



Policy Advisory Committee (statutory Education Committee)
12 June 2019
Quality Assurance – Annual Report template 2018-19 (reserved)

Classification	Public
Purpose	For decision
Issue	The updated Annual Report for 2018-19.
Recommendation	To agree the 2018-19 Annual Report template (due December 2019).
Financial and resourcing implications	<p>The budget for annual reporting is integrated into each year's financial schedule and includes expert analysis from the Quality Assurance Agency for Higher Education (QAA) to support the Committee's consideration.</p> <p>As with all information requests to osteopathic educational institutions, there will be a cost to the institutions of collecting the information. The key is to ensure that there is also a benefit.</p>
Equality and diversity implications	It is proposed to request equality and diversity data as outlined in the draft annual report template.
Communications implications	The annual report template will be uploaded to the Quality Assurance Agency for Higher Education) QAA website at http://www.qaa.ac.uk/reviews-and-reports/how-we-review-higher-education/general-osteopathic-council-review
Annex	Annual Report Template for 2018-19 (due for submission in December 2019).
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Background

1. The Annual Report is part of the current arrangements for assuring the quality of educational provision known as 'recognised qualifications' (RQs) which enable graduates to apply for registration with the GOsC.
2. This paper explains the background to the Annual Report and asks the Committee to note the timetable for the annual reports due in December 2019. This paper also provides a background for the request for further information in the following areas:
 - a. Areas for development
 - b. Implementation of the new Osteopathic Practice Standards
 - c. Data on Educators
 - d. Information on equality and diversity
 - e. Information on the student protection plan.
 - f. Checklist to ensure completeness of data submitted.
3. This Annual Report was considered by the osteopathic educational institutions (OEIs) at the GOsC / OEI meeting on 29 April 2019 and no objections were raised to the proposals in this paper.

Discussion

Annual Report template

4. The Committee has duties and responsibilities to ensure that only graduating students meeting the *Osteopathic Practice Standards* are awarded a 'recognised qualification'. (See sections 14, 15 and 16 of the Osteopaths Act 1993).
5. As part of this responsibility the Committee employs a range of mechanisms including:
 - Visits – normally at five-year intervals (involving self-evaluation and submission of written evidence, a Visit to triangulate findings including meetings with staff and students and review of patient feedback and a published Visitor Report).
 - Scrutiny of annual reports (involving self-evaluation and verified reports including external examiner and annual programme monitoring reports)
 - Scrutiny of progress of conditions attached to RQs or other matters subject to monitoring by the Committee
 - Reporting of key changes that may impact on the delivery of the Osteopathic Practice Standards (for examples, changes to student or patient numbers or changes to curriculum or assessment)
 - Reporting of concerns that may impact on the delivery of the Osteopathic Practice Standards.
 - Promotion of sharing of good practice to promote the identification and maintenance of good practice.

6. Section 18 of the Osteopaths Act 1993 provides the Committee with wide powers to require the provision of information related to the exercise of its functions including '(a) the requirements which must be met by any person pursuing the course of study, undergoing the course of training or taking the examination or test in question; (b) the financial position of the institution; (c) the efficiency of the institution's management.' Further, one of the general conditions attached to each 'recognised qualification' is that the institution must submit an annual report to the Education Committee of the General Council.
7. The annual reports are a helpful way of monitoring standards and quality in institutions. The current annual report template was revised in the last quality assurance review and has remained largely the same over the course of the past four years aside from the provision of a rationale as to why information is required and how it is used. A degree of stability is helpful as it helps to provide a picture over time of each institution. The Annual Report is designed to enable institutions to provide relevant information to the GOsC about the previous academic year, but to be able submit documents already in existence rather than those prepared specifically for the GOsC (to reduce the burden on the institution).
8. The 2018-19 Annual Report template is attached at the Annex. The RQ Annual Report guidance for the 2018-19 process remains the same as last year and is included within the Annual Report. As usual, each Annual Report template will also be tailored to ensure that specific requests, for example, updates on specific conditions or other follow up requests from the Committee appear in each template for each institution.
9. The analysis of the annual reports is designed to both share good practice (and part of this is a seminar supporting the sharing of good practice held with the OEIs annually) but also to ensure that standards are being delivered by working with the institutions and their own quality management systems.
10. The report has been updated to include the following areas:

Monitoring areas for development

11. The Committee, at its meeting 13 March 2019, approved the new GOsC Handbook for course providers and visitors. Section 75 of the handbook states 'areas for development or recommendations do represent areas that should continue to be monitored by the provider to ensure that they do not develop into issues which may impact on the delivery of the Osteopathic Practice Standards in the future. GOsC will consider the providers' monitoring on these areas of development as part of the GOsC annual reporting process.
12. In the previous years, we have not requested a specific report about the updates for areas for development identified in the RQ report. It is proposed that requesting this information will enable a more robust approach to the quality assurance of the OPS and identify the type of support OEIs may require at an

earlier stage. The OEIs did not raise any concerns or issues on this question which can found in section 3 of the draft 2019 template.

Implementation of the OPS

13. In previous years, we have not requested a specific report about the update of the OPS in the annual report, this has instead been scrutinised at the next RQ visit. It is proposed that we use a more robust approach this time requesting osteopathic educational institutions to provide an update on their plans. The OEIs did not raise any concerns or issues on this question which can found in section 4 of the 2019 template.

Educators' data

14. In previous years, we have not requested a specific report about numbers of educators in the annual report. It is proposed that collecting this data will enable us to develop a greater understanding of osteopathic education sector. Educators are crucial in enabling us to embed the Osteopathic Practice Standards in practice. Understanding where educators work and how will help us to gain traction with this sector and to explore how to work with them more closely to support the embedding of standards.
15. The information collected will be used to identify and provide any additional support that OEIs may need. The OEIs provided the following feedback with regards to this question:
 - a. the suggested that GOsC need to consider the different working patterns of educators, the majority of whom work part-time and have different working patterns;
 - b. the OEI's requested further guidance about how to present the data for full time equivalence and consider what degree fractional is required;
 - c. they also asked if we would like details of their different roles; whether they are lecturers or clinicians;
 - d. they raised the risk of double or triple counting because a number of educators could work in multiple organisations.
16. We have made the 'why' section more explicit here so that the intent behind the questions is clearer in response to the OEI feedback.

Equality and Diversity

17. In previous years, we have not requested specific data about equality and diversity. It is proposed that this is a gap in our processes and so this year we are asking for this information about the OEIs' approach and implementation of equality and diversity requirements. This should enable the GOsC build a profile of the sector's approach to ensure that all stakeholder needs, and requirements are fully met with regards to equality and diversity. We recognise that the question is broad, and we will use the submissions of the OEIs this year to inform the drafting of this question in Annual Report due for submission in

December 2020. This question can be found in section 7 the draft 2019 template.

Student protection plan

18. In previous years, we have not requested information from OEIs about how their plan to ensure students can continue their education at an alternative approved institution if they are unable to continue delivering their RQ approved programme. This information will provide assurance to enable the GOsC to ensure students are adequately protected and have plans in place to deal effectively with contingencies. The OEIs did not raise any concerns or issues on this question which can found in section 9 of the 2019 template.

Checklist

19. This section has been inserted into the template to enhance the whole process and reduce the need to request further evidence after initial submission.

Next steps

20. The Committee is requested to agree the Annual Report template for 2018-19.
21. The annual reports timeline for 2018/19 Annual Reports due for submission in December 2019 is outlined below.
- 12 June 2019 – Annual Report templates agreed by the Committee
 - 2 September 2019 – Annual Report templates sent out to OEIs by GOsC
 - 9 December 2019 – Annual Reports to be submitted to the GOsC
 - 22 December 2019- Submission to the QAA for analysis
 - January 2020 – Annual Report analysis
 - February 2020 – Committee papers finalised
 - March 2020 – Committee meeting considering annual report analysis

Recommendation: to agree the 2018-19 Annual Report template (due December 2019).

Recognised Qualification Annual Report form 2019

Purpose and overview of Recognised Qualification (RQ) Annual Reporting

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

What happens to the information you provide

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

Completing the form

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

Report coverage

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

Reporting period

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

Template prompts and general guidance

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

Submission date

12. The form should be emailed to kkareem@osteopathy.org.uk by Monday 9 December 2019. If you have any queries or there is any reason why you cannot meet this deadline, please contact Kabir Kareem on the email above. Please make sure you complete all the required sections, provide the relevant evidence and complete the checklist at the end of this form.

Name of institution

Awarding body (if different from above)

Recognised qualification course name(s)

Part A: Evaluating the provision

1. RQ specific conditions and matters identified for reporting

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

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

- *Specific conditions attached to the course*

While there are no specific conditions attached to the course, the Policy Advisory Committee have asked for an update in this year's annual report on:

- [Insert matters of interest to the Committee for each OEI]

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

2. RQ general conditions

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

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

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

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

Why we ask for this information: The areas for development identified in the RQ Visit report are monitored to ensure that they do not develop into issues which may impact on the delivery of the Osteopathic Practice Standards in future.

It also provides an opportunity demonstrate the progress that have been made since the last RQ visit. You may find it helpful to use your own Monitoring Report to show

how you have incorporated these areas for development into your own quality management processes.

(We will include the areas for development for each individual OEI in this section)

Please summarise progress made in terms of your own management and monitoring of the areas of development listed below. Please attach any supplementary evidence where necessary.

4. Evidence of implementation of the new OPS

Why we ask for this information: The updated Osteopathic Practice Standards (OPS) apply from 1 September 2019. The evidence provided by educational institutions of mapping to the new OPS against the curriculum and assessment framework will demonstrate that all components of the required learning outcomes of the OPS will be appropriately delivered and assessed. RQ reports have shown that some aspects of the OPS remain outstanding sometime after it has been implemented and we are keen to support osteopathic educational institutions to ensure that the OPS 2019 is implemented effectively.

Please describe the process undertaken to ensure that the updated OPS are effectively mapped within your institution's programme/s and implemented.

Describe, also, any activities undertaken to help embed the OPS - for example, training/preparation activities for faculty, students etc. Copies of any mapping documents and other supporting documentation may be included with your response.

5. 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.

6. Educators' data

Why we ask this information: Educators are a critical component of implementing the Osteopathic Practice Standards and role modelling the Osteopathic Practice Standards. This data can be used to help the GOsC better understand the overall sector and the numbers involved within osteopathic education. This in turn helps GOsC in developing resources for those working within osteopathic education., to support the effective delivery of the OPS.

Providing a short narrative about the levels of engagement between educators and the institution will also help us to understand what works well or less well across the sector.

a. Please provide or attach the following data on osteopathic educators:

- Current numbers;
- Their roles and responsibilities;
- Number of full time and part-time educators;
- The numbers who are full time and part-time osteopaths

- b. Please provide a short narrative about:
- any events the osteopathic educational institution puts on to enable engagement and networking to share experiences of good practice and challenges
 - any examples of peer observation or peer feedback
 - any examples of appraisal or review that take place with educators (including the percentage of educators that participate in these appraisals or reviews)
 - Any other ways that educators interact together or any other ways that the osteopathic educational institution uses to support educators to develop their educational skills and implement and role model the Osteopathic Practice Standards

7. Equality and Diversity

Why we ask for this information: Promoting equality of opportunity and valuing diversity is an important part of education. We are keen to ensure that osteopathic education is delivered in a way which promotes equality of opportunity and values the diversity of staff, students and patients and to ensure that no groups are inadvertently discriminated against.

We are also now required by the Professional Standards Authority to meet Performance Standard 3 which states: *'The regulator understands the diversity of its registrants and their patients and service users and of others who interact with the regulator and ensures that its processes do not impose inappropriate barriers or otherwise disadvantage people with protected characteristics.'* This question of the annual report is designed to help us to respond to this on behalf of the osteopathic sector.

Please provide a narrative explaining your approach to ensuring that the institution promotes equality of opportunity and values diversity in its activities. It may be helpful to provide the most recent Equality Annual Report for your institution along with any action plans to support this and this should include links to policies, processes and procedures and information about training for staff.

With specific reference to students, please also include links to policies, processes and procedure in place to enable all learners to meet the OPS and if possible please provide examples of reasonable adjustments made to support students to meet the required outcomes.

Examples of areas that might feature in the narrative could include the following:

- Equality and diversity policy/policies (e.g. dealing with bullying and harassment, complaints,
- The type of equality and diversity data that is collected and how they are used (outcomes of data analysis, progression data,
- Reasonable adjustment for students with regards to learning and assessment.

- The feedback collected from diverse range of key stakeholders (students and patients)
- How the needs of different learners are identified, and their requirements met. (e.g. protected characteristic, the use of reasonable adjustment policy)
- Equality and diversity training provided to faculty, senior management team, board of trustees etc. (e.g. policies and processes in place to provide support for teaching staff; assessors the role and responsibilities of trustees)

8. 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.

9. Student protection plan:

Why we ask for this information:

As part of registration for the Office for Students, osteopathic educational institutions must have a plan in place to enable students to continue their studies elsewhere in the event of institutional failure. This is a key part of ensuring delivery of the Osteopathic Practice Standards and the Committee have therefore requested information about the student protection plans for all osteopathic educational institutions.

Please provide details of the student protection plan in place with students.

10. 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.

11. 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.

12. 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.

13. 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.

14. 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.

15. 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.

16. 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:

- Establishment of the Office for Students and impact on educational institutions and quality assurance processes in England (April 2018)
- Teaching Excellent and Student Outcomes Framework consultation response (April 2018)
- QAA / GOsC Quality Assurance consultation seminar (April 2018)
- GOsC QA Annual Report 2018 and 2019 (April 2018 and 2019)
- QAA / GOsC Handbooks (July 2018) – including feedback on changes to QA processes including Code of conduct, monitoring areas of development in annual reports etc)
- Thematic Review – plan for exploring patient involvement in education (April 2018)
- OPS implementation (April 2018)
- CPD implementation and evaluation survey (April 2018 and April 2019)
- Student complaints (April 2018)
- Primary Source verification (November 2018 and April 2019)
- External Examiner Thematic review (November 2019)
- OPS resources for students (November 2018)
- Registration Assessment consultation (April 2019)
- Draft protocol for management of potential fitness to practise concerns locally in osteopathic educational institutions (April 2019)
- Association of Educators in Osteopathy (April 2019)

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 Kabir Kareem at kkareem@osteopathy.org.uk by **Monday 9 December 2019**. Please make you sure you have appended the following information:

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

Part A Part A: Evaluating the provision	Please confirm you have completed each section	Evidence Required	Evidence provided
1. RQ specific conditions and matters identified for reporting.			
2.RQ general conditions			
3.Areas for development			
4. Evidence of new mapping of the new OPS			
5.Student data		student data on admissions, progression and achievement (unless this is within the form itself)	
6.Data on the number of Osteopathic educators			

Part A Part A: Evaluating the provision	Please confirm you have completed each section	Evidence Required	Evidence provided
7.Equality and Diversity			
8.Feedback from stakeholders			
9 Student protection plan			
10.Formal complaints			
11.Appeals			
12.Student Fitness to Practise			
13. External examiner report(s)		the most recent external examiner report and your response to it	
14. Annual monitoring report		the most recent annual monitoring report and your response to it (or the subsequent action plan)	
15. Programme specification or handbook		•the current definitive course document	
16.Annual accounts and insurance		•copies of relevant insurance documents •a copy of the most recent audited accounts.	
Part B: Enhancement			
1) Examples of enhancement from your institution			

Part A Part A: Evaluating the provision	Please confirm you have completed each section	Evidence Required	Evidence provided
2) Outcomes of joint-working between OEIs and the GOsC			