GOsC Education Quality Assurance
Initial Recognition Qualification Report

This report provides a summary of findings of the provider's quality assurance visit. The report will form the basis for the approval of the recommended outcome to PEC.

Please refer to section 5.9 of the QA handbook for reference.

Provider:	North East Surrey College of Technology (Nescot)
Date of visit:	8-9 November 2023
Programme(s) reviewed:	Bachelor of Osteopathy (BOst), part-time delivery
Visitors:	Jill Lyttle and Brian McKenna
Observers:	Chloë Johns and Hannah Warwick

Outcome of the review

Recommendation to PEC:	☒ Recommended to recognise qualification status
	☐ Recommended to recognise qualification status subject to conditions being met
	☐ Not recommended to recognise qualification status
Course start date:	September 2024

Abbreviations

AHPs	Allied Health Professionals
AI	Artificial Intelligence
BoS	Board of Studies
BOst	Bachelor of Osteopathic Medicine
CPD	Continuing Professional Development
EDI	Equality Diversity and Inclusion
GOPRE	Guidance for Osteopathic Pre-registration Education
GOsC	General Osteopathic Council
HE	Higher Education
LRC	Learning Resource Centre
LSBU	London South Bank University
MOst	Masters of Osteopathy
Nescot	North East Surrey College of Technology
PEC	Policy and Education Committee
QA	Quality assurance
RPL	Recognition of Prior Learning
RQ	Recognised qualification
SSCC	Staff Student Consultative Committee
VLE	Virtual Learning Environment

Overall aims of the course

The University confirm the following aims of the course within the mapping tool:

Bachelor of Osteopathic Medicine (Part-time):
1. To produce a graduate who has the theoretical, practical and professional competence required to practice as registered osteopath.
2. To produce a graduate who has the necessary reflective, self-evaluative and critical thinking skills necessary to be a safe, caring, ethical and effective osteopath.
3. To develop a graduate who has a commitment to ongoing personal and professional development.
4. To prepare graduates for employment and private practice by developing their business, entrepreneurial, leadership and problem solving skills.
5. To develop a graduate who has an appreciation and understanding of the importance of research and evidence based practice to their professional development.

Overall Summary

The visit was conducted online over a two-day period as part of an amended visit agreed at PEC. Staff, students and patients were welcoming to the visiting team and provided honest reflections of their experience of the current programmes, clinic and College. Originally the visit was scheduled to take place with three visitors within the visiting team, however after a conflict of interest was identified following the meeting invites being shared, the visit proceeded with two visitors. This change was agreed with the GOsC Executive team and Nescot were informed.

The visit of the BOst part-time provision follows the RQ visit which occurred at the College in 2022, which looked at the MOst and BOst full-time provisions. As such, the visiting team reviewed the BOst part-time provision in line with the 2022 findings, strengths, recommendations and conditions which were identified, as the part-time and full-time courses are aligned in their delivery method. The 2022 RQ report will be referenced within this report where there have been no changes to the standards and provisions at the College.

Strengths and good practice

The decision to co-teach full-time and part-time students, thus ensuring consistency of classroom experience, and facilitating cohesion of the overall student body, is considered a strength of the part-time programme. (1v)

The department has managed to foster a culture that is open, inclusive and nurturing to students and staff. This is a real asset to the College. (3ii)

The LRC have experience of working with part-time students on other programmes which will benefit part-time students of osteopathy. (3iii)

The open culture that has been developed in the department allows students to feel they are able to challenge without recourse. (3vi)

The support offered to students through the LRC and by teaching staff should be commended; this continues to be of high quality and flexible in nature which will support part-time students as well. (6ii)

Areas for development and recommendations

Staff development days should be used to prepare the teaching staff with less experience of the needs of part-time students. (3i)

It is recommended that the department continue to develop feedback practices within the team through sharing of good practice and additional training so that any perceived inconsistencies can be addressed. (3v and 6iv)

The College should continue its endeavours to provide inter-professional learning opportunities through their links with LSBU. (3vi)

The College should explore more formal mechanisms to allow for students from the same and different cohorts to work together and learn from each other. (3vi)

The College should consider the use of electronic notes within the clinic. (5iii)

Protected clinic time should be scheduled for part-time students who are entering clinic so that they can be fully inducted into the administrative processes within the clinic. (6i)

The College should review how patient data is managed alongside their strategic marketing plan which can enable targeted advertising to ensure that a sufficient depth and breadth of patients are attending the clinic. (7ii)

It would be beneficial for the College to review data collection and review practices, to identify areas which can be strengthened which will further support decision making around student breadth and depth of experience. (7ii)

The osteopathy teaching team is encouraged to consider and develop ways in which they can share their own part-time experience as students and teachers with the rest of their colleagues to better support part-time student learning. (8ii)

Conditions

None identified.

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Assessment of the Standards for Education and Training

1. Programme design, delivery and assessment

Education providers must ensure and be able to demonstrate that:

i. they implement and keep under review an open, fair, transparent and inclusive admissions process, with appropriate entry requirements including competence in written and spoken English.	☒ MET ☐ NOT MET

Findings and evidence to support this

As reported in the previous full-time RQ conducted in 2022, the College has a clear and comprehensive admissions policy published on the College website which is updated annually. Entry requirements, including competence in English, are set out in detail and apply equally to both full-time and part-time BOst programmes. During the visit staff involved with marketing the osteopathy programmes explained that, as well as specific open days with taster sessions, enquirers are welcome to visit the College and meet with staff and students on an individual basis. The part-time BOst is included in the College course finder with the caveat that RQ status is pending on the completion of the review process. As a result, we are assured that the College continues to implement an open, fair, transparent and inclusive admissions process which will be applied to prospective part-time students.

The College confirmed that there are no part-time students enrolled in the current academic year (2023/24).

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

ii. there are equality and diversity policies in relation to applicants, and that these are effectively implemented and monitored.	☒ MET ☐ NOT MET

Findings and evidence to support this

The College's EDI statement, entitled 'All included at Nescot' states "At Nescot, we're proud of our inclusive culture." The EDI policy, reviewed annually, explicitly highlights its application to recruitment and admissions activities. The internal EDI network structure continues to operate.

The College regularly undertakes a formal review of student and staff data, as noted in the previous RQ visit. The resultant report is discussed at the highest levels of College governance and published on their website. Although the most recent of these reports relates to 2020/21, the College confirmed that the HE Quality

Improvement Action Plan considers progress against OfS access and participation targets on an annual basis, commenting on the success of various strategies and outcome measures.

Existing EDI policies and procedures will be followed with respect to part-time applicants, and we are assured that they will continue to be effectively implemented and monitored.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

iii. they implement a fair and appropriate process for assessing applicants' prior learning and experience.	☒ **MET**
	☐ **NOT MET**

Findings and evidence to support this

The College has its own thorough RPL policy, published on its website, which the College confirmed has not changed since the previous RQ visit. Osteopathy students have been admitted through this route in the past.

LSBU, the validating university for the College's osteopathy programmes, has specified that all College policies and procedures are to be used for LSBU registered students. LSBU representatives confirmed that this is normal practice with their partner institutions. As the part-time programme was validated at the same time as the existing full-time programmes, this policy will apply equally to the part-time programme. We are therefore assured that the standard will also be met with respect to part-time students.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

iv. all staff involved in the design and delivery of programmes are trained in all policies in the institution (including policies to ensure equality, diversity and inclusion), and are supportive, accessible, and able to fulfil their roles effectively.

☒ **MET**

☐ **NOT MET**

Findings and evidence to support this

The 2022 RQ report noted the comprehensive staff induction process and the regular emails and newsletters which the College uses to inform staff of new or updated policies. Staff confirmed that this remains the usual means of disseminating such information. Students spoke positively about the support received from teaching staff, including opportunities for personal and private conversations. The open-door policy also applies to LRC staff, who provide a wide range of information and support on request for students and staff alike. We are therefore assured that staff who will interface with part-time students will be supportive, accessible, and able to fulfil their roles effectively.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

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v. curricula and assessments are developed and evaluated by appropriately experienced and qualified educators and practitioners.

☒ **MET**

☐ **NOT MET**

Findings and evidence to support this

The part-time BOst programme was validated by LSBU at the same time as the full-time BOst. The previous RQ report outlined the process by which staff developed the BOst programmes for validation by LSBU, the then new validating university. Different module credit weightings from the previous programme necessitated a restructuring of the existing full-time programme.

The College continues to operate a comprehensive monitoring process for its modules and programmes, as outlined in the previous RQ report. External examiner reports are consistently positive about the standard of the programme and the quality of the work of the internal examiners. They also note that staff respond to, and implement, their suggestions for improvement. These suggestions form part of the evidence used in the detailed annual monitoring of modules and programmes, as reported previously. LSBU representatives confirmed the satisfactory operation of the first year of the partnership and explained that there is ongoing informal contact with relevant staff throughout the year in addition to the more formal scheduled partnership meetings.

Full-time students take 120 credits each year, represented by three or four modules and part-time students will take 80 credits (two modules) in their first three years. In year four part-time students will take 100 credits and then in year five 120 credits, which is the same as the full-time students. Although the credit value for final years is the same, there is less scheduled contact time in the part-time final year as one of the modules

is a research proposal. The time commitment for part-time students is made clear in the information in the College course finder and in the programme specification. In discussing this apparent anomaly, senior staff acknowledged that it was their responsibility to make very clear to applicants the number of hours involved each year. They explained that the issue of the essentially full-time commitment for part-time students had been discussed at validation and that should it be necessary for some individuals, additional time could be permitted to complete their studies to meet the requirements of the programme and the GOsC.

Students on the part-time programme will be co-taught with those on the full-time programme, so will be studying the same modules at the same time. Full-time students are in attendance three days during term-time, and part-time students for two of those days. In essence, the part-time programme is an elongated version of the full-time programme, covering five years instead of four. The part-time programme specification demonstrates that attention has been paid to ensuring that the sequencing of modules have been developed by appropriately experienced staff and scheduling of modules is internally coherent and builds progression from year to year. Curricular content in both programmes is therefore identical, and the College confirmed that assessments would be identical and would be sat or submitted by all students at the same time in those modules. We are therefore assured that the part-time curricular content has been developed by appropriately experienced and qualified educators and practitioners who will also be involved in the evaluation of student assessments.

Both staff and students expressed the view that the inclusion of part-time students alongside full-time students should not impact adversely on either group. Students stated that students who have transferred from other programmes have quickly settled into their cohort. Students in the clinic already meet and work with students from other years, and the relatively small numbers in each year group (currently in single figures) lends itself to a cohesive student body. This should further support the development of a supportive environment for part-time students. Senior College staff reflected that the College is already familiar with teaching and supporting both full-time and part-time students who are co-taught on other courses across the College.

Strengths and good practice

The decision to co-teach full-time and part-time students, thus ensuring consistency of classroom experience, and facilitating cohesion of the overall student body, is considered a strength of the part-time programme.

Areas for development and recommendations

None identified.

Conditions

None identified.

vi. they involve the participation of students, patients and, where possible and appropriate, the wider public in the design and development of programmes and ensure that feedback from these groups is regularly taken into account and acted upon.	☒ MET ☐ NOT MET

Findings and evidence to support this

The previous RQ report noted the well-established formal processes for consulting with students, and the College confirmed that this remains the same and will apply to the part-time students. Student feedback is considered to be an integral part of these processes. Staff and students confirmed that the encouragement

of ongoing informal student feedback, and subsequent discussion, is welcomed by the staff team and greatly valued by students. This culture of informal dialogue with staff should facilitate the integration of part-time students into the classroom environment where participation from students and feedback on the programme is welcomed.

The College confirmed that the development of the part-time programme was instigated as a result of enquiries from potential students who were keen to study at the College but felt unable to commit to full-time study mode, as well as evidence from a professional body that this mode of study was becoming more prevalent. As a result, we are assured that the College has used feedback from potential students in the wider public in the development of the part-time BOst programme.

Clinic staff explained that occasional formal feedback is sought from patients and that informal feedback is ongoing. Students elicit feedback from their own patients for inclusion in their portfolio. It was clear from discussions with patients and with clinic staff that many patients come to the clinic as a result of personal recommendation, which provides indirect positive feedback on patient experience.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

| **vii. the programme designed and delivered reflects the skills, knowledge base, attitudes and values, set out in the Guidance for Pre-registration Osteopathic Education (including all outcomes including effectiveness in teaching students about health inequalities and the non-biased treatment of diverse patients).** | ☒ **MET** ☐ **NOT MET** |

Findings and evidence to support this

As noted in the previous RQ report, LSBU and College programme documentation reference all relevant national and GOsC standards and guidelines. This is underpinned by internal module and programme mappings to GOPRE, although some work, as identified by the external examiners, was still in process at that time. This work has now been completed and applies equally to part-time programme documentation. The programme mapping is appended to all programme specifications for clarity, including the part-time programme. We can therefore be assured that the part-time programme as designed and delivered reflects the skills, knowledge base, attitudes and values set out in GOPRE.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

| viii. assessment methods are reliable and valid, and provide a fair measure of students' achievement and progression for the relevant part of the programme. | ☒ MET
☐ NOT MET |

Findings and evidence to support this

As noted in the previous RQ report, the College operates a sound standard assessment verification process which has not changed and will be applied to part-time BOst students. Formative evaluation supports student learning, and formal assessment briefs and schedules set out what is required from students in summative assessments.

Student demonstration of the VLE provided evidence of the wealth of information provided by the College and the osteopathic staff team. This includes the assessment schedule and relevant assessment briefs.

External examiners' reports continue to support the range of assessment methods in use and their effectiveness in providing a fair measure of students' achievement and progression.

College staff confirmed that part-time students will take the same assessments at the same time as full-time students, thus ensuring parity and consistency of assessment between the two modes of study.

We are confident, based on the evidence provided about the assessment of the part-time programme, that the assessment methods used are reliable and valid and will provide a fair measure of student achievement and progression.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

| ix. subject areas are delivered by educators with relevant and appropriate knowledge and expertise (teaching osteopathic content or supervising in teaching clinics, remote clinics or other clinical interactions must be registered with the GOsC or with another UK statutory health care regulator if appropriate to the provision of diverse education). | ☒ MET
☐ NOT MET |

Findings and evidence to support this

As noted in the previous RQ report, job descriptions state that both clinic and osteopathic teaching tutors must be registered osteopaths. All osteopathy staff continue to have significant teaching experience at HE

level and seven of the 11 hold a level seven qualification. One staff member is not an osteopath, teaching physiology in the classroom only. Another staff member is developing the research development of the curriculum and supporting dissertation supervisors.

The staff list provided states that most teaching staff, including group tutors, are also clinic tutors. This facilitates greater breadth and depth of student interaction, enabling the identification of student needs and the provision of more focussed individual student support as required. This will be of particular benefit to part-time students, as staff expressed the view that they may need to be particularly proactive in maintaining contact with part-time students who will be in College less often than their full-time counterparts.

We are therefore assured that the part-time programme will be delivered by educators with relevant and appropriate knowledge and expertise.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

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x. there is an effective process in place for receiving, responding to and learning from student complaints.

☒ MET

☐ NOT MET

Findings and evidence to support this

The College confirmed that no amendments have been made to the policies and procedures considered at the previous RQ visit, and that no complaints from osteopathy have been logged since then. Part-time students will follow the same student complaints policies and procedures as full-time students. As a result, we are assured there are effective processes for student complaints on the BOst part-time programme.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

xi. there is an effective process in place for students to make academic appeals.

☒ **MET**

☐ **NOT MET**

Findings and evidence to support this

The College policy for academic appeals on HE courses is revised annually and published on the College website. As noted previously, it is clearly set out, including how to seek advice from an appropriate member of staff, and feeds into the process of the relevant validating university. LSBU representatives confirmed that academic appeals are dealt with according to LSBU regulations.

There has been only one appeal from an osteopathy student in the last seven years.

Part-time students will follow the same process for academic appeals as full-time students. As a result we are assured that there is an effective academic appeal process in place for the BOst part-time programme.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

2. Programme governance, leadership and management

i. they effectively implement effective governance mechanisms that ensure compliance with all legal, regulatory and educational requirements, including policies for safeguarding, with clear lines of responsibility and accountability. This should include effective risk management and governance, information governance and GDPR requirements and equality, diversity and inclusion governance and governance over the design, delivery and award of qualifications.

☒ **MET**

☐ **NOT MET**

Findings and evidence to support this

The 2022 RQ visit report found that the College had a well understood governance and management structure with effective lines of reporting, accountability and monitoring which run between the governing body and its committees through to the BoS which oversees each programme. Corporation and committee minutes provide evidence that governance, financial oversight and management functions continue to be exercised effectively. These functions will include oversight of the part-time programme. A new Principal was confirmed in post in January 2023.

An institutional review took place subsequent to the previous RQ visit. This has resulted in some reorganisation of senior roles in particular. The HoD is now the Curriculum Manager, and the reporting line is to the Assistant Principal for Curriculum. However, College personnel at all levels confirmed that the reorganisation and redesignation has not impacted significantly on the overall governance framework for overseeing policies and procedures nor on the operational aspects applying to osteopathy programmes.

The part-time programme is more akin to an extension of the full-time programme and is not a standalone programme. As such, College staff at all levels confirmed that it is unlikely to require significant additional resource. Assurance was given that the annual curriculum planning process would identify any such requirement; we were informed this process would be starting within the academic year. There is therefore relatively little financial risk attached to the introduction and operation of the part-time programme.

As a result, we are assured that the College implements effective governance mechanisms that ensure compliance with all relevant requirements, and that these will apply to the part-time programme.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified

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ii. have in place and implement fair, effective and transparent fitness to practice procedures to address concerns about student conduct which might compromise public or patient safety, or call into question their ability to deliver the Osteopathic Practice Standards.

☒ MET

☐ NOT MET

Findings and evidence to support this

As noted in the 2022 RQ report, the College has a general fitness to study policy applying to all students, which is updated annually; the latest version is dated June 2023. It also has a specific HE fitness to practice policy, reviewed on a three year cycle, which was developed in June 2022. Both policies are available on the College website. Senior staff confirmed that there had been no instances of fitness to practice since the latter policy was published. Part-time students will follow the existing fitness to practice procedures, as a result we are assured the part-time BOst programme will have in place fair, effective and transparent fitness to practice procedures.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

iii. there are accessible and effective channels in place to enable concerns and complaints to be raised and acted upon.

☒ MET

☐ NOT MET

Findings and evidence to support this

The College confirmed that there have been no changes to concerns and complaints processes and procedures since the previous visit and these will apply to students on the part-time programme. The general complaints policy was recently reviewed in accordance with the planned timetable published on the website.

A patients complaints policy is in place at the College. Staff confirmed that posters highlighting this are situated in all clinic rooms and in the clinic reception. Patients confirmed that they are aware that a policy exists as they have seen the posters, but none have had cause to utilise it. They would however if they felt it was necessary. They reported that they do not act as a patient forum or have any additional input into the course other than their representation at the visit.

Senior staff confirmed that no complaints have been logged from osteopathy students or patients. Both staff and students confirmed that the College's open culture enables early resolution of potential issues at an informal level.

We are assured that there are effective channels in place in the College to enable concerns and complaints to be raised and acted upon, and that they will be available to students on the part-time degree programme.

Strengths and good practice
None identified.

Areas for development and recommendations
None identified.

Conditions

None identified.

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iv. the culture is one where it is safe for students, staff and patients to speak up about unacceptable and inappropriate behaviour, including bullying, (recognising that this may be more difficult for people who are being bullied or harassed or for people who have suffered a disadvantage due to a particular protected characteristic and that different avenues may need to be provided for different people to enable them to feel safe). External avenues of support and advice and for raising concerns should be signposted. For example, the General Osteopathic Council, Protect: a speaking up charity operating across the UK, the National Guardian in England, or resources for speaking up in Wales, resources for speaking up in Scotland, resources in Northern Ireland.

☒ MET

☐ NOT MET

Findings and evidence to support this

The 2022 RQ visit report noted that both the College website and policy documentation demonstrated that the College promotes a culture of openness and transparency. Relevant policies, signposting external sources of support, have been updated recently in accordance with the planned timetable. Audit committee minutes note that the revised whistleblowing policy and procedure is considered to be more user friendly.

The policy is covered during formal staff induction. Staff and students confirmed during the visit that they feel able to raise any matters of concern as they arise. Patients agreed at the visit that the clinic atmosphere is friendly, and that staff and students are approachable.

We are assured that the culture within the College is one where it is safe for students, staff and patients to speak up about unacceptable behaviour, and that such a culture will embrace part-time students.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

v. the culture is such that staff and students who make mistakes or who do not know how to approach a particular situation appropriately are welcomed, encouraged and supported to speak up and to seek advice.

☒ MET

☐ NOT MET

Findings and evidence to support this

The 2022 RQ visit report noted that the College promotes an open and supportive culture so that students and staff feel empowered to raise issues and seek advice whatever the nature of the question. This was re-confirmed in discussion with staff and students during the visit. Both staff and students confirmed they are encouraged to challenge professional opinions appropriately.

As a result, we are satisfied that that the culture promoted within the College meets this standard and will also apply to part-time students.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

vi. systems are in place to provide assurance, with supporting evidence, that students have fully demonstrated learning outcomes.

☒ MET

☐ NOT MET

Findings and evidence to support this

The 2022 RQ visit report found that the College's robust QA systems provide evidence that students have achieved programme learning outcomes; these systems remain in place. A key element of these is the involvement of external examiners in the assessment process. External examiner reports continue to confirm the appropriateness of current systems and continued student achievement of required learning outcomes. The most recent external examiner's report, from a new external examiner, comments favourably on how previous external examiner comments have been taken on board and implemented. Representatives from LSBU expressed satisfaction with how the first year of the new partnership has unfolded.

The College's QA systems will also apply to part-time students and as a result we are confident that these systems provide assurance that students have fully demonstrated learning outcomes.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

3. Learning Culture

i. there is a caring and compassionate culture within the institution that places emphasis on the safety and wellbeing of students, patients, educators and staff, and embodies the Osteopathic Practice Standards.

☒ MET

☐ NOT MET

Findings and evidence to support this

The College has developed a culture within the department that is inclusive, nurturing and responsive to the needs of students, staff and patients and this is mirrored within the institution as a whole. This was comprehensively covered in last year's report and no evidence of any major changes to this were found.

Policies such as their patient complaints policy, anti-bullying and harassment policy and fitness to practice and study policies are in place to protect students, staff and patients. These are made visible to them through the website and the College VLE, and highlighted through different means such as information posters in clinic and at College induction. Staff report that policies are updated yearly. When updates are made, they are communicated to staff automatically through the ProMonitor system and raised at departmental meetings. These policies are inclusive of part-time students and will be signposted in the same ways as for full-time students. This provides assurance that part-time students will be safeguarded in the same way as their full-time counterparts.

Students are well supported both academically and pastorally. They are supported academically through the LRC, and they have group tutors who are assigned to each year group who are available to provide both academic and pastoral support. Students report that due to the low student to staff ratios they are able to

build a positive, open relationship with their tutors, and report that staff are approachable and responsive to their needs. Students do not feel the addition of part-time students will alter this dramatically. The osteopathic staff and the LRC seem well prepared for the addition of part-time students to the programme.

Students confirmed that safeguarding policies are highlighted to them when they join the programme. Staff confirm that part-time students will be supported in the same way. The LRC are very flexible in their approach and student led. There are opportunities to access support outside of core hours in the evenings and on weekends; they also have and can arrange to provide support remotely in and outside of core hours which will be of benefit to part-time students.

Patients reported during the visit that they were very happy with the service provided at the onsite teaching clinic. They report that they have an enjoyable experience at all levels from the time of booking through to treatment. They commented that the communication from clinic staff and students was of a high level and made them feel reassured. They report that on occasions when there are small issues they are dealt with discreetly and professionally. They are aware that a complaints process is in place should they ever wish to use it. When asked, patients did not think that adding a part-time cohort would affect their experience.

Staff are supported to develop through a range of CPD opportunities that are available to them. They attend departmental development days several times a year where they can focus on issues specific to the programme or pedagogy, such as providing feedback. They also have access to additional online CPD though Coursera Campus; staff spoke highly of the ease of use and flexibility of the system. They confirmed that compliance of mandatory components such as safeguarding, and child protection was monitored by the College. Whilst no specific training had been undertaken regarding the needs of part-time students, two members of staff spoken with had experience of teaching part-time students and one had undertaken a part-time programme. Staff thought it may be a good idea for them to share their experiences through the departmental development days.

The policies and procedures that are in place and the levels of support offered to students indicate that staff, students and patients will be kept safe and meet the expectations of the osteopathic practice standards. All policies, procedures and support will equally apply to the part time cohort and as such provide assurance that this standard is met.

Strengths and good practice

None identified.

Areas for development and recommendations

Staff development days should be used to prepare the teaching staff with less experience of the needs of part-time students.

Conditions

None identified.

ii. they cultivate and maintain a culture of openness, candour, inclusion and mutual respect between staff, students and patients.   ☒ **MET**

☐ **NOT MET**

Findings and evidence to support this

The College policies and procedures that are designed to support inclusion, openness and mutual respect were reviewed comprehensively as part of the 2022 RQ visit. There have been no major changes since that time, and they are inclusive of the part-time BOst students.

During the visit, both students and staff reported that they have developed a relationship where they feel able to be open and honest with each other. Students reported that staff at all levels are approachable and that they feel heard and supported. Both groups are assured that the addition of a part-time cohort will not alter this. Tutors feel prepared for the new part-time cohort.

Students report that they feel able to challenge and question tutors, and this is also supported by tutors who actively encourage them to question existing ways of doing things. It is not anticipated that adding a part-time cohort will alter this in any way. However, staff have confirmed that they will remain vigilant to the specific needs of part-time students.

Patients spoke clearly about how they felt included, valued and able to raise issues in an informal manner; they also reported being aware of the complaints policy should they wish to use it.

The culture within the department and the supporting policies and procedures provide assurance that staff, students and patients are enabled to be honest and open and that they feel included and respected. Part-time students will be subject to the same policies, procedures and culture as their full-time colleagues. This provides assurance that this standard has been met.

Strengths and good practice

The department has managed to foster a culture that is open, inclusive and nurturing to students and staff. This is a real asset to the College.

Areas for development and recommendations

None identified.

Conditions

None identified.

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iii. the learning culture is fair, impartial, inclusive and transparent, and is based upon the principles of equality and diversity (including universal awareness of inclusion, reasonable adjustments and anticipating the needs of diverse individuals). It must meet the requirements of all relevant legislation and must be supportive and welcoming.	☒ MET ☐ NOT MET

Findings and evidence to support this

As reviewed in the 2022 RQ report, the College has EDI policies and procedures in place which are kept up to date. These will apply in the same ways to part-time students.

Staff report having access to online resources to support them with EDI, which is monitored, and reminders sent if training has been missed.

The LRC is able to make adjustments for students and is responsive to students' needs. This was evidenced in the last report and reinforced from staff during the visit. They communicate support that has been put in

place with tutors through the ProMonitor system. No change is anticipated regarding the addition of a part-time cohort.

Staff at the LRC have experience of working with part-time cohorts on other programmes at the College and are well prepared and adaptable. To further support students, a new academic support officer has been recruited, which enables students to further access bespoke support from the LRC.

The policies, procedures and culture within the College will apply to and embrace part-time students as well as their full-time colleagues. This provides assurance that the standard expected will be met for the part-time BOst programme.

Strengths and good practice

The LRC have experience of working with part-time students on other programmes which will benefit part-time students of osteopathy.

Areas for development and recommendations

None identified.

Conditions

None identified.

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iv. processes are in place to identify and respond to issues that may affect the safety, accessibility or quality of the learning environment, and to reflect on and learn from things that go wrong.	☒ MET ☐ NOT MET

Findings and evidence to support this

The College has a wide range of policies and procedures in place which include their whistleblowing policy and student voice policy. These enable them to learn about and respond to issues affecting safety, accessibility and the quality of the learning environment. These were reported on in the 2022 RQ report. No major changes have been made to these policies and procedures.

Staff reported during the visit that they encourage students to provide feedback in all areas and that there is a culture of openness within the department.

Students reported that they are aware of the formal routes to provide feedback and use them when they feel they need to. They also report that they are able to approach staff informally to deal with issues as they arise.

Patients report that the physical accessibility of the clinic is good and that they are aware of how to raise concerns if necessary. They report that minor issues are dealt with at the time in a professional and discreet manner by the reception staff.

The Curriculum Manager has confirmed that there are a number of routes for students to provide feedback both in person and anonymously. They confirmed that the part-time cohort will have their own student representative who can feedback on specific issues affecting the part-time cohort.

There are policies and procedures in place to ensure that the College can monitor and respond to feedback; these are reviewed annually. Staff and students are aware of them and report that they are used. The same

policies and procedures will apply to part-time students and this provides assurance that this standard has been met.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

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v. students are supported to develop as learners and as professionals during their education.

☒ MET

☐ NOT MET

Findings and evidence to support this

At the RQ 2022 visit the visiting team reported that students are well supported to develop as learners, and no evidence was found to contradict this or to suspect that part-time students would not be encouraged in a similar manner.

The 2022 visiting team noted that individual student clinical data did not appear to be analysed regularly. This meant staff could not ensure that students were seeing the required number of patients and a broad range of patients and presentations. As this is one of the main drivers for student development as professionals it is imperative that this is monitored and adjusted appropriately. However, during this visit management and staff confirmed that this data was now discussed at the weekly clinic meeting between the Curriculum Manager, reception staff and group tutors. This allowed them to re-allocate patients to students as required to meet the standard.

The teaching staff that we spoke to reported being able to differentiate between students at different stages of the course when being taught together due to the small cohort sizes. This was highlighted in clinical interactions where they had students from several year groups in clinic at different times. Teaching staff feel that they will be able to provide the same levels of support to part-time students.

Students that were spoken with at the visit are happy overall with the level of educational support from the organisation and from departmental staff. They did however highlight some inconsistencies in the quality and level of feedback provided to them. When explored with the teachers who were available to speak to, there was generally a good level of knowledge regarding how to provide good feedback. They also reported that feedback had been the subject of a departmental development day in the summer of 2023.

Students report that they receive a high level of educational support. Students that are taught together feel that they are well supported individually. Staff report that they can differentiate between years and maintain learning in session when they are teaching students from different years, and data is monitored to ensure students are seeing the requisite number of patients to meet the standard. It bodes well for any part-time students joining them and it is felt that they will receive the same high levels of support as their counterparts

who attend more often. We are therefore confident that students at the College are supported to develop as learners and professionals, which will also apply to part-time BOst students.

Given that part-time students will have less contact time with tutors than their full-time equivalents, it may be beneficial for the department to continue to develop this very valuable skill within the department in order to address any inconsistencies and ensure both cohorts gain the feedback they require to develop.

Strengths and good practice

None identified.

Areas for development and recommendations

It is recommended that the department continue to develop feedback practices within the team through sharing of good practice and additional training so that any perceived inconsistencies can be addressed.

Conditions

None identified.

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vi. they promote a culture of lifelong learning in practice for students and staff, encouraging learning from each other, and ensuring that there is a right to challenge safely, and without recourse.

☒ MET

☐ NOT MET

Findings and evidence to support this

In line with the findings of the 2022 RQ visit, we saw there was a culture of openness within the osteopathy department and wider College that allows students to challenge accepted wisdom and ways of doing things.

Students and staff are given access to Coursera so that they can access a wider range of short courses not explicitly linked to their degree programme. It was confirmed that part-time students will be able to access the same training as their full-time equivalents.

As noted in the 2022 RQ report, students are encouraged to undertake reflection on their experiences, to undertake some form of clinical audit and to produce a plan of action based on objective feedback which are essential skills needed for ongoing learning post-graduation and key elements of the GOsC CPD scheme. This is still the case and the same will be required of part-time students.

Students and teaching staff reported that students have the opportunity to work together and learn from each other in clinic but that there are no formal mechanisms outside of this environment for them to do so.

The College and departmental management team report forming links with the chiropractic and physiotherapy departments at LSBU which could see more inter-professional learning opportunities for both full- and part-time students. This is a positive step for the department and should be followed up on.

Part-time students will have the same needs in respect of learning from each other and support to become lifelong learners as their full-time counterparts and they will also have the same educators. It is anticipated that they will receive the same levels of support as their full-time counterparts and will not be disadvantaged by their status as part-time students.

Overall, we are assured that a culture of lifelong learning is promoted at the College which will also be applied to the part-time BOst programme. Following the practices currently in place for full-time students, we

are confident part-time students will be encouraged to learn from each other, and will be able to challenge safely, without recourse.

Strengths and good practice

The open culture that has been developed in the department allows students to feel they are able to challenge without recourse.

Areas for development and recommendations

The College should continue its endeavours to provide inter-professional learning opportunities through their links with LSBU.

The College should explore more formal mechanisms to allow for students from the same and different cohorts to work together and learn from each other.

Conditions

None identified.

4. Quality evaluation, review and assurance

i. effective mechanisms are in place for the monitoring and review of the programme, to include information regarding student performance and progression (and information about protected characteristics), as part of a cycle of quality review.

☒ **MET**

☐ **NOT MET**

Findings and evidence to support this

The previous 2022 RQ report detailed the effective programme monitoring and review mechanisms put in place by the College. The annual cycle outlined in that report remains in place and the monitoring processes of LSBU are the same in principle as those of the previous validating university, which was considered during the previous RQ visit. The College noted that there are some differences in practice and LSBU representatives confirmed that the first year of the partnership had worked well.

The College confirmed that the collection and analysis of student data, including protected characteristics, as reported previously, continues to be carried out and will include relevant data relating to part-time students. As a result, we are assured that effective mechanisms are in place for the monitoring of the part-time programme.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

ii. external expertise is used within the quality review of osteopathic pre-registration programmes.

☒ **MET**

☐ **NOT MET**

Findings and evidence to support this

The use of external expertise within the quality review process is evidenced primarily by the external examiner system. As College staff explained during the last visit, LSBU appoints one external examiner for all osteopathy programmes, so that examiner will also take responsibility for the part-time BOst programme.

Evidence from recent external examiner reports confirms appropriate standards of the programmes as well as the quality of internal marking. The College commented that informal feedback from the LSBU external examiner noted that recommendations by the predecessor examiners had been responded to thoroughly. As a result, we are therefore assured that external expertise is used successfully within the quality review of programmes, which will also be applied to the part-time BOst programme.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

iii. there is an effective management structure, and that relevant and appropriate policies and procedures are in place and are reviewed regularly to ensure they are kept up to date.

☒ **MET**

☐ **NOT MET**

Findings and evidence to support this

As noted in 2(i) above, a review of the College has taken place since the previous visit with some resulting structural change, mainly at senior management level. For example, the Curriculum Manager who previously reported to the Director of HE, now reports to the Assistant Principal for Curriculum. The post of Assistant Principal for Quality and Innovation has been created; the postholder and their staff work closely with the Curriculum Manager for Osteopathy to provide support in implementing College policies and procedures.

College staff explained during the visit that policies are reviewed on a one- or three-year cycle as appropriate, or more frequently if circumstances merit it. They confirmed that timetabled procedures to trigger renewal remain in place and are audited by the Senior Quality Administrator (HE) who also carries out regular checks of the College website to ensure the consistency of public information. Current policies and procedures will also apply to the part-time programme, and so we are confident that the management structure is effective.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

iv. they demonstrate an ability to embrace and implement innovation in osteopathic practice and education, where appropriate.

☒ MET

☐ NOT MET

Findings and evidence to support this

As noted in the previous 2022 RQ report, innovation is valued and encouraged by the College and by the osteopathy department, with good practice and innovation identified during lesson observations. The College places emphasis on the currency of pedagogical innovation, recently focussing on the challenges and opportunities of AI in the teaching and learning environment.

Staff confirmed that they continue to share osteopathic specific innovative information and practice with their colleagues and in the teaching environment, where they encourage students to challenge and discuss different views. Students confirmed that they value the approach staff take. As part-time students will be co-taught with their full-time colleagues, we are assured that they will benefit from the staff approach to the implementation of innovation in osteopathic practice and education.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

5. Resources

i. they provide adequate, accessible and sufficient resources across all aspects of the programme, including clinical provision, to ensure that all learning outcomes are delivered effectively and efficiently.

☒ MET

☐ NOT MET

Findings and evidence to support this

The 2022 RQ visit report described the wealth of resources available within the College, whether provided by the LRC (noted as an area of strength and good practice), through the VLE or specifically for osteopathy

teaching and learning in the classroom and in the clinic. Physical facilities were considered ample for current cohort sizes. The open-door policy followed by all staff was also noted as an area of strength and good practice in the 2022 RQ report. The College stated there have been no significant changes to physical or staffing resources since the previous visit.

At the previous RQ visit, senior HE staff expressed the view that there were already sufficient staff in post to resource the expected additional part-time student numbers. During this visit, senior College staff confirmed that, should additional resources for the part-time programme be identified through the curriculum planning process, they would be provided. These would likely be additional staff to ensure maintenance of the staff-student ratio.

At the visit the College again confirmed that the introduction of the part-time programme is not intended to increase current student numbers significantly, but rather to return to optimum numbers (between 10-15) through facilitating interested potential students who are unable to commit to a full-time programme of study.

The College emphasised that part-time students would be co-taught with full-time students and have access to all the same resources and facilities. This would ensure that they would have as similar a student experience as possible. Student demonstration of the VLE provided evidence of the range of academic and skills-based resources available to osteopathy students, as well as signposting them to sources of learning and personal support. These online resources will be especially useful for part-time students who will only be on site two days per week.

Both College staff and LSBU representatives confirmed that there are plans for library staff to visit LSBU facilities. Learning support staff adapt to student needs and availability. Discussions with support staff clarified that individual and group sessions are arranged at times agreed with students rather than at times that suit staff. They continue to operate an open-door policy and to provide support for students during twilight hours and weekends, as well as on weekdays; this flexibility will be particularly helpful in supporting part-time students.

Students spoke warmly of the accessibility and helpfulness of both academic and support staff and of the support provided by them.

Overall, we are assured that the College continues to provide adequate, accessible and sufficient resources across all aspects of the programme which will be applied to the delivery of the part-time BOst programme, ensuring parity between cohorts.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

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ii. the staff-student ratio is sufficient to provide education and training that is safe, accessible and of the appropriate quality within the acquisition of practical osteopathic skills, and in the teaching clinic and other interactions with patients.

☒ MET

☐ NOT MET

Findings and evidence to support this

The 2022 RQ visit report found that, in accordance with the Benchmark Statement for Osteopathy (2019) and GOPRE requirements, the College maintained appropriate staff-student ratios to maintain effective and safe supervision in the clinical and classroom environments. The College confirmed that there has been no change to the staff-student ratio of 1:10 in practical classes. If the addition of part-time students were to lead to the total student number in class exceeding a multiple of 10, then an additional tutor would be sourced for those sessions.

Clinic staff and tutors explained that student participation in clinic is managed according to their level of experience. Allocation of observation roles and patient interactions is currently organised with full-time year cohorts and will also be possible with part-time students as each student is formally identified through the College register.

The Curriculum Manager meets weekly with group tutors to review individual student progress and identify any issues arising. Furthermore, the benefits of having a stable experienced staff team as well as a relatively small number of students results in personal knowledge of each student through regular contact. The clinic is organised in such a way that students across years observe and support each other under tutor supervision. This should be of benefit to part-time students in helping them to integrate into the student body.

Each year group has a dedicated group tutor who teaches on at least one of that year's modules. This role is both academic and pastoral. However, part-time students will not be taking the same number of modules as full-time cohorts. In some years part-time students will take two modules with one full-time cohort and one module with another full-time cohort. Staff expressed the view that a separate tutor for part-time students would not be optimum, as it is important that the tutor is teaching the student group. The likely arrangement would be that part-time students would be assigned to the group tutor of the year in which they take two out of three of their modules.

Staff and students agreed that the small cohort sizes enable closer individual monitoring, teaching and support which is much appreciated by the students. The relatively small, planned number of additional part-time students should not affect this. As a result, we are assured that the current staff-student ratio is sufficient to provide education and training that is safe, accessible and of the appropriate quality and will also to be applied to the part-time BOst programme.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

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iii. in relation to clinical outcomes, educational providers should ensure that the resources available take account, proactively, of the diverse needs of students. For example, the provision of plinths that can be operated electronically, the use of electronic notes as standard, rather than paper notes which are more difficult for students with visual impairments, availability of text to speech software,

☒ MET

☐ NOT MET

adaptations to clothing and shoe requirements to take account of the needs of students, published opportunities to adapt the timings of clinical sessions to take account of students' needs.

Findings and evidence to support this

The full range of resources provided by the College was outlined in the 2022 RQ visit report and remains available to students. Clinic staff and tutors confirmed that, as noted in the previous report, the clinic continues to use paper case notes and hydraulic plinths.

The College confirmed that it has many years' experience of supporting both part-time and full-time students, including those who are co-taught on another programme. Support staff are therefore familiar with the range of student needs from supporting part-time students. The post of Academic Support Mentor, vacant at the previous RQ visit, has been filled and students report positively on the effectiveness of the support provided. No generic distinction will be made between support provided for full-time and part-time students as all support needs are identified and provided on a bespoke individual basis. Therefore, we are assured that students on the part-time BOst programme will have access to resources which take account of the diverse needs of students.

Strengths and good practice

None identified.

Areas for development and recommendations

The College should consider the use of electronic notes within the clinic.

Conditions

None identified.

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iv. there is sufficient provision in the institution to account for the diverse needs of students, for example, there should be arrangements for mothers to express and store breastmilk and space to pray in private areas and places for students to meet privately.

☒ MET

☐ NOT MET

Findings and evidence to support this

The College confirmed that no changes had been made to the provision in place at the previous visit. Facilities provided include a dedicated HE common room and a separate HE study room within the LRC, which are reported to be well used. Senior staff reflected that these resources are so well used that they are giving consideration to making more dedicated HE space available. As a result, we continue to be assured that there is sufficient provision in the institution to account for the diverse needs of students, which will also be applied to the part-time BOst students.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

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v. that buildings are accessible for patients, students and osteopaths.

☒ MET

☐ NOT MET

Findings and evidence to support this

The College confirmed that no structural changes had been made to buildings since the previous visit therefore these continue to be fully accessible. The buildings will therefore pose no access difficulties for part-time students. Signage to the clinic has been updated during the last year, making it easier to recognise the clinic as an integral part of the College. The entrance foyer continues to be the point of entry to all College facilities and services including the clinic. Staff confirmed that patients are escorted between the foyer and the clinic, normally by the student treating them. Patients reported that access was good generally and for those with disabilities. As a result, we are assured that buildings remain accessible for patients, students and osteopaths alike.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

6. Students

i. are provided with clear and accurate information regarding the curriculum, approaches to teaching, learning and assessment and the policies and processes relevant to their programme.

☒ MET

☐ NOT MET

Findings and evidence to support this

In line with the findings of the 2022 visit, students reconfirmed that they are provided with course documentation, College policies and procedures and induction information through the VLE at the start of their studies. We saw during the visit that programme and clinic handbooks are provided and easily available through the VLE through a demonstration from a student. The Curriculum Manager confirmed that part-time students will be provided with the same information, and it will be accessed in the same way through the VLE.

The proposed part-time programme builds from 80 credits in years one and two to 120 credits in year five which is equivalent to a full-time programme. So that applicants are fully informed of the commitment that they will have to make, they will be made aware of the total commitment in each year for all five years of the

programme prior to enrolment; this will be through marketing, at interview and by providing an indicative timetable for all five years.

A group tutor is assigned to each year group, each year they are assigned a new group tutor. Group tutors are available to students to deal with issues as they arise, and students report that the low student to tutor ratios make it easy to approach them and build relationships with them. Part-time students will be assigned to the group tutor for the year that they attend most modules. If they are attending one module from year one and two from year two, they will be assigned to the year two group tutor. This will give part-time students the same levels of support as their full-time counterparts.

Students reported inconsistencies with some aspects of clinic induction such as clinic administration. On seeking clarification with staff, it was reported that this aspect of induction was completed over the course of their first year in observation by the Curriculum Manager. During the COVID-19 period the observation was mainly done remotely, hence some students had a different experience compared to others. It may be appropriate to make this more explicit to students or to have scheduled time for clinic induction so that they can fully engage with the process.

Overall, we are assured that part-time students will be provided with clear and accurate information in relation to their studies, which will mirror the practice currently in place for full-time students.

Strengths and good practice

None identified.

Areas for development and recommendations

Protected clinic time should be scheduled for part-time students who are entering clinic so that they can be fully inducted into the administrative processes within the clinic.

Conditions

None identified.

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ii. have access to effective support for their academic and welfare needs to support their development as autonomous reflective and caring Allied Health Professionals.

☒ **MET**

☐ **NOT MET**

Findings and evidence to support this

The 2022 RQ visit reviewed support for academic and welfare needs comprehensively. The findings of this visit further supported previous findings that students are well supported to develop and become autonomous, reflective AHPs. Individuals providing this support at the College have previous experience of working with part-time students and adjusting their support to their needs. This assures us that they are well prepared to support part-time students of osteopathy.

Students are well served both academically and pastorally by their group tutors working in collaboration with the LRC. A new Academic Support Mentor was appointed and is actively supporting students. The LRC is flexible to students' needs and keeps group tutors updated about the support that is being offered to students in their groups. It is anticipated that part-time students will receive the same levels of support.

Students report that that group tutors are approachable and responsive to their needs. They report that the low staff-student ratios make it easy to raise things informally as well as formally and that they are

encouraged to be open and honest. They report that the support offered by the LSC is of high quality, flexible and valued by them.

In common with best practice across the sector, students are encouraged to take on more responsibility as they progress through the course and develop as practitioners. Whilst it will be challenging to transition the part-time cohort along with their full-time peers, teaching staff are experienced to be able to differentiate students at different levels and allow them more autonomy when they are able. Additionally, there are formative assessments throughout the curriculum that give students and educators the opportunity to assess need and formulate a plan to address that need.

Overall, the levels of support offered to full-time students is of a high standard, it is flexible and staff have experience of supporting part-time students. The students who were spoken to during the visit reported that the levels of support were good and tutors were approachable and responsive to their needs. We feel this provides assurance that the same will be true for part-time students who will access the same services.

Strengths and good practice

The support offered to students through the LRC and by teaching staff should be commended; this continues to be of high quality and flexible in nature which will support part-time students as well.

Areas for development and recommendations

None identified.

Conditions

None identified.

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iii. have their diverse needs respected and taken into account across all aspects of the programme. (Consider the GOsC Guidance about the Management of Health and Disability).   ☒ MET

☐ NOT MET

Findings and evidence to support this

The findings from the 2022 RQ visit report that the College respects and takes into account students' diverse needs were further reinforced during this visit. EDI policies are in place and regularly updated, we are also assured that suitable monitoring is in place. EDI policies are made available to students through their VLE. ProMonitor is used by staff to record and monitor learning needs as well as the support that is subsequently given.

Staff receive additional training to support such policies, and this is monitored by human resources. Students confirmed they are aware of these policies, know where to find them and feel empowered to utilise them, should they need to.

The LRC provides a comprehensive support package that includes the identification and support of additional learning needs. They have experience of working with part-time students from other programmes and confirm that they will continue to be able to tailor their support to the individual.

Educational and support staff report being able to provide a flexible approach that will support the needs of part-time learners.

The experience the support staff have of working with both full-time and part-time students and their flexible approach assures us that part-time students will have their diverse needs met.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

iv. receive regular and constructive feedback to support their progression through the programme, and to facilitate and encourage reflective practice.

☒ MET

☐ NOT MET

Findings and evidence to support this

During the visit, students that we spoke to reported that their experiences of feedback were variable and that they would appreciate more consistent and frequent feedback. However, external examiners note that good quality and timely feedback is provided to students. Formative assessments are threaded throughout the curriculum which provide opportunities for feedback to students and SSCC meetings show that students receive module feedback and that they appreciated the opportunity of the feedback and found it very helpful.

Tutors reported that they provide frequent low-level feedback to students in the clinical environment and in technique lessons. Teaching staff also confirmed that feedback formed part of a recent departmental development day.

As part-time students will be present at the College fewer days across the week, they will have less exposure to other students and tutors to receive both formal and informal feedback and fewer opportunities to model from them. Therefore, it is felt by the visiting team that their feedback needs may be more. On reflection of the triangulation and evidence seen, we are assured that the College provides regular and constructive feedback, but that student experience of this feedback can be variable.

Continuing to develop this valuable skill with the teaching team prior to the part-time BOst programme starting should be continued as this may help to address any inconsistencies.

Strengths and good practice

None identified.

Areas for development and recommendations

It is recommended that the department continue to develop feedback practices within the team through sharing of good practice and additional training so that any perceived inconsistencies can be addressed.

Conditions

None identified.

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v. have the opportunity to provide regular feedback on all aspects of their programme, and to respond effectively to this feedback.

☒ **MET**

☐ **NOT MET**

Findings and evidence to support this

Students are given a range of opportunities to provide feedback to the osteopathy department and the wider College. Students participate in modular evaluations at the end of each module, they also have the opportunity to attend the SSCC and have student representatives who will take their concerns to management on their behalf if needed.

Students confirmed during the visit that they are active in these arenas and staff note that the students on the osteopathic programme engage well with these processes. They also confirmed that their feedback is acted upon.

Both teaching staff and students reported that students are comfortable raising formal and informal concerns and issues directly with staff and that these are acted upon, which the minutes of the SSCC meetings support.

Part-time students will be invited to participate in the same meetings and partake in the same evaluations and surveys as their full-time counterparts. Management report that a part-time student representative will be appointed when students are recruited. The part-time student representative will represent their views at meetings and raise students' concerns directly with management. This provides assurance that part-time students will have regular opportunities to provide feedback on all aspects of their programme and that this feedback will be acted upon.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

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vi. are supported and encouraged in having an active voice within the education provider.

☒ **MET**

☐ **NOT MET**

Findings and evidence to support this

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Student representatives are invited to and do actively engage in college meetings. They have the opportunity to feedback on the programme through the SSCC, through modular evaluations and informally directly to departmental staff. Students we spoke with feel they are heard and that their feedback is acted upon, which the minutes from the SSCC support.

A part-time student representative will be appointed when students are recruited to provide regular and constructive feedback to the part-time BOst programme, and they will be invited to the same meetings. Part-time students will also have the same opportunities to feedback at the SSCC and directly to departmental staff. Therefore, we are assured that students on the part-time BOst programme will be supported and encouraged to have an active voice at the College, through existing mechanisms which are available to full-time students.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

7. Clinical experience

i. clinical experience is provided through a variety of mechanisms to ensure that students are able to meet the clinical outcomes set out in the Guidance on Pre-registration Osteopathic Education.

☒ **MET**

☐ **NOT MET**

Findings and evidence to support this

The 2022 RQ visit found that the clinical provision met the clinical outcomes set out in GOPRE. This was based on the full-time provision that was in place and no changes have taken place since that visit. It is expected that part-time students will attend the same clinical sessions as their full-time equivalents in the following format.

Part-time students will be expected to attend clinic over all five years of the course. As with their full-time peers and in line with GOPRE, they will be expected to attend 1000 hours of clinical training. They will move through their clinical placements gaining more autonomy as they progress, in line with how the full-time students progress.

In years one, two and three, part-time students will be expected to undertake 56 hours observing senior students at the onsite clinic, which equates to one two-hour session a week over 28 weeks in each year.

In the summer after year three, part-time students will also be required to complete a further block of 68 hours prior to starting year four. During this period, they will begin to treat patients. They will be supervised by their group tutor during this transition.

In year four, part-time students will be required to undertake 238 clinical hours, consisting of two 3.5-hour sessions per week, over 34 weeks. Then during the summer, learners will be required to complete a further block of 106 hours prior to starting year five.

Finally, in year five students will be required to undertake 420 clinical hours. This consists of three 3.5-hour sessions per week, over 40 weeks.

Students across both full-time and part-time cohorts gain their clinical experience through a number of mechanisms. They initially start by observing patient interactions that their senior peers undertake, where they have a dedicated tutor who works with them to reflect on and deconstruct these encounters. They then begin to treat patients in year four. To support this, they also have four professional practice modules that run alongside the clinical component and support their learning in that area. Students are also expected to maintain a practice-based learning record which details their clinical experiences. There are further opportunities to attend the paediatrics and sports clinics onsite, which will be available to both full- and part-time cohorts.

College and departmental management staff confirmed that the increasing commitment and number of hours will be made explicit to students at interview stage and in their course marketing. It is detailed in the student handbook for the programme.

The move to LSBU as validator has opened up some additional avenues for collaboration with their courses in chiropractic and physiotherapy where they can learn together in a clinical setting. This is being explored by the department and should allow for more inter-professional learning to take place.

Overall, we are assured that students on the part-time BOst programme will have clinical experience that is provided through a variety of mechanisms to ensure that students are able to meet the clinical outcomes, as the processes will be aligned to the existing mechanisms provided for full-time programmes.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

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ii. there are effective means of ensuring that students gain sufficient access to the clinical experience required to develop and integrate their knowledge and skills, and meet the programme outcomes, in order to sufficiently be able to deliver the Osteopathic Practice Standards.

☒ **MET**

☐ **NOT MET**

Findings and evidence to support this

The 2022 RQ visit felt that the College did not meet this standard fully and therefore attached conditions to this section, which centred on the collection and use of data to evidence that students see the requisite number of new patients and that they are exposed to the full breadth and depth of patient presentations.

During the visit, the Curriculum Manager and reception staff confirmed that patient data is produced weekly and monthly for departmental meetings. This data is used to assign patients to students, however they spoke

of the difficulty in balancing patients' confidentiality with gaining enough information to be able to ensure students are seeing a broad range of presentations.

The Curriculum Manager and the marketing department confirmed during the visit that this patient data is not currently used to inform the marketing plan which was a recommendation of the visiting team from 2022. Therefore, the College should utilise patient data to enable a strategic marketing plan which can enable targeted advertising to ensure a sufficient depth and breadth of patients are seen by part-time students.

For the part-time programme, data collection practices need to continue to be strengthened so that they can inform the osteopathic team regarding student breadth and depth of experience and further inform the marketing of the clinic.

Overall, the data collected by the College is sufficient to ensure that students see the requisite number of patients and that they see a broad range of patients and presentations, therefore meeting the previous condition for the full-time programmes in the 2022 RQ visit. The data is also sufficient to inform a more targeted marketing strategy. However, we feel that there are further enhancements which could be made to this process and this data could be used to better effect for the benefit of patients and students.

Strengths and good practice

None identified.

Areas for development and recommendations

The College should review how patient data is managed alongside their strategic marketing plan which can enable targeted advertising to ensure that a sufficient depth and breadth of patients are attending the clinic.

It would be beneficial for the College to review data collection and review practices, to identify areas which can be strengthened which will further support decision making around student breadth and depth of experience.

Conditions

None identified.

8. Staff support and development

i. educators are appropriately and fairly recruited, inducted, trained (including in relation to equality, diversity and inclusion and the inclusive culture and expectations of the institution and to make non-biased assessments), managed in their roles, and provided with opportunities for development.

☒ MET

☐ NOT MET

Findings and evidence to support this

The 2022 RQ visit report detailed the effective processes in place and the positive responses from staff. The College confirmed that there have been no significant changes to these processes and procedures since then.

The recruitment and selection policy has been updated in accordance with the planned timetable. The comprehensive staff development policy places emphasis on the need for staff to constantly reflect on and improve skills to ensure competence to meet the requirements of their role and to continue to develop their

knowledge throughout their careers. Staff confirmed that the support provided by the College and senior staff, including lesson observation, is of benefit to them in their development as educators.

General College CPD sessions previously took place over a one-week block in the summer. Senior Quality staff explained that reorganising the time into several shorter blocks throughout the year will offer more flexible options, for example in using outside providers. It will also enable better currency of training and provide the ability to react more quickly to emerging issues. This model was already in operation within both HE and osteopathy CPD provision. Osteopathy staff agreed that this model worked well for them and expressed satisfaction with the changes in reorganisation of the wider College CPD.

Topics covered by both College and osteopathy CPD sessions in the last year included the challenges, opportunities and management of AI within education, as well as feedback and feedforward strategies across a range of assessment methods to enable students to enhance their performance. CPD provided by the College will benefit part-time students through its application by staff in the classroom and the clinic.

As a result of the effective policies and procedures implemented by the College, we are assured that this standard will be met for the part-time BOst programme.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

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ii. educators are able to ask for and receive the support and resources required to effectively meet their responsibilities and develop in their role as an educator.

☒ MET

☐ NOT MET

Findings and evidence to support this

As detailed in the previous RQ report, the College has in place a range of effective staff support, feedback and development processes and activities. Regular HE and osteopathy team meetings sharing good practice and information continue as before. Staff reflected on the value of the support they receive and confirmed the approachability of senior staff.

A number of osteopathy staff explained that they already have experience of teaching part-time students and some were part-time students themselves. Staff suggested that sharing this experience would be invaluable, not only to the rest of the osteopathy staff team in the context of the part-time BOst, but more widely across the College in the context of staff development.

Staff confirmed that they are able to ask for and receive the support and resources they require and therefore we are assured that they will continue to effectively meet their responsibilities and develop in their role as educators on the part-time programme also.

Strengths and good practice

None identified.

Areas for development and recommendations

The osteopathy teaching team is encouraged to consider and develop ways in which they can share their own part-time experience as students and teachers with the rest of their colleagues to better support part-time student learning.

Conditions

None identified.

iii. educators comply with and meet all relevant standards and requirements, and act as appropriate professional role models.	☒ MET ☐ NOT MET

Findings and evidence to support this

The previous RQ report outlined the quality and professionalism of the staff team, which remained the case during this visit.

The Curriculum Manager explained that steps are being taken to develop academic research skills within the curriculum. This is being led by an osteopathic member of the teaching team with pharmaceutical research experience, who also supports final year supervisors to enable their own development in this area. Staff report that they are pro-active in maintaining currency of knowledge and practice and share articles and studies with their colleagues.

LSBU representatives outlined their normal pattern of partnership development. Staff in partner colleges are considered honorary members of staff with associated access privileges. After the first cycle of operation of new programmes has been completed and any queries have been resolved, attention is then paid to supporting and developing staff, for example by becoming involved with relevant LSBU research groupings.

Within this existing framework, the staff team will also teach the part-time students and so we are assured that this standard will continue to be met with respect to the part-time programme.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

iv. there are sufficient numbers of experienced educators with the capacity to teach, assess and support the delivery of the recognised qualification. Those teaching practical osteopathic skills and theory, or acting as clinical or practice educators, must be registered with the General Osteopathic Council, or with another UK statutory health care regulator if appropriate to the provision of diverse education opportunities.

☒ MET

☐ NOT MET

Findings and evidence to support this

Staffing numbers remain at 14 within the osteopathy department at the College, comprising 13 registered osteopaths and one biomedical scientist. Osteopaths must be registered with GOsC in order to take up their post, as set out in the job description; registration is checked by the Curriculum Manager. Two osteopathic staff members were appointed since the previous visit.

During the visit, staff expressed the view that part-time students are most likely to be mature students returning to education and will probably have more commitments compared with the full-time students. As part-time students will have less scheduled contact time, group tutors agreed that the onus would be on them as teachers to be in regular communication with the part-time students to support their learning and help to maintain their focus from one week to the next.

The College is satisfied that there is sufficient staff capacity to deliver all programmes, including for the part-time BOst programme. Senior College staff confirmed that additional resources would be made available to deliver the part-time programme if necessary.

As a result, we are confident that there continue to be sufficient numbers of experienced educators with the capacity to teach, assess and support the delivery of both the full-time and the part-time programme.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

v. educators either have a teaching qualification, or are working towards this, or have relevant and recent teaching experience.

☒ MET

☐ NOT MET

Findings and evidence to support this

As reported in the 2022 RQ report, all existing staff had a teaching qualification, and all teaching staff have a range of relevant recent teaching experience, which remains the case at the College.

The staff member most recently appointed at the time of the previous visit has now completed the City and Guilds Award in Education and Training. Members of staff appointed subsequently already hold a teaching qualification.

We are therefore confident that educators on the part-time programme will have, or be working towards, a teaching qualification, and will have relevant and recent teaching experience.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

9. Patients

| i. patient safety within their teaching clinics, remote clinics, simulated clinics and other interactions is paramount, and that care of patients and the supervision of this, is of an appropriate standard and based on effective shared decision making. | ☒ MET
☐ NOT MET |

Findings and evidence to support this

In line with the findings of the 2022 RQ visit, there is one clinic where students go for their clinical placement, and this is on the College site. Appropriately trained osteopaths supervise student clinical encounters and ensure patients are kept safe whilst in their care.

The clinic handbook which is used to inform students about their roles and duties contains a wealth of information on aspects that pertain to students attending clinic. It details issues such as student responsibilities, safeguarding, consent, first aid and infection control.

Staff and students report that staff to student ratios are met, and this gives a level of safeguarding to patients and students alike. Students are supervised by appropriately qualified osteopaths who take responsibility for the patients' encounter. Students gradually take on more responsibility for patients, starting with observing in the first years to taking responsibility for patients in their final year. The amount of supervision reduces in the final year allowing the student to be more autonomous. This model allows students to take on responsibility as they gain more knowledge and skill, protecting patients by only allowing them to lead in aspects of the clinical encounter that they are familiar with.

The Curriculum Manager confirmed that part-time students will attend the same clinic sessions as their full-time colleagues; they will be inducted in the same way, be supervised in the same way and be required to follow the same policies and procedures as their full-time counterparts. This provides assurance to us that patients will be kept safe and that students will be supervised to an appropriate standard.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

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ii. Effective safeguarding policies are developed and implemented to ensure that action is taken when necessary to keep patients from harm, and that staff and students are aware of these and supported in taking action when necessary.

☒ **MET**

☐ **NOT MET**

Findings and evidence to support this

No changes have taken place regarding issues of safeguarding since the 2022 RQ visit. We continue to be assured that effective policies and procedures are in place to keep patients, staff and students safe.

No safeguarding concerns or complaints have been received by the College since the last visit.

Staff and students receive appropriate training in safeguarding, child protection, health and safety and other areas that are designed to keep patients safe. We are confident that this will enable them to take appropriate action when necessary.

Part-time students will benefit from the same information, training and support, therefore we are assured that the College has effective safeguarding policies in place for the part-time BOst programme.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

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iii. the staff student ratio is sufficient to provide safe and accessible education of an appropriate quality.

☒ **MET**

☐ **NOT MET**

Findings and evidence to support this

The ratio of staff to students remains the same as per the 2022 RQ visit. There has been a reduction in the number of full-time students being recruited to the course and it is anticipated that the recruitment of part-time students will return them to their previous student numbers. Management and staff report that there is no desire to recruit more students but if they did additional resources would be sought.

The Curriculum Manager confirmed that these ratios are kept under review and will be adjusted accordingly based on need, should student numbers increase and impact the ratios.

The College finance team confirmed that funds are allocated at planning meetings in the year before recruitment, but departments can make applications for additional funds if necessary.

As a result, we are assured that there will be sufficient staff-student ratios in place for the part-time BOst programme, therefore providing safe and accessible education.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

iv. they manage concerns about a student's fitness to practice, or the fitness to practice of a member of staff in accordance with procedures referring appropriately to GOsC.	☒ MET ☐ NOT MET

Findings and evidence to support this

In line with the findings of the 2022 RQ visit, student fitness to practice and fitness to study policies are in place and made available on the College website and through the VLE. These are reviewed yearly, and any changes communicated clearly. The College fitness to practice document recognises that students of osteopathy are subject to profession specific expectations and are subject to those through professional codes of practice. The 2022 visiting team noted that members of staff were aware of their responsibilities with regard to reporting fitness to practice concerns to the GOsC.

Staff are subject to the same policies as all College staff. However, as reported in the 2022 RQ report, management are aware of their responsibilities to inform the GOsC if serious concerns are raised about a member of staff.

The Curriculum Manager confirmed that there had been no fitness to practice issues raised about a student or a member of staff since the RQ visit of 2022.

Part-time students will be subject to the same policies and procedures which provides assurance that fitness to practice issues will be dealt with appropriately and referred to the GOsC when it is deemed necessary.

Therefore, we are assured the College will manage concerns about part-time student's fitness to practice and there are suitable procedures in place for managing staff fitness to practice concerns for staff who will be teaching on the BOst part-time programme.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

v. appropriate fitness to practise policies and fitness to study policies are developed, implemented and monitored to manage situations where the behaviour or health of students poses a risk to the safety of patients or colleagues.	☒ MET
	☐ NOT MET

Findings and evidence to support this

In line with the 2022 RQ visit report, appropriate fitness to practice and fitness to study documentation is in place and made available to staff and students. These are updated yearly; staff confirmed that if documentation is changed it is communicated clearly. The Curriculum Manager confirmed that no changes have taken place since the 2022 RQ visit. The part-time programme BOst is validated by LSBU and their management confirmed that only those policies in place at the College will be followed, which makes it easier for students and staff to navigate and understand.

Staff confirmed that if a policy is updated this is communicated to them via both SharePoint and email, and raised at departmental meetings.

The same fitness to practice policies and procedures will apply to the part-time cohort, therefore we are assured that appropriate fitness to practice policies and fitness to study policies will be implemented and monitored for the part-time BOst programme.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

vi. the needs of patients outweigh all aspects of teaching and research.	☒ MET
	☐ NOT MET

Findings and evidence to support this

The 2022 RQ visit found that communication and patient consent were embedded in the course and that this was reflected in the clinical case notes. The clinic handbook covers this comprehensively and it is also

covered in the teaching modules that run alongside their clinical placement. These same practices will be applied to the BOst part-time students.

Students on the BOst part-time programme are not required to undertake research. They are instead required to undertake a research proposal. If they transition to the MOst programme, they will be required to undertake research.

In order to protect patients from harm, if students propose to undertake research, they must gain ethics approval from the College ethics committee. Students informed us that they were aware of this requirement.

Aligned to the full-time cohort, the part-time cohort would use the College ethics committee which supports their HE programmes. There are terms of reference for this committee and ethics approval submission forms. Therefore, we are assured that the needs of patients will outweigh all aspects on teaching and research on the part-time BOst programme and procedures will be aligned to the full-time programmes.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

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vii. patients are able to access and discuss advice, guidance, psychological support, self-management, exercise, rehabilitation and lifestyle guidance in osteopathic care which takes into account their particular needs and preferences.	☒ MET ☐ NOT MET

Findings and evidence to support this

The 2022 RQ report found that students take a thorough case history that touches on many facets of the patient's life not just about the pain they are experiencing, and that the time given to patients allows them to speak to students in an unhurried manner. They found that patients had been offered rehabilitation and self-management advice such as exercises, postural and ergonomics advice.

During the visit, we met with patients who all had attended the clinic. They spoke of the friendly and approachable staff and students. That they felt cared for and that they found it easy to discuss things with the students and tutors. They reported that they felt heard and treated as individuals, received appropriate advice about their care and that they felt they could approach staff and students with difficult issues if the need arose.

The Curriculum Manager confirmed that there were cross referral links in place with the College gym which further supported self-management exercises and rehabilitation.

Part-time students will be taught in the same ways as their full-time counterparts and as such we expect them to provide patients with the same standard of care, treating them as individuals and providing guidance and support, self-management exercises and rehabilitation.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

A. Evidence

A.1 Evidence seen as part of the review

19-20 vs 20-21 destination data
2015 GOPRE Mapping Grid for LSBU BOst
2015 GOPRE Mapping Grid for LSBU MOst
20-21 a Equality and Diversity Annual Report
20-21 Induction Survey
20-21 Module Review
2021-06-07 HE Sub Committee Minutes FINAL
2021-10-20 HE Sub Committee Minutes FINAL
2022-02-09 HE Sub Minutes FINAL
2122 EE Report Evans
2122 EE Report Kinch
21-22 Module Review
21-22 Module Review CORRECT
Academic Appeals HE
Adjustments for Students 21-22
Advanced Clinical and Professional Practice
Advanced Osteopathic Management
AI CPD July 23
Anti-bullying and Harassment Policy
Anti-bullying and Harrassment Policy Draft 2022
Assessment Schedule Schematic
Autonomous Clinical and Professional Practice
Autumn and Summer Term Team Day Agendas
Board of Studies Minutes Kingston Programmes 17.6.20
BOst (PT) Map to GOPRE 22
BOst Course Specification
BOst Part-time Programme Specification FINAL LSBU
BOst Programme Specification (KU)
BOSt Programme Specification FINAL LSBU
BOst PT Course Specification
Breakdown of Staff
Clinic Complaints Policy

Clinic Handbook
Clinic Patient Survey 2022
Clinic Tutor Allocation 21-22
Clinical Reasoning and Differential Diagnosis
Complaints Policy
Contract Cheating, Essay mills and Plagiarism Evasion HM Version
Corp_Minutes_2021-10-15_FINAL_Web
Corp_Minutes_2021-12-09_v2_FINAL_Web
Corp_Minutes_2022-01-28_FINAL_Web
Corp_Minutes_2022-03-25_FINAL_Web
Corporation Structure
Destination - Sector Employed in Compared to SSA Studied
Developing Evidenced Based Practice
Developing Osteopathic Practice
Developing Professional Practice
EE Report 21-22 Kinch
EE Report KU BOst
EE Report LSBU BOst
EE Report Response 2021-22 CK
EE Report Response KU BOst
EE Report Response LSBU BOst
Equality and Diversity Policy Reviewed March 23
Equality and Diversity Policy
Ethics Application Template
Ethics Committee Terms of Reference
Example ProMonitor Attendance Communication
Example ProMonitor Withdrawal Communication
Example Timetable BOst FT and PT
Excerpt from Overall Action Tracker 22-23 (Osteo)
Feedback
Fitness to Practice Policy
Fitness to Study Policy
Fitness to Study Policy and Procedure
Foundation in Evidence Based Professional Practice
Foundation in Osteopathic Practice

Group Tutor Job Description
HE Board Minutes 01.12.2021
HE Board Minutes 05.2.2020
HE Board Minutes 23 10 2019
HE Board Minutes 25.2.2020
HE Board Minutes 26.1.2022
HE Board Minutes 27.5.2020
HE Board Minutes 5.12.2019
HE Induction Checklist 2022-23
HE Specialist Support March 2021
HE Student Council Meeting Minutes 19-20
HE Student Council Meeting Minutes 20-21
HE Student Council Meeting Minutes 21-22
HE Student Council MINUTES November 2021
HE Student Council Minutes November 2022
HE Student Council MINUTES October 2020 Meetings
HE Student Council MINUTES October 2022
Human Disease and Dysfunction
Information Literacy for HE
Integrated Osteopathic Management
JD Curriculum Manager - Osteopathy
KU BOst Module Map to GOPRE NEW
KU MOst Module Map to GOPRE NEW
KU_Board of Studies Minutes 20Nov2019
Learning and Development Policy and Procedure (1)
Learning Support Policy
LRC KPIs 21-22
LRC Student Survey 21-22
LSBU BOst Module Map to GOPRE NEW
LSBU BOst PT 2324 Programme Student Handbook
LSBU MOst Module Map to GOPRE NEW
LSBU Validation Confirmation
LSO - Teaching Staff Communications
LSO Assessment Evidence
MINUTES - Teaching and Learning Group 13.1.21

Minutes Teaching and Learning Group 13.11.19
Minutes 2019-10-11 FINAL SP Web
Minutes 2020-02-07 FINAL Web
Minutes 2020-02-25 FINAL Web
Minutes 2020-03-27 FINAL SP Web
Minutes 2020-04-17 FINAL SP Web
Minutes 2020-05-22 FINAL SP Web
Minutes 2020-06-19 FINAL SP Web
Minutes 2020-07-24 FINAL SP Web
Minutes 2020-11-06 FINAL SP Web
Minutes 2020-12-10 FINAL SP Web
Minutes 2021-01-29 FINAL SP Web
Minutes 2021-03-12 FINAL SP Web
Minutes 2021-03-26 FINAL Web
Minutes 2021-05-28 FINAL
Minutes 2021-07-23 FINAL Web
MInutes Board of Studies Kingston Programmes 30
MINUTES Board of Studies Kingston University 15.6.21
MINUTES Board of Studies KU-10
MINUTES Board of Studies LSBU 09.3.23
MINUTES Board of Studies LSBU 11.5.23
MINUTES Board of Studies Minutes LSBU 1.12.22
MINUTES HE Board 06.10.21
MINUTES HE Board 07.10.20
Minutes -HE Board 24
Minutes HE Teaching and Learning 18
MINUTES HE Teaching and Learning Group 4.11.20
Minutes HE Teaching and Learning Group 11.2.2020
Minutes Nescot HE Student Council October 2019
MINUTES Student Council March 2021 meetings
MINUTES Student Council October 2021 meetings
MINUTES T&L Group 10.5.23
MINUTES Teaching and Learning Group 03.11.21
MINUTES Teaching and Learning Group 09.3.22
MINUTES Teaching and Learning Group 10 03 21

MINUTES Teaching and Learning Group 11.5.22
MINUTES Teaching and Learning Group 12.5.2021
Minutes Teaching and Learning Group 13.5.20
MINUTES Teaching and Learning Group 15
Minutes Teaching and Learning Group 15.1.2020
MINUTES Teaching and Learning Group 19.1.22
MINUTES Teaching and Learning Group 23
Minutes_HE_Student_Council_Nov_2019
MINUTES-HE Board 010622
MINUTES-HE Board 051022
MINUTES-HE Board 080223
MINUTES-HE Board 081222
Minutes-HE Board 09.12.2020
MINUTES-HE Board 230322
MINUTES-HE Board 26052021
MINUTES-HE Board 27
MINUTES-HE Board 300323
MINUTES-HE Board 31.5.23
MINUTES-T&L Group 01.2.23
MINUTES-T&L Group 08.3.23
MINUTES-T&L Group 16.11.22
MINUTES-T&L Group 21.9.22
Module specification Anatomy and Physiology Updated
Module specification Introduction to Academic Skills and Professional Practice
Module specification Introduction to Osteopathic Practice Updated (1)
Module Summary Report Evans
Module Summary Report Kinch
MOst Course Specification
MOst Programme Specification (KU)
MOst Programme Specification FINAL LSBU
N0001 2125 KU Bachelor Ind surv 21-22
N0001-2024 KU Bachelor Ind surv 20-21
N0015-2024 MOst Ind surv 20-21
Nescot Clinic Complaints Policy
Nescot HE Strategy

Nescot Organisational_Chart_Sep_2022
Nescot Wellbeing summary document
NESCOT_Board of Studies Minutes KU Programmes 11.3.21
NESCOT_Board of Studies Minutes KU-10
NESCOT_Board of Studies Minutes 1
NESCOT_Minutes-Board of Studies KU 18.11.20
NorthEastSurreyCollegeofTechnology(NESCOT)_APP_2020-21_V2_10004686
November Team Agenda
NSS Comparison 2021-22
NSS Comparison Data 2019_20
NSS Results Dashboard_Taught 11.7.19
NSS Survey Headlines
NSS22_Internal_T_10004686 (1)
Organisation_Chart_Management_Structure_Sept 23
OST4001 Coursework 1 Essay
OST4001 Exam 1 Practical
OST4001 Exam 2 written
OST4002 - Coursework 1 Essay
OST4002 - coursework 2 PBLR
OST4002 - Exam 1 Presentation
OST4003 - Exam 2 Practical
OST4003 - Exam 1 Practical
OST4003- Coursework 1 Essay
OST5001 Coursework 1
OST5001 Coursework 2
OST5001 Practical 1
OST5002 Coursework 1 Essay
OST5002 Exam 1 Presentation
OST5002 Exam 2 Practical
OST5003 Case Study Assignment Brief
OST5003 Practical OSCE Assignment Brief
OST5003 Presentation Assignment Brief
OST-ASF 2021-22
Osteo Team Meeting Agendas November 22 and July 23
Osteopathy Clinic Marketing Report September 2022

Osteopathy Final Award Data
Osteopathy Final Award Data CORRECT
Osteopathy Ind Surv 21-22
Osteopathy Staff CPD Records
Osteopathy_Results In Sruvey 19-20
OST-IPP 2021-22
OST-OPT1 2021-22
output_Browse_Reports_QDP - Standard View_CG_Department_Osteopathy_Osteopathy
output_Browse_Reports_QDP - Standard View_CM_Department_Osteopathy_Osteopathy
Patient Numbers Report
Peer Review and Assessment Feedback
PPDR Example (contains Mapping Grid and Objective Activity)
Professionalism
Progression Data and Student Numbers 2017-22
Recognition of Prior Learning Policy
Recruitment and Selection Procedure (1)
Research Project
Research Proposal
Resilience
Safeguarding Policy and Procedures
SSCC Minutes 2019-20
SSCC Minutes 2020-21
SSCC Minutes 2021-22
SSCC Osteo 240423
SSCC Osteo 300123
SSCC Osteo LSBU 121122
SSCC Osteo LSBU 240423
Staff Consultative Minutes_1920_Minutes_SCG220120
Staff Consultative Minutes_1920_Minutes_SCG240620
Staff Consultative Minutes_2021_Minutes_SCG181120
Staff Consultative Minutes_2021_Minutes_SCG280421
Staff Disciplinary Policy
Staff List Roles and Responsibilitie 2223
Staff Recruitment and Selection Procedure
Staff Roles and Responsibilities

Student Action Plan Year 1
Student Council Minutes March 2022
STUDENT COUNCIL MINUTES November meetings 2020
Student Disciplinary Policy 2022 draft
Student Representation Handbook Updated 2223
Student Satisfaction Data for Clinic 2021 - 2122
Terms_and_Conditions_HE_Students_2022-23 V6 (3)
Tutorial and PDP Policy Nescot HE 2021
Updated Admissions Policy
Updated Admissions Policy LATEST
W10 Osteopathy Business Start-Up
W5 - Business Plan Introduction
W6 - Osteopathy Business Start-Up
W7 - Business Structures
W8 Business Plan Template
W8 Osteopathy Business Start-Up - Session Three
W9 Osteopathy Business Start-Up
Whistleblowing Policy and Procedure
Wk 11 Osteopathy Business Start-Up - Session Six
Wk 14 Osteopathy Business Start-Up
Wk12 Osteopathy Business Start-Up
You Said We Did - HE Student Council 21-22
You Said We Did HE 2023
You Said We Did Student Council 20-21