



**Policy and Education Committee**

**15 June 2023**

**Quality Assurance: Annual Report for academic year 2022-2023 and approach to thematic review for 2023-24**

<b>Classification</b>	Public
<b>Purpose</b>	For decision
<b>Issue</b>	To agree the 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, including the updated educator data collection proposals.</li><li>2. To agree the plans outlined in relation to the enhancement of quality assurance through further quality assurance workshops and the development of proposals for a more thematic approach for 2023-24.</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>	<p>Equality, diversity and inclusion (EDI) issues are reported on in relation to the annual report as reflected in the Standards for Education and Training.</p> <p>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.</p>
<b>Communications implications</b>	None specifically. Proposals will be communicated largely through osteopathic educational institutions (OEIs).
<b>Annex</b>	<ol style="list-style-type: none"><li>A. Draft Annual report template 2022-23.</li><li>B. Sample template theme responses to show a more reflective approach.</li><li>C. Draft revised educator data collection sheet.</li></ol>
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## Key messages

- An updated version of the annual report template used for 2021-22 is proposed for consideration for 2022-2023.
- This, as last year, enables OEIs to update the previous 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 discussed the annual report template with COEI at a meeting in May 2023. This included some additional data requests around:
  - Clinic and non-clinic roles
  - Osteopath and non-osteopath roles
  - In addition, to adding a focus on staff-student ratios in both student clinic and practical class settings, we are suggesting here that OEIs explain how they calculate both these ratios, so that we can reflect and come to a conclusion of the best way for each OEIs to calculate this in the next annual monitoring process i.e., so as to standardise and aid comparability going forward.
- We have suggested removing some data requests in the following areas:
  - Educators with both lecturing and clinical duties
  - Lecturers/Clinical tutors with additional management roles.
- We also report on quality assurance workshops held this year, and on proposals to continue these next year, with a more structured approach.
- Suggested topics for the workshops include:
  - Competence based education
  - Artificial intelligence in education
  - Calibration of academic standards.

## 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 2022, the Committee considered the template for the 2021-22 annual report process, and agreed the proposal to continue to base the annual report template on the [Standards for Education and Training](#), which were implemented from 1 September 2022.

3. The outcome of this process was reported to the Committee at its March 2023 meeting at which the annual reports were considered. As was reported in March, the report forms were pre-completed with the previous year's submission, with OEIs being asked to update sections which had changed to ensure this reflected the current situation, indicating changes within a different coloured font. OEIs were only required to submit evidence that was new or updated from the previous year (which was all retained by Mott MacDonald). This meant that the process was proportionate, but still ensured that OEIs were able to update sections where needed to establish a new baseline of reporting against the Standards for Education and Training.
4. This paper sets out proposals for the 2021-22 annual report process for consideration. An update is also provided on Quality Assurance workshops held this year, and proposals for developing this programme over the next academic year.

## **Discussion**

### *Annual report 2022-23*

5. The format of the proposed annual report template is included as Annex A. This is consistent with last year's template with OEI's being asked to demonstrate how they meet the Standards for Education and Training. As with last year, templates will be pre-completed with the previous year's submission, which they can then amend as appropriate. 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.
6. 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.
7. We discussed this approach and options with the OEIs at a meeting with COEI on 15 May 2023. We discussed some of the reflections on last year's reporting analysis as reported to the Committee, particularly that OEIs should be more reflective of the academic year, rather than looking forward and should ensure that risks and challenges are carefully considered and included within the response. In order to encourage a more reflective approach, and to demonstrate what we mean by this, we have developed an example template featuring two themes of the SET as reported by the fictional Sussex School of Osteopathy (attached as Annex B for information).

*Data capture*

8. As part of the annual monitoring, we currently ask each OEI to complete the education datasheet, which comprises the following details:

<b>Educator data</b>	<b>Total</b>	<b>Comments</b>
Total educators employed		
Lecturers & teaching support staff (theory/practical)		
Clinical tutors		
Educators with both lecturing and clinical duties		
Lecturers/Clinical tutors with additional management roles		
Educators who are osteopaths		
Educators who are not osteopaths		
Full time educators		
Part time educators		
Full time equivalent educators		

9. As can be seen, this does not provide us with information about:
- Staff-student ratio in any setting (i.e., clinic or practical sessions)
  - Any assessment of sufficient numbers of teaching staff
  - Whether faculty staff have a teaching qualification or are working towards one.
10. We are also currently collect the following data which is possibly not useful, and we propose could be removed from our data collection on educators going forward:
- Educators with both lecturing and clinical duties
  - Lecturers/Clinical tutors with additional management roles.
11. We are proposing for the 2022-23 annual reporting period that we collect the data as set out in Annex C (datasheet template). In this we have split the recording of data between:

- Clinic and non-clinic roles
- Osteopath and non-osteopath roles
- In addition, to adding a focus on staff-student ratios in both student clinic and practical class settings, we are suggesting here that OEIs explain how they calculate both these ratios, so that we can reflect and come to a conclusion of the best way for each OEIs to calculate this in the next annual monitoring process i.e., so as to standardise and aid comparability going forward.

12. There are three comments boxes to provide further details on:

- Roles undertaken by educators that are not osteopaths.
- Definition being used for full-time equivalent educators, because we need to reach a standard way in which to record total full time equivalent across all providers to aid comparability.
- Additional comments box for any other additional information.

13. The aim is to provide a more detailed picture of the educational sector which informs the Committee, external stakeholders and the sector itself.

14. We discussed this proposal with OEIs on 15 May, and minor changes have been made following feedback to specify 'registered' osteopaths (to distinguish from retired osteopaths no longer on the register), and to acknowledge experience in teaching (as opposed to just teaching qualifications).

#### *Quality Enhancement – Workshops*

15. At the Committee's June 2022 meeting, we reported on plans to hold a series of quality assurance workshops with OEIs. The idea was that this would help to identify and share good practice in key areas, and be able to include a broader range of educators than typically are able to attend GOsC/COEI meetings.

16. Sessions held this academic year were:

- Boundaries, communication/consent (Julie Stone presenting on her research)
- Public/Patient involvement in osteopathic education
- Student voice in education and quality assurance.

17. Further planned sessions on 'consent in the classroom' and EDI in osteopathic education are being postponed until the autumn to avoid exam season.

18. We found that attendance at the events has been mixed, with some better attended than others. On reflection, we feel that we could do more to promote and publicise these events and to ensure that educators are better able to attend. For example, all have been scheduled between 12.30 and 2.00pm, which may prevent some from taking part.

19. In order to address this, we are looking to develop a published prospectus of workshops to be held between October 2023 and Easter 2024. These will be promoted to OEIs from September so that faculty can be made aware of the events and plan for these from the start of term.
20. We will look to limit sessions from 1.00 – 2.00pm if possible, with some also being offered at an early evening slot. We are considering, also, how material may be made more broadly available (recording sessions may be possible in some circumstances). As well as the consent and EDI sessions above, we have suggested sessions on:
- Competence based education (QAA have recently published a [primer](#) on this, and we arranged an introductory session providing an overview of their approach at the meeting with COEI on 15 May)
  - Artificial intelligence in education – how might this be managed?
  - Calibration of academic standards (See [Advance HE](#) information on this)
21. We discussed these proposals with COEI, and there was general support for a clearer prospectus of planned activities, and the offering of these in more accessible and flexible formats. An acknowledgement, also, that though there had been challenges in ensuring broad attendance in some sessions held so far, it was good that GOsC were arranging such sessions in a way that COEI was not.
22. It was also stated at the meeting with COEI that there is a value to the sharing of good practice, within the sector, and it is hoped that such events will provide a regular opportunity to identify and share good practice both within and beyond the sector. Not all sessions have a clear aim of promoting a particular practice, or provide a fixed model to apply, but they identify issues and provide a forum within which challenges can be discussed and solutions explored. Sometimes this is as much about identifying the questions, as finding the answers.

*Quality Enhancements - annual reporting for 2023-24*

23. For future reporting (for 2023-24 academic year and beyond), we are considering whether a more thematic approach might be appropriate. For example, we would still retain the baseline document reporting against Standards for Education and Training as now, and OEIs would be asked to update this, but this would be more of a background document, with the review focusing on key issues which might change from year to year. We might do a deeper dive into clinical education, for example, or on EDI issues and accessibility in osteopathic education.
24. This approach would retain the detail that we gain now, but enable a more specific exploration of particular areas, aimed at building a greater understanding of the delivery of education, both individually to each OEI, but as a broader sector as well. In this way, we would maintain the regular reporting against the SET, and the consistency this provides between, for example, annual reporting

and RQ visits, but combine this with a more detailed exploration of issues which arise in a more flexible way.

25. We discussed this approach with OEIs at the GOsC/COEI meeting on 15 May. In discussions, concerns were raised regarding the increased workload that such an approach would potentially create, though a more reflective approach generally was seen as a positive. Our aim, however, would not be to provide an overly burdensome process. With the template reporting against SET being largely unchanged from year to year, there is a predictability to this which means the providers can keep this up to date as things change. The more thematic elements would be targeted to provide further detail in key areas from time to time, and would enable us to fill in some of the gaps that might otherwise exist in our understanding of the sector and the delivery of RQ programmes.

*Next steps*

26. Annual reports for 2022-23 will be finalised and distributed by early September, with submission in early-mid December. We will engage with OEIs during this period, individually and as a group, to ensure that they have access to any support needed to respond.
27. For the workshops, we will develop a prospectus in conjunction with COEI for publication in September at the start of the academic year. For the development of an enhanced annual report for 2023-2024 (this will be the report to be submitted in December 2024) we will consider this further, and review potential areas for more specific exploration once the 2022-23 annual reports have been analysed. These will be reported to the Committee as usual in March 2024, and potential thematic areas can be discussed by the Committee at that stage.

**Recommendations:**

1. To agree the annual report template for 2021-2022, including the updated educator data collection proposals
2. To agree the plans outlined in relation to the enhancement of quality assurance through further quality assurance workshops and the development of proposals for a more thematic approach for 2023-24.