of full time students will graduate from summer 2021.
4. Currently a range of other health and related courses are delivered at the University of St Mark and St John. These include BSc Sports therapy, BSc Rehabilitation in Sport and Exercise and BSc (Hons) Speech and Language Therapy (regulated by the Health and Care Professions Council).
5. The University of St Mark and St John wishes to apply for 'Recognised Qualification' status for the Master in Osteopathic Medicine. A copy of the Recognised Qualification (RQ) Initial Recognition Declaration of Intent and RQ Initial Recognition Application Questionnaire is attached for information.
6. At the outset, it is important to note that the review is taking place prior to the admission of students. This is beneficial as it allows the GOsC to work with the provider on the quality of the education at the earliest opportunity. If a recommendation is made that approval is granted, the length of the period would normally be for a period of three years at initial recognition, allowing for a further visit to take place prior to graduation. With this context, the Visitors are asked to consider the plans for the course as appropriate to this stage of development and to make recommendations as to what they would expect to see at the next Visit which would take place in around 2019 within their report.

##### QAA Review

7. The GOsC requests that the QAA schedules an initial recognition of qualification review of the following qualifications:
  - a. Master in Osteopathic Medicine (full time)
  - b. Master in Osteopathic Medicine (part time)
8. The aim of the GOsC Quality Assurance process is to:
  - Put patient safety and public protection at the heart of all activities
  - Ensure that graduates meet the standards outlined in the *Osteopathic Practice Standards*

- Make sure graduates meet the outcomes of the *Guidance for Osteopathic Pre-registration Education* (2015) and the *Quality Assurance Subject benchmark statement: Osteopathy* (2015)
  - Identify good practice and innovation to improve the student and patient experience
  - Identify concerns at an early stage and help to resolve them effectively without compromising patient safety or having a detrimental effect on student education
  - Identify areas for development or any specific conditions to be imposed upon the course providers to ensure standards continue to be met
  - Promote equality and diversity in osteopathic education.
9. The format of the review will be based on the GOsC/QAA Handbook (<http://www.qaa.ac.uk/reviews-and-reports/how-we-review-higher-education/general-osteopathic-council-review>) and the *Osteopathic Practice Standards* (<http://www.osteopathy.org.uk/standards/>). Associated guidance will also include the *Guidance for Osteopathic Pre-registration Education* (2015) (<http://www.osteopathy.org.uk/training-and-registration/becoming-an-osteopath/guidance-osteopathic-pre-registration-education/>).
10. In addition to the usual review format for an initial recognition review, the Education and Registration Standards Committee would like to ensure that the following areas are explored:
- a. Course aims and outcomes (including students' fitness to practise) – the course aims and outcomes should be outlined in programme documentation to be made available to prospective students. Only students meeting the *Osteopathic Practice Standards* should graduate with a recognised qualification. Plans for ensuring student fitness to practise should be at an appropriate stage of development meeting the requirements of our student fitness to practise guidance available at: <http://www.osteopathy.org.uk/training-and-registration/becoming-an-osteopath/student-fitness-to-practise/>
- Visitors will consider:
- how well the intended learning outcomes relate to the overall aims of the course and whether they enable the aims to be met
  - the extent to which learning outcomes are aligned with external reference points, including the FHEQ, to provide an appropriate level of challenge to students
  - the extent to which they are aligned with the *Osteopathic Practice Standards*
  - The plans for communicating the intended learning outcomes of a course and its constituent parts to staff, students and external examiners/verifiers.

Evidence submitted by providers may include: the definitive course document or programme specification, module or unit descriptors and

student handbooks along with information about student fitness to practise along with communication plans (perhaps a comprehensive Business Plan or Project Plan).

- b. Curricula – a detailed curriculum mapped against the *Osteopathic Practice Standards* delivering the outcomes outlined in the *Guidance for Osteopathic Pre-registration Education*. The self-evaluation document should review the effectiveness of this.

Visitors will consider:

- how curriculum design and content is being planned and how decisions about contributing modules and their sequencing are made
- whether the design and content of the curricula encourage achievement of the intended learning outcomes in terms of knowledge and understanding, cognitive skills, subject-specific skills (including practical/professional skills), transferable skills, progression to employment and/or further study, and personal development
- the extent to which curriculum content and design are informed by recent developments in techniques of teaching and learning, current research, scholarship or consultancy, feedback from patients and by any changes in relevant occupational or professional requirements
- how the design and organisation of the curricula is ensured to provide appropriate academic and intellectual progression and how this is effective in promoting student learning and achievement of the intended learning outcomes
- to what extent arrangements for designing, monitoring and reviewing the curricula reflect the UK Quality Code for Higher Education.

Evidence submitted by providers may include: curriculum documents, review reports, reports from professional bodies, placement reports, planned analyses of patient feedback and feedback from other stakeholders, course and student handbooks and module descriptors.

- c. Assessment – an appropriate and effective formative and summative assessment strategy to ensure that learning outcomes and *Osteopathic Practice Standards* are achieved.

Visitors will consider:

- Whether there is a diverse and appropriate range of academic and professional summative and formative assessment tools employed to ensure assessment of a wider range of student attributes, attitudes, competences and professional behaviours in different contexts covering the broad spectrum of an osteopathic curriculum and matching the course and individual learning outcomes.
- Whether assessment strategies support student learning, identify underperformance and enable targeted remediation and different student learning styles.

- Whether there is a phased and progressive approach to clinic assessment that provides students with timely, developmental and supportive feedback
- Whether assessments are supported by explicit descriptors determining level and level of progression.
- Whether the identification and assessment of professional behaviours is included.
- Whether assessments incorporate the use of patients, peers and external expertise
- Whether the assessment the overall assessment strategy has an adequate formative function in developing student abilities, assists them in the development of their intellectual and professional skills and enables them to demonstrate achievement of the intended learning outcomes in all learning settings
- the assessment methods selected and their appropriateness to the intended learning outcomes, and to the type and level of work
- the criteria used to enable internal and external examiners/verifiers to distinguish between different categories of achievement, and the way in which criteria are communicated to students
- the security, integrity and consistency of the assessment procedures, the setting, marking and moderation of work in all learning settings, and the return of student work with feedback
- how employers and other professionals contribute to the development of assessment strategies, where appropriate
- to what extent arrangements for assessment reflect Chapters B6 and B7 of the UK Quality Code for Higher Education on external examining and assessment, respectively.

As this review will take place prior to the commencement of the course, a sample of current student work for viewing will not be available. However, evidence from the provider may include the assessment strategy and the way that it is being developed to demonstrate this area.

- d. Achievement – student work will demonstrate the planned learning outcomes and Osteopathic Practice Standards.

The Visitors will consider:

- The proposed arrangements to be put in place to ensure that the evidence that students' assessed work demonstrates their achievement of the intended learning outcomes.
- The proposed arrangements to be put in place to ensure that the evidence that standards achieved by learners meet the minimum expectations for the award as measured against the FHEQ, the *Osteopathic Practice Standards*, the *Guidance for Osteopathic Pre-registration Education* and the *Subject benchmark statement: Osteopathy*, which is part of the UK Quality Code for Higher Education.
- The proposed arrangements to be put in place to understand whether students are prepared effectively for their subsequent professional roles

- The proposed arrangements to be put in place to promote student retention and achievement.

Evidence from the provider may include: information about quality management systems and feedback from students, faculty and patients and prospective employers.

- e. Teaching and learning – this should include arrangements for ensuring that the breadth and depth of student experience is sufficient to deliver the *Osteopathic Practice Standards*. This should also ensure that arrangements for staff learning and development will be in place to deliver the required learning outcomes for students.

Visitors will consider:

- Plans for ensuring the range and appropriateness of teaching methods employed in relation to curriculum content and course aims
- Plans for ensuring that staff draw upon their research, scholarship, consultancy or professional activity to inform their teaching
- Plans for encouraging students and how learning is facilitated
- Plans for ensuring that materials provided support learning and how students' independent learning is encouraged
- Intended student workloads
- Plans for ensuring how quality of teaching is maintained and enhanced through staff development, peer review of teaching, integration of part-time and visiting staff, effective team teaching, and the induction and mentoring of new staff
- Plans for ensuring how feedback from patients informs teaching

Sources of evidence from providers may include plans for student evaluation of their learning experience, internal review documents, job specifications for staff, staff development documents, course and student handbooks, analyses of patient feedback and plans for feedback and discussions with staff and students.

Visits will normally include direct observation of both clinical and non-clinical teaching which will not be possible as this course will not commence until 2017. However, it is likely that teaching and observation of the first and subsequent cohorts will take place before graduation and so any specific recommendations in relation to this should be made in the Visitor report.

- g. Student progression – arrangements for recruitment, admission and induction and appropriate. Arrangements for feedback for students and staff are effective. Students are supported to complete the course.

Visitors will consider:

- The arrangements for ensuring the effectiveness of arrangements for recruitment, admission and induction, and whether these are generally understood by staff and students
- The overall strategy for academic support and its relationship to the student profile and the overall aims of the course

## Annex A to 10

- Plans for how learning is facilitated by academic guidance, feedback and supervisory arrangements and how this will be monitored
- The arrangements for academic tutorial support, their clarity and their communication to staff and students, and how staff are enabled to provide the necessary support to students
- The quality of written guidance
- Plans for monitoring the extent to which arrangements are in place and effective in facilitating student progression towards successful completion of their courses
- Plans for demonstrating how provision reflects Chapter B3 of the UK Quality Code for Higher Education on Learning and teaching
- Plans for ensuring student fitness to practise.

As the course will not be commencing until 2017, the sources of evidence that may be provided at this stage may include recruitment, admission, induction and learning support and tutorial support policies, student handbooks, quality management information, planned arrangements for staff, student and patient feedback and plans for monitoring student progression.

- h. Learning resources – arrangements should be in place to ensure the adequacy of human and physical learning resources and the effectiveness of their use. The learning resources should demonstrate a strategic approach to linking resources to intended learning outcomes. This includes the requisite specialist book stocks and journals are available for students. Visitors will consider:

- Proposed staffing levels and the suitability of staff qualifications and experience, including teaching and non-teaching staff
- Professional and scholarly activity to keep abreast of emerging, relevant subject knowledge and technologies
- Planned research activity
- Planned staff development opportunities, including induction and mentoring for new staff, and planned mechanisms in place for monitoring whether opportunities are taken
- Existing and proposed library facilities including relevant and current book stock, journals and electronic media, access times and arrangements, and induction and user support provision
- Computing hardware, both general and subject-specific software availability, and currency
- Induction and user-support provision and maintenance
- Specialist accommodation, equipment and consumables
- Suitability of teaching accommodation in relation to the teaching and learning strategy and the provision of support for students.

Sources of evidence may include internal review documents and minutes of meetings, equipment lists, library stocks, staff job specifications and curricula vitae (when available), and staff development documents.

- i. Governance and management – appropriate quality management systems should be in place to show that the provider is engaged in a continuous process of evaluating and improving its effectiveness in providing osteopathic education and to demonstrate how students on the course meet the *Osteopathic Practice Standards* and how the provider facilitates this. This will include areas such as financial and risk management, the effectiveness of measures taken to maintain and enhance academic standards and the quality of learning opportunities.

Visitors will consider:

- Whether academic and financial planning, quality assurance and resource allocation policies are coherent and relate to mission, aims and objective
- Whether there is a clarity of function and responsibility in relation to governance and management systems
- Whether there is demonstrable strength of academic and professional leadership across the full range of activities
- Plans for the development, implementation and communication of policies and systems in collaboration with staff and students
- Plans for monitoring whether the mission and associated policies and systems are understood, accepted and actively applied by staff and, where appropriate, students
- How operational policies and systems are monitored and how they are changed when required
- Whether there is reliable information to indicate continued confidence and stability over an extended period of time in the organisation's governance, financial control and quality assurance arrangements, and organisational structure.
- The planned development and implementation of the use of external data (e.g. feedback from students, staff, patients, employers or associates of graduates and other relevant stakeholders) and action monitoring systems

Sources of evidence may include information about the quality management system and plans for student, staff patient and other stakeholder feedback and internal review reports.

11. Visitors should consider the stage of development of the course in making their recommendations and should consider what specific further inspection should be recommended prior to the first cohort of students graduating.

### **Provisional Timetable**

12. The provisional timetable for the University of St Mark and St John RQ review will be as follows:

- Sign off of Business Case and approval in principle by St Mark and St John – 20 January 2016

## Annex A to 10

- Submission of Declaration of Intent and RQ Application questionnaire to GOsC – January/February 2016
- GOsC Education Committee to review Declaration of Intent and RQ Application Questionnaire and agree review specification – March 2016
- Visit date to be agreed – September/October 2016 (note no students in place at this time – so this would mainly be a review of the paperwork and meetings with staff) – April 2016
- Visitors to be approved – April/May 2016
- Submission of Self-Evaluation Documentation – July 2016
- Visit – w/c 17 October 2016
- Report prepared and sent to the University of St Mark and St John - November 2016
- Comments returned – December 2016
- Final report agreed December 2016/possibly early Jan 2017 depending on timing of visit.
- Action Plan – January 2017.
- Final Report and Action plan agreed by early February.
- Education and Registration Standards Committee – March 2017
- Council – May 2017
- Privy Council approval – before September 2017.

This timetable will be the subject of negotiation with the University of St Mark and St John, GOsC and the QAA to ensure mutually convenient times.<sup>1</sup>

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<sup>1</sup> NB: This specification has been drawn up using edited extracts from the QAA Handbook and the QAA Benchmark Statement adapted appropriately for the stage of development of this course.





### **Statutory Education Committee**

Minutes of the electronic agreement to approve Visitors for the University of St Mark and St John Recognised Qualification Review

*Unconfirmed*

Chair: Dr Bill Gunnyeon

Present and responding by email: John Chaffey  
Dr Jane Fox  
Ms Bernardette Griffin  
Mr Rob McCoy  
Mr Kenneth McLean  
Mr Manoj Mehta  
Mr Liam Stapleton  
Ms Alison White

#### **Item 1: Agreement to approve Visitors for the University of St Mark and St John Recognised Qualification Review**

1. This paper was circulated to the Education and Registration Standards Committee on 6 May 2016. A period of 6 days was allowed for responses.
2. No members declared interests.
3. Most members of the Committee had responded by 12 May 2016 and agreed to the recommendation.

**Agreed:** to appoint Rachel Ives, Graham Sharman and Seth Crofts as the Visitors for the University of St Mark and St John RQ renewal, along with QAA Review Coordinator, Mike Ridout.