



Policy Advisory Committee (statutory Education Committee)

9 March 2017

University of St Mark and St John – Initial Recognition of Recognised Qualification (RQ)

Classification	Public
Purpose	For decision
Issue	<p>The University of St Mark and St John (MARJON) is seeking initial recognition of qualifications for the:</p> <ul style="list-style-type: none">a. Master of Osteopathic Medicine (full-time)b. Master of Osteopathic Medicine (part-time)
Recommendations	<ul style="list-style-type: none">1. To approve the record of the decision of the Committee to appoint Visitors in accordance with s12 of the Osteopaths Act 1993.2. To recommend that the Council recognises the Master of Osteopathic Medicine (full time) and Master of Osteopathic Medicine (part time) awarded by the University of St Mark and St John subject to the conditions outlined in paragraph 26 from 1 September 2017 to 31 January 2021 and subject the approval of the Privy Council.3. To agree the attached action plan attached at Annex D.
Financial and resourcing implications	This unplanned initial 'recognised qualification' review was funded through allocation from reserves brought forward from the previous year, at a cost of £20,476.
Equality and diversity implications	None.
Communications implications	We are required to 'maintain and publish a list of the qualifications which are for the time being recognised' in order to ensure sufficient information is available to students and patients about OEIs awarding 'Recognised Qualifications' quality assured by us.
Annexes	<p>Annex A - MARJON review specification. Annex B – Draft minute of the Committee decision to approve the Education Visitors</p>



Annex C – GOsC/QAA review report (Final).
Annex D – Updated Action plan from MARJON

Author

Fiona Browne

Background

1. The University of St Mark and St John RQ provision for context is outlined below:
2. The provision for context in relation to the existing RQ is outlined below:

Courses with RQ status	Master of Osteopathic Medicine (full time) Master of Osteopathic Medicine (part time)
Awarding bodies	University of St Mark and St John
RQ period	This is an initial recognition of qualification. This paper deals with the recommendation of initial recognition from 1 September 2017 – 31 January 2021. (The proposed recognition period allows for a renewal of recognition Visit to take place in November/December 2019 as the first cohort enter year 3)
Status of any specific RQ conditions attached to the course/s	Conditions are proposed to be attached in the initial Recognised Qualification. These are outlined in paragraph 26 below.

3. This paper outlines the findings of the final GOsC/QAA RQ report along with the response of the University of St Mark and St John and asks the Committee to make a statutory recommendation to Council to recognise the Master of Osteopathic Medicine (full time) and the Master of Osteopathic Medicine (part time) for a period of three years and four months subject to specific and general conditions. The Committee is also asked to agree the Action Plan submitted by the University of St Mark and St John to meet the proposed specific conditions. Further information is outlined below.

Discussion

4. The Committee agreed the RQ specification for the University of St Mark and St John on 3 March 2016. The updated version agreed by the Committee is attached at Annex A.
5. The specification was specifically prepared to recognise that this was a new course and that we were looking at readiness at this stage of development of the course, taking into account that the first students would not be in place until September 2017. The review specification states: '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.'

6. On 12 May 2016, the Committee appointed a team of three Education Visitors under s12 of the Osteopaths Act 1993 to undertake the review. The draft minutes of this decision are attached at Annex B for approval.
7. The visit took place in October 2016.
8. The visit report was drafted and sent to the College on the 28 November 2016 for a period of no less than one month, in accordance with the Osteopaths Act 1993.
9. The response of the College was considered by the Education Visitors and the resulting changes are set out in the final report. The responses from the University of St Mark and St John focused on points of clarification. The final report of the Visitors, taking into account these comments, is attached at Annex D.
10. Throughout the report, the Visitors have made references to the appropriateness of the course for this stage of the development in accordance with the Review Specification approved by the Committee.
11. The recommendation of the visitors for the Master of Osteopathic Medicine programmes is approval with conditions. The conditions are:
 - Revisit and comprehensively map external reference points including the *Osteopathic Practice Standards* (OPS), the *Guidance for Osteopathic pre-registration Education* (GOPRE) and the *Subject Benchmark Statement for Osteopathy*, by May 2017, and ensure that their requirements are fully embedded throughout the programme (paragraphs 12 to 15).
 - Implement a phased strategy for ensuring that external clinical placements are available from September 2019, consistent with the requirements of the *Subject Benchmark Statement for Osteopathy*, sufficient to meet projected student numbers and underpinned by service level agreements that articulate clinical arrangements and responsibilities, and the support and mentoring to be provided for placement supervisors and their students (paragraph 33, 50, 58, and 59).
 - Implement, by September 2017, a fitness to practise policy that reflects current General Osteopathic Council (GOsC) guidance, and ensure that key staff, including external placement supervisors, are trained to participate in relevant stages of the process (paragraph 48).
 - Implement, by May 2017, a phased five-year clinic infrastructure development strategy that meets the requirements of the *Subject Benchmark Statement for Osteopathy* and the *Osteopathic Practice Standards* (OPS), consistent with initial development requirements and planned growth in student numbers, as part of a comprehensive plan for learning resources and programme expansion (paragraphs 50 to 54).
 - Implement, by August 2017, a marketing strategy linked to forecast student numbers, to ensure that an appropriate range and diversity of patient presentations are available to meet students' learning needs, consistent with

the expectations of the *Subject Benchmark Statement for Osteopathy* and the *Guidance for Osteopathic Pre-registration Education* (paragraphs 60 to 62).

- Implement, by March 2017, a comprehensive phased strategy for the recruitment, appointment and training of specialist staff, to provide students with a diversity of exposure to a range of osteopathic perspectives, so that staff are in post three months prior to programme start (paragraphs 64 to 66).

12. The following is a summary of the visitors' main conclusions:

Strengths

- The support and recognition provided for research and scholarly activity and the intention to contribute to osteopathic research (paragraphs 34 and 82).
- The opportunities within the faculty and University for students to access an extensive range of specialist industry standard resources and facilities, especially in the areas of sports and rehabilitative therapy (paragraph 34 and 50).

Good practice

- The wide-ranging opportunities for student participation, and the variety of effective mechanisms for feeding back, which inform the enhancement of learning opportunities (paragraphs 35 and 36).
- The extensive range of mechanisms provided to support both part-time and full-time students, including the out-of-hours service (paragraph 45 to 47).

Areas for development

- Ensure that comprehensive formative and summative assessment information is provided in all module handbooks prior to the start of the programme (paragraphs 21 to 27).
- Articulate more clearly within the programme specification, module descriptors and handbooks how the programme teaching and learning strategy progressively facilitates students' integrated competence development throughout the levels, by ensuring that the clinical education experience is effectively structured, including external placements in supporting in-house clinical education, and that students' development of their knowledge, skills and professional attributes are similarly structured within the other core programme themes (paragraphs 30 to 33).
- Implement a plan for engaging service users in the development and enhancement of the programme and the clinical experience (paragraph 39).
- Include in the programme specification clear criteria for the recognition of prior learning, including available modules, procedures to identify any further gaps in applicants' incoming competence profiles and, where appropriate, their record of osteopathic clinical education practice (paragraph 42).
- Include in the programme specification particular arrangements for inducting and orientating UK and non-UK students entering with advanced standing,

consistent with the requirements of *Osteopathic Practice Standards*, and addressing any deficiencies in their incoming competence profiles (paragraph 42).

13. As with all specific conditions, our process incorporates an agreed 'action plan' between the institution, the Visitors and the Committee. The aim of the agreed action plan is to enable the Committee to consider whether evidence submitted by the College to evidence fulfilment of a condition deals with the expectations of the Committee and the Visitors at the time the condition was set.
14. An initial draft of the action plan was submitted by the University of St Mark and St John on 27 January 2017. This was sent to the Visitors who were due to submit their response as at 24 February 2017. The Visitor response will be considered by the University of St Mark and St John as soon as it is received.
15. We have asked the University of St Mark and St John to submit an updated form of the Action Plan for presentation to the Committee on 9 March 2017. In the meantime, the current version is attached at Annex D.
16. The first update from the University of St Mark and St John on their action plan is due during March 2017. This will be considered by the Visitors during April and an update considered by the Committee at its next meeting in June 2017. A further update on the action plan would also be considered by the Visitors and the Committee in October 2017. In accordance with our usual procedures, if any areas of concern between Committee meetings, we will bring this to the attention of the Chair and to the Committee electronically.
17. It is worth highlighting that when the Committee agreed the initial specification in March 2016, the Committee agreed that ongoing engagement with the institution would be important to support standards.
18. It is suggested that the detailed action plan outlined at Annex D means that the Committee will continue to receive updates about the progress of development of the course at regular intervals. GOsC and QAA Staff are also involved in regular communications with staff at the University of St Mark and St John to continue to support the development of the course. Since the RQ application, staff at University of St Mark and St John have also begun to integrate into the Council of Osteopathic Educational Institutions by attending GOsC/OEI meetings and have made contact with the Institute of Osteopathy. We will continue to encourage this level of engagement.
19. The University of St Mark and St John will also be subject to annual reporting requirements with effect from this year. Although there will be no students in place to July 2017, (the academic year that will be reported on at the end of 2017) we suggest that the University of St Mark and St John will be able to provide updates appropriate to its stage of development in each annual report in line with its action plan. Again, if necessary, we will be able to ask the Visitors to

consider and develop responses to ensure appropriate support as the course embeds and receives its first students from September 2017.

Approval

20. As the Osteopaths Act 1993 refers to qualifications, we have, in this section simply referred to the named qualifications rather than the descriptions of the different courses.
21. The Committee is asked to consider the recommendations of the QAA Report and this paper for the renewal of recognition of the following qualifications as outlined below:
 - a. Master of Osteopathic Medicine (full time)
 - b. Master of Osteopathic Medicine (part time)
22. The Committee is asked to decide whether to recommend that Council:
 - a. Recognises the qualifications without conditions
 - b. Recognises the qualifications with conditions
 - c. Refused recognition of the qualifications
23. In this case, the Visitors have recommended approval subject to conditions. The conditions proposed by the Visitors have been inserted alongside the general conditions outlined at paragraph 26 a. b. c. d. e. and f. below.
24. All 'recognised qualifications' are approved with 'general conditions'. General conditions set out key matters that could impact on the delivery of the *Osteopathic Practice Standards* and that need to be reported to the statutory Education Committee along with an analysis of the impact on delivery of the *Osteopathic Practice Standards* through our RQ change notification process. These general conditions are outlined at paragraph 26 g. h. and i. below. They have been amended to reference updated documentation (The QAA *Subject Benchmark Statement: Osteopathy* (2015) has replaced the 2007 edition and we have also referenced our *Guidance for Osteopathic Pre-Registration Education* (2015).
25. The GOsC in house lawyer has reviewed the conditions under the Osteopaths Act 1993 and is content to recommend them as appropriately worded conditions to the Committee.
26. The conditions are as follows:

CONDITIONS	
a.	The University of St Mark and St John must revisit and comprehensively map external reference points, including the <i>Osteopathic Practice</i>

	<i>Standards (OPS), the Guidance for Osteopathic pre-registration Education (GOPRE) and the Subject Benchmark Statement for Osteopathy, by May 2017, and ensure that their requirements are fully embedded throughout the programme (paragraphs 12 to 15).</i>
b.	The University of St Mark and St John must implement a phased strategy for ensuring that external clinical placements are available from September 2019, consistent with the requirements of the Subject Benchmark Statement for Osteopathy, sufficient to meet projected student numbers and underpinned by service level agreements that articulate clinical arrangements and responsibilities, and the support and mentoring to be provided for placement supervisors and their students (paragraph 33, 50, 58, and 59).
c.	The University of St Mark and St John must implement, by September 2017, a fitness to practise policy that reflects current General Osteopathic Council (GOsC) guidance, and ensure that key staff, including external placement supervisors, are trained to participate in relevant stages of the process (paragraph 48).
d.	The University of St Mark and St John must implement, by May 2017, a phased five-year clinic infrastructure development strategy that meets the requirements of the <i>Subject Benchmark Statement for Osteopathy</i> and the <i>Osteopathic Practice Standards (OPS)</i> , consistent with initial development requirements and planned growth in student numbers, as part of a comprehensive plan for learning resources and programme expansion (paragraphs 50 to 54).
e.	The University of St Mark and St John must implement, by August 2017, a marketing strategy linked to forecast student numbers, to ensure that an appropriate range and diversity of patient presentations are available to meet students' learning needs, consistent with the expectations of the <i>Subject Benchmark Statement for Osteopathy</i> and the <i>Guidance for Osteopathic Pre-registration Education</i> (paragraphs 60 to 62).
f.	The University of St Mark and St John must implement, by March 2017, a comprehensive phased strategy for the recruitment, appointment and training of specialist staff, to provide students with a diversity of exposure to a range of osteopathic perspectives, so that staff are in post three months prior to programme start (paragraphs 64 to 66).
g.	The University of St Mark and St John must submit an Annual Report, within a three month period of the date the request was first made, to the Education Committee of the General Council.
h.	The University of St Mark and St John must inform the Education Committee of the General Council as soon as practicable, of any change or proposed substantial change likely to influence the quality of the

	<p>course leading to the qualification and its delivery, including but not limited to:</p> <ul style="list-style-type: none"> i. substantial changes in finance ii. substantial changes in management iii. changes to the title of the qualification iv. changes to the level of the qualification v. changes to franchise agreements vi. changes to validation agreements vii. changes to the length of the course and the mode of its delivery viii. substantial changes in clinical provision ix. changes in teaching personnel x. changes in assessment xi. changes in student entry requirements xii. 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) xiii. 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) xiv. changes in teaching accommodation xv. changes in IT, library and other learning resource provision
i.	<p>The University of St Mark and St John must comply with the General Council's requirements for the assessment of the osteopathic clinical performance of students and its requirements for monitoring the quality and ensuring the standards of this assessment. These are outlined in the publication: <i>Subject Benchmark Statement: Osteopathy, 2015</i>, Quality Assurance Agency for Higher Education and <i>Guidance for Osteopathic Pre-registration Education, 2015</i>, General Osteopathic Council. The participation of real patients in a real clinical setting must be included in this assessment. Any changes in these requirements will be communicated in writing to the College of Osteopaths giving not less than 9 months notice.</p>

Recognition period

27. For new OEIs seeking, our policy is to recognise for a period of three years and then to visit again prior to the first students graduating to ensure that standards are in place ahead of that point.
28. We suggest that the next Visit to the University of St Mark and St John should take place in around November/December 2019. This allows the next visit to take place as the first cohort of third year students commence in clinic. This means a renewal of RQ with approval from the Privy Council would be expected

in around November/December 2019 taking account of our governance arrangements and those of the Privy Council. To allow sufficient time for the renewal of the RQ, we suggest that the current RQ should be put in place until January 2021. Renewal of the RQ should take place by January 2021 assuming that the course progresses as planned so that the first students would graduate with RQs in June/July 2021.

29. It is recommended that the qualifications outlined in paragraph 20 are approved subject to the conditions outlined in paragraph 26 from 1 September 2017 until 31 January 2021.

Recommendations:

1. To approve the record of the decision of the Committee to appoint Visitors in accordance with s12 of the Osteopaths Act 1993.
2. To recommend that the Council recognises the Master of Osteopathic Medicine (full time) and Master of Osteopathic Medicine (part time) awarded by the University of St Mark and St John subject to the conditions outlined in paragraph 26 from 1 September 2017 to 31 January 2021 and subject the approval of the Privy Council.
3. To agree the attached action plan attached at Annex D.

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:
 - 30.
 - 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:
- 31.
- 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
- 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
- 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.¹

¹ 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.