



Policy and Education Committee

6 June 2024

Quality Assurance: Annual Report approach to 2024-25

Classification	Public
Purpose	For decision
Issue	To agree the approach to annual reporting and mechanisms for taking forward key issues this year.
Recommendation	1. To agree the annual report template for the 2023-2024 academic year, including the updated educator data collection proposals.
Financial and resourcing implications	Costs of activities undertaken and planned will be from planned budgets.
Equality and diversity implications	Equality and diversity issues are explored as part of the RQ renewal process and are explicitly referenced as part of the Graduate Outcomes and Standards for Education and Training (2022) and in the review criteria set out in the Mott MacDonald Interim Quality Assurance Handbook .
Communications implications	None specifically. Proposals will be communicated largely through osteopathic educational institutions (OEIs).
Annexes	Annex A - Draft Annual report OEI submission template 2023-24. Annex B – Mott OEI Annual Report Analysis Template 2023-24
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Key messages

- The Committee are asked to agree an updated version of the annual report template for 2023-2024. The Committee should prescribe the format of the annual report requirement in good time in accordance with the 'general conditions' attached the recognised qualification approvals or the agreed action plans (for OEIs without an expiry date) and in accordance with s18 of the Osteopaths Act 1993. The report will be sent out in September and returned in December for analysis. The analysis reports will be presented to the Committee in March 2025.
- The annual report template enables OEIs to update the previous year's response as appropriate, and includes more guidance around how to respond to recommendations and how they are tracked, more guidance to support a more reflective account and clearer guidance about the provision of educator data which were areas of improvement identified by the Committee in March 2024 to add value to the process both for OEIs and GOsC.
- We discussed the annual report template with the OEIs at the RELM (GOsC / OEI) meeting in May 2024. This included:
 - Discussions around the value of annual reporting and its recommendations including how the Mott analysis report informs the OEI quality management system
 - Understanding who is involved in the annual reporting and how that feeds into OEIs quality assurance processes
 - Agreeing a more precise calculation of the provision of educator data.
- We also report on discussions held around the features of a Recognised Qualification visit and the behaviours of a good visitor. These are reported on in Private Item 5 on the Policy and Education Committee agenda.

Background

1. This paper sets out proposals for the 2023-24 annual report process for agreement.

Discussion

Annual report for 2023-24 academic year

2. OEI Annual Reports remain consistent with last year's template with OEI's being asked to demonstrate how they meet the Standards for Education and Training with a reflective narrative and supporting evidence. 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.

3. The red text in the template provided in Annex A shows the requirement for a summary of previous recommendations to be provided. Recommendations are a key part of continuous improvement. They highlight areas where an institution may enhance their performance and mitigate any potential risks potentially contributing to assuring standards and quality enhancement. This allows institutions to benchmark their performance against the Standards for Education and Training helping identify any gaps. This resulted from the Committee's feedback from their meeting in March 2024, highlighting the need to strengthen this aspect of the OEI Annual Report template in order to provide OEIs the opportunity to provide updates and evidence on previous recommendations to then be analysed by Mott MacDonald.
4. The format of the proposed Mott annual report Analysis template 2023-24 is included as Annex B. The red text in the draft template provided in Annex B highlights alterations that have been made to the template. At the top of the template, the 'Reporting on matters identified for reporting' reflects the feedback provided around the recording, tracking and monitoring of recommendations made in the previous years Annual Report. It was important to develop this aspect of the Annual Reporting process in order to increase the accountability of institutions to act and respond to recommendations and transparency.

RELM (*GOsC/OEI*) meeting

5. We met with the OEIs on 13 May, delivering a workshop run by Mott MacDonald. This workshop initially set the scene to remind OEIs of the value of the annual reporting process and how exactly this information is used as part of our quality assurance process. In order to get the best outcome from this workshop, it was important not to approach it with any assumptions and to give OEIs a clear understanding of why the annual reporting process is so important to better the engagement and information received in this process. This workshop not only addressed the value of annual reporting, but its purpose and how the annual reporting process supports institutions in upholding the Standards for Education and Training and provide the Committee with assurance that these standards are being met.
6. Due to the feedback received from the Committees meeting in March 2024, it was important to reflect on the understanding OEIs had of a recommendation and the definitions given. This was particularly important for the consistency between the Annual reporting and RQ visit processes. In Mott MacDonald's workshop, the existing RQ definition of a recommendation was presented to OEIs along with a suggested definition of recommendations for the Annual reporting process. It was necessary to establish the current meaning of a recommendation to agree a definition going forward to ensure OEIs understood how they were drawn and what it would mean for them in terms of continuous improvement and the evidence required to demonstrate they are being met.

After discussion groups were held to give OEIs an opportunity to reflect and collaborate thoughts with members of Mott MacDonald and GOsC.

Data capture

7. In relation to the provision of educator data, there was still a lack of clarity around Full-Time staff numbers. Common issues arising from the use of the template were:
 - OEI leaving data about non- osteopath members of staff blank, in terms of whether these staff members were full time, part- time or full time equivalent (a total of 3 institutions did this) and it is unclear as to whether this is because these institutions knew less about these staff members, or it was just data entry error.
 - There appeared to be some confusion and difference in the recording of staff members that undertook both clinical and non-clinical teaching. It was expected that within the excel workbook the following would be applied:
 - Non-Clinical (FT +PT) + Clinical tutors (FT +PT) – Multiple educator roles = Total number of educators

Box 1: Expected calculation

However, for several OEIs this was not applied, instead these institutions did the following:

- Non-Clinical (FT +PT) + Clinical tutors (FT +PT) + Multiple educators = Total number of educators

Box 2: Unexpected formula applied.

This second approach (detailed in Box 2) meant we ended up not knowing about the multiple educators employment mode (full time, part time, or full time equivalent) or HE qualification status, or indeed if these staff members that undertook both types of teaching could be classified predominately more clinical or non-clinical in their teaching hours (if applicable as some institutions were able to report). Basically, we lost significant data and information here which may mean some underreporting has occurred as a result in terms of a) employment mode (full time, part time, full time equivalent) b) HE qualification (gained or working towards).

8. The existing data collection template will be updated with the new agreed calculation at Box 1 above to ensure clarity as outlined above.

Next steps

- Implement the agreed definition of recommendations
- The recording and monitoring of recommendations to be implemented

- Box 1 was agreed as a calculation, this will be used going forward

Recommendations:

1. To agree the annual report template for the 2023-2024 academic year, including the updated educator data collection proposals.