



**Policy and Education Committee**

**16 June 2022**

**Quality Assurance: Annual Report for academic year 2021-2022 and approach to thematic review for 2022-23**

<b>Classification</b>	Public
<b>Purpose</b>	For decision
<b>Issue</b>	To agree approach to annual reporting and mechanisms for taking forward key issues this year.
<b>Recommendations</b>	<ol style="list-style-type: none"><li>1. To agree the annual report template for 2021-2022.</li><li>2. To agree the proposal regarding the suggested series of quality assurance workshops.</li></ol>
<b>Financial and resourcing implications</b>	Costs of activities undertaken and planned will be from planned budgets.
<b>Equality and diversity implications</b>	Equality, diversity and inclusion (EDI) issues are reported on in relation to the annual report as reflected in the Standards for Education and Training. In relation to the proposed quality assurance workshops, holding these online will ensure that these are accessible to a wide range of educators, regardless of geographical location or other accessibility issue. We can provide support to those who find it difficult to access online systems in a different way.
<b>Communications implications</b>	None specifically. Proposals will be communicated largely through osteopathic educational institutions (OEIs).
<b>Annex</b>	Draft Annual report template 2021-22
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## Key messages

- An updated version of the annual report template used for 2020-21 is proposed for consideration for 2021-2022.
- This enables OEIs to update last year's response as appropriate, and includes a new section aimed at encouraging a more reflective response in relation to good practice, challenges, and risk management.
- We further set out a proposal regarding the holding of a series of quality assurance workshops with OEIs to facilitate consideration of key issues within the sector and how this might be addressed. Issues to be covered include:
  - Boundaries, communication/consent
  - Consent in the classroom
  - EDI/Reasonable adjustments
  - Public/Patient involvement
  - Student voice

## Background

1. The GOsC's Annual Report requirement for Osteopathic Educational Institutions (OEIs) is part of the current arrangement for assuring the ongoing quality of the delivery of 'recognised qualifications' (RQs).
2. At the Committee's meeting in June 2021, the Committee considered a range of options for the template for the 2020-21 annual report process, and agreed the proposal to base the annual report template for 2020-21 on the draft Standards for Education and Training, which we were at that time consulting on.
3. The outcome of this process was reported to the Committee at its March 2022 meeting at which the annual reports were considered. The approach was felt to be positive, enabling the Committee to assess the performance of the institutions against a clear set of Standards – clear both to the Osteopathic Educational Institutions (OEIs) and the Committee (responding to feedback from the Council of Osteopathic Educational Institutions (COEI) last year and to enable the OEIs to demonstrate that they were currently meeting the nine themes of the draft standards:
  - Programme design, delivery and assessment
  - Programme governance, leadership and management
  - Learning culture
  - Quality evaluation, review and assurance
  - Resources
  - Students
  - Clinical experience
  - Staff support and development
  - Patients

4. This paper sets out proposals for the 2021-22 annual report process for consideration.
5. A proposal is also put forward in relation to a more collaborative approach to quality assurance and the sharing of good practice with the sector in the form of a series of QA based workshops with OEIs over the next year.

## **Discussion**

### *Annual report 2021-22*

6. The reporting against the draft themes enabled OEIs to give a much more expansive overview of what they do, and how they comply with what were at the time the draft Standards for Education and Training. These Standards were approved by Council at its May meeting for publication and implementation from 1 September 2022.
7. We knew that the pilot report was initially quite demanding for OEIs, and this was borne out in feedback, though the positives were also mentioned. The aim, though, was to establish a baseline of activity and performance, that could then be updated each year without having to repeat the process in its entirety, hopefully a more efficient and effective approach both for the OEIs and those analysing the reports. The OEI could retain a copy, for example, that they could update and retain as a live document ready for the following year's submission. This is the approach that we are proposing this year.
8. The format of the proposed annual report template is included as Annex A. This is very similar to last year's with OEI's being asked to demonstrate how they meet the Standards for Education and Training. Rather than starting from scratch, however, they will have a copy of last year's submission which they will be asked to update as appropriate to reflect any changes made over the last academic year. Quantitative reports will need updating – student progression rates, educator numbers etc, but there will be no need to repeat content that hasn't changed. Any changes to the report should be shown in a different coloured font to facilitate the analysis process and aid clarity. Only changed evidence would also need to be submitted as Mott MacDonald already retain the evidence submitted for each OEI last year.
9. The advantage to this approach is, as mentioned above, that the report will be updated and reflect any changes at each OEI, but will be proportionate in terms of the demand on each institution. For those undergoing RQ visits, it will avoid unnecessary duplication, as either the latest annual report submission can be updated for the purposes of the RQ, or the RQ documentation will avoid the need for a detailed annual report to be subsequently submitted. This would hopefully simplify preparation for the RQ visit process too over time.
10. We discussed this approach and options with the OEIs at a meeting with COEI on 19 May, and this approach was preferred by all, representing a logical but

flexible way of updating the baseline report, but giving the OEIs the opportunity to update and amend as much as they wanted to, and to be able to showcase what they do.

11. An additional section has been added to the report to enable the OEIs to focus further on particular areas of good practice, challenges and risk/risk mitigation in relation to each theme. This will address the OEI comments regarding showcasing what they do, and also encourage a more reflective response rather than just a process driven description. A final matrix summarises updates made in relation to each theme, and will assist with analysis.

### *Quality Assurance Workshops*

12. We have been considering how we might develop our quality assurance processes over the next year to address some of the issues that arise consistently across the sector, and promote good practice in a more meaningful way. We ran a session for OEIs in early 2022, in which we looked at a number of issues, including restorative justice in education, and consent challenges in the classroom. The feedback on this was positive, with the suggestion that more workshops would be useful and also that it would be useful to extend them to a wider range of staff and educators depending on the relevant content. This would enable us to facilitate discussion in an open and collaborative format, exploring issues and sharing approaches to managing these, encouraging a more cross-sectoral response.
13. At our May 2022 meeting with COEI, we explored this suggestion in more detail, suggesting some possible workshops for consideration. These were:
  - Amplifying the student voice in internal and external quality assurance including involvement in student visits (Steven Bettles and new Senior Quality Assurance Officer)
  - Boundaries, communication and consent in the context of touch: Dissemination of report and reflection on implications for sector and discussion about next steps (Julie Stone)
  - Consent and communication in the context of the student environment: Dissemination of the report, reflection on implications for the sector and discussion about next steps (Manoj Mehta)
  - Patient and public involvement (Rachel Heatley)
  - Student recruitment (TBC)
14. In small groups we discussed these suggestions, considering:
  - What should be the desired outcome from the session?
  - What is the preferred form of delivery - Workshops? Focus Groups etc?
  - Who should be involved in the workshops or other mechanisms to be involved in shaping and delivering that desired outcome? Who will facilitate and plan?
  - What is the preferred priority order for these pieces of work?

- Are there any important topics missing from the list?
15. In discussion, consensus from OEIs was that student recruitment (a key topic of concern for OEIs currently), though important, is something that the sector is already working on through COEI and through the Osteopathic Development Group. A suggestion was that we replace this with EDI issues – dealing with reasonable adjustments for students, for example. Another suggestion was regarding handling of fitness to practice issues, particularly in relation to staff.
  16. The priority issues were generally considered to be:
    - Boundaries, communication/consent
    - Consent in the classroom
    - EDI/Reasonable adjustments
    - Public/Patient involvement
    - Student voice
  17. The format was preferred to be interactive, no more than 1.5 hours per session, and held online to facilitate greater accessibility. They should also be planned well in advance so that relevant staff can book the time – these will differ according to the topic, and won't just be the senior management of providers, but will include other key managers and teaching staff to broaden impact and get 'the right people at the right time' involved.
  18. The proposal, then is to arrange this series of workshops to be held over the course of the 2022-23 academic year. From the Committee's perspective, we envisage that this will provide assurance that key issues within osteopathic education are being raised, considered and discussed within the sector. Feedback will be sought, and an impact report developed to assess the impact of the initiative amongst OEIs.
  19. Feedback from the Committee on this proposal is sought at this stage.

### **Recommendations:**

1. To agree the annual report template for 2021-2022.
2. To consider and agree the proposal regarding the suggested series of quality assurance workshops.