

protection. When outlining the changes, you should clearly state the risks linked to the change and the actions taken to mitigate the risks.

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

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

3. Student data

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

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

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

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

- The number and proportion of students in the final year or stage who successfully achieved the award.
- Risks to the delivery of the OPS, patient safety and public protection should be highlighted, along with mitigating actions.

4. Feedback from stakeholders

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

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

Please summarise below:

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

5. Formal complaints

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

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

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

6. Appeals

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

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

7. Student Fitness to Practise

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

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

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

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

- For each case where findings have been proved, please provide:
 - Name of the student
 - Date of allegation
 - Date student is due to graduate
 - Confirmation of the allegations found proved
 - The sanction imposed (and information about reviews of that sanction if appropriate)
 - Information about how the student was confirmed as meeting the *Osteopathic Practice Standards* at the point of graduation (if the student has graduated).

- For each case where findings have not been proved the following **anonymous** information should be provided:
 - The details of the allegations made
 - Confirmation that the findings were not found proved.
- Any other feedback or lessons learned.

8. External examiner report(s)

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

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

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

9. Annual monitoring report

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

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

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

10. Programme specification or handbook

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

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

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

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

11. Annual accounts and insurance

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

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

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

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

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

Part B: Enhancement

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

1) Examples of enhancement from your institution

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

For each example, please explain:

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

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

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

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

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

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

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

- Quality assurance seminar and review of the Government White Paper on Higher Education (September 2016)
- New Continuing professional development (CPD) scheme (January 2017)
- *Osteopathic Practice Standards* development (January 2017)
- ASA guidance (January 2017)
- Student fitness to practise guidance development (January 2017)
- Health and disability guidance development (January 2017)
- Quality Assurance Review workshop facilitated by David Gale and Angela Albornoz (June 2017)
- Good practice seminar on boundaries facilitated by Julie Stone. (June 2017)
- Professionalism and next steps seminar facilitated by Stacey Clift (June 2017)

- GOsC presentation to staff or students on areas including
 - professionalism,
 - boundaries,
 - communication and consent and / or
 - values. (all year)

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

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

Declaration

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

Name and position

Electronic signature and date

Checklist and feedback

Thank you for completing this form. You should return it by email to Angela Albornoz at aalbornoza@osteopathy.org.uk by **Monday 4 December 2017**. Please make you sure you have appended the following information:

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

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