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# Quality Assurance

Annex to GOsC Response to OfS  
Consultation on Quality and  
Standards

4 October 2021



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# Our statutory purpose and duties

- To 'develop and regulate' osteopathy profession to ensure 'public protection'. Objectives are:
  - 'To protect, promote and maintain the health, safety and well-being of the public
  - To promote and maintain public confidence in the profession of osteopathy
  - To promote and maintain proper professional standards and conduct for members of that profession'

(See Section 1 [Osteopaths Act 1993](#))



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# Education statutory duties and powers

- Duty to set standards (s13 of the Osteopaths Act 1993)
- To recognise qualifications if meeting the [Osteopathic Practice Standards](#), subject to the approval of the Privy Council (with conditions and recognition periods if required). (ss14, and 15)
- Power to withdraw of approval (ss15 and 16)
- Powers to appoint visitors and inspect (s12)
- Powers to require provision of information (s18)
- Powers to do anything to facilitate our statutory functions including setting guidance

(Schedule 1, paragraph 15 of the Osteopaths Act 1993)



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# Meeting Standards

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- We publish *Guidance for Osteopathic Pre-registration Education* setting out the outcomes expected of graduates and the *Standards for Education and Training* expected from osteopathic educational providers. Meeting these standards informs recommendations to approve or withdraw approval from a qualification
- These are currently under review and the consultation draft is [here](#).



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# Standards for Education and Training

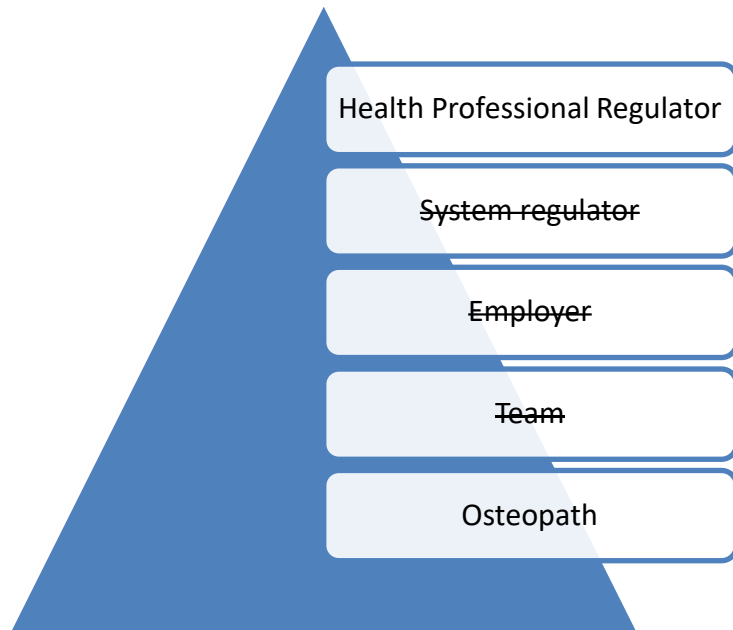
Standards for providers to meet:

1. Programme design, delivery and assessment
2. Programme governance, leadership and management
3. Learning culture
4. Quality, evaluation, review and assurance
5. Resources
6. Students
7. Clinical experience
8. Staff support and development
9. Patients



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# Context – an allied health profession



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# Osteopathic education

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- Typically four to five year courses (ft and pt) institution and clinic attached to institution (*note: only GOsC inspects clinic*)
- Years 1 and 2:
  - Foundation knowledge of physiology, anatomy, psychology, sociology etc
  - Research strategies and professional practice
  - Osteopathic techniques
  - Developing osteopathic practice – application of skills to practice
- Years 3 and 4: Clinic focussed



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# Context

- University College of Osteopathy
- Plymouth Marjon University
- Swansea University

Universities  
(also will offer  
other health  
professional  
courses)

Independent  
institutions  
validated by  
Universities

- BCNO Group (formerly British College of Osteopathic Medicine and European School of Osteopathy)
- College of Osteopaths
- London School of Osteopathy

Office for  
Students

Other health  
professional  
regulators

College outside  
the higher and  
further  
education  
sector

Further  
Education  
Colleges

- London College of Osteopathic Medicine

- North East Surrey College of Technology

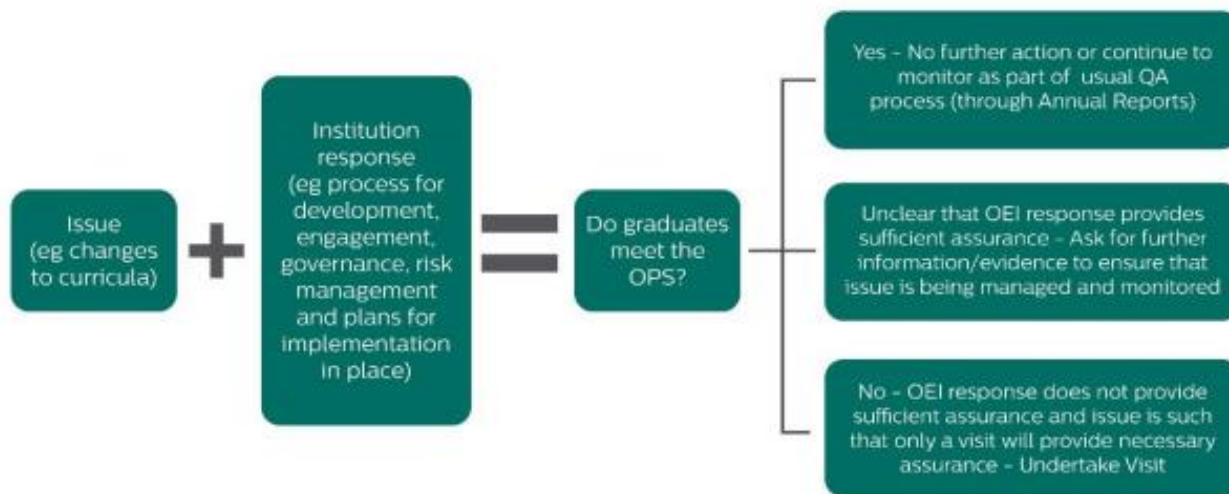


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# GOsC Risk based response

## GOsC Risk-based response

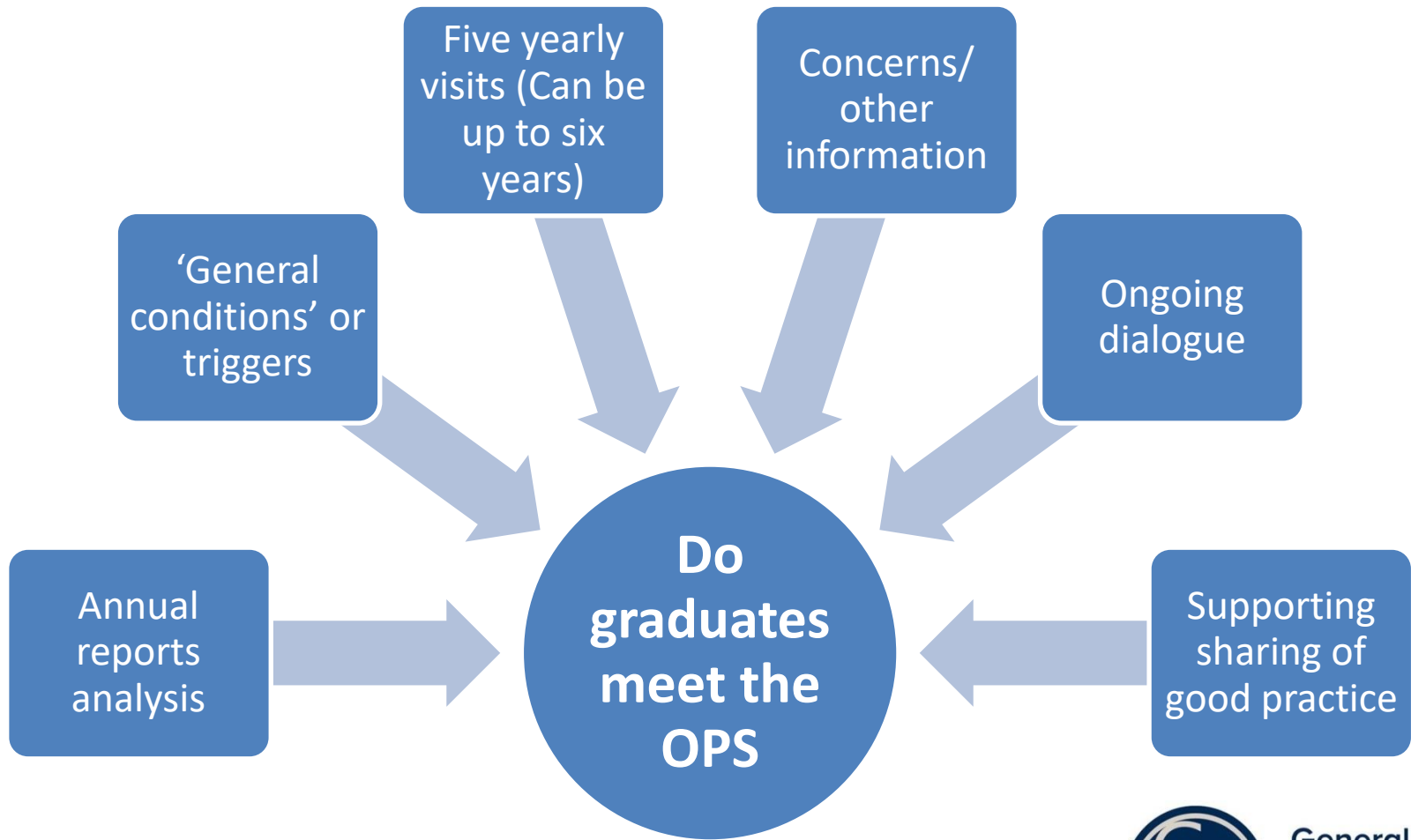


GOsC risk based response to the identification, management and monitoring of issues to ensure that only graduates meeting the Standards are awarded an RQ.



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# GOsC/Mott QA process



# Five yearly Visit

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## **Do graduates meet the OPS?**

1. Self evaluation form – detailed submission of data and information

2. Visit – (managed by QAA) speaking to staff, students, reviewing patient information – verifying and triangulating ‘live’ information

## **3. Report (published):**

- Governance and management
- Course aims and outcomes (map to OPS)
- Curricula
- Assessment
- Achievement
- Teaching and learning
- Student progression
- Learning resources



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# General conditions or triggers

## **Do graduates meet the OPS?**

- Risk based triggers/changes – requirement to report ‘What is the impact on delivery of OPS?’ and how is this mitigated and monitored
  - Finance or management
  - Title/level of the qualification/franchise/validation agreements
  - Length of the course/mode of its delivery/assessment/teaching/entry requirements/clinical provision
  - Student/patient numbers



# Annual Reports Analysis

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## **Do graduates meet the OPS?**

- Student data (progression)
- Feedback from stakeholders (students/ patients/staff)
- External examiner reports and annual monitoring reports
- Enhancement

## **Issues that we monitor**

- Patient diversity
- Progression
- Student numbers
- Changes to curricula
- Changes to assessment
- Changes to validating university



# Concerns/other information

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- **Do students meet the OPS?**
  - Concerns re assessment
  - Implementation of curricula
  - Can come from any source – students, staff, patients, colleagues of graduates
  - Considered by the Committee if an impact on the OPS



# Dialogue

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- Ongoing relationships – regular discussion (1:1 and in sector meetings)
- Focus on supporting institutional quality management through facilitating:
  - Identifying, managing and monitoring of issues (at the earliest opportunity) - recognising implementation takes place over time
  - Identifying, sustaining and maintaining good practice
- Proportionate, helpful, respectful
- Avoiding regulatory capture



# Good practice

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- Shared through disseminated annual reports
- Annual seminar on good practice (last year was around teaching and learning in professionalism)
- Thematic reviews including:
  - Boundaries
  - Role of External Examiner
  - Recording consent
  - Patient involvement in osteopathic education





# Taking action

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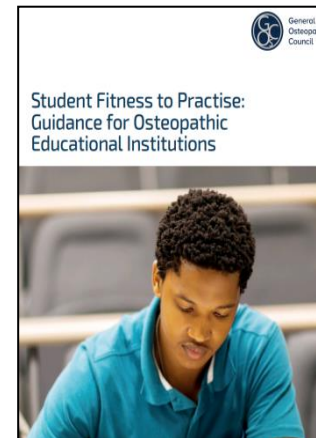
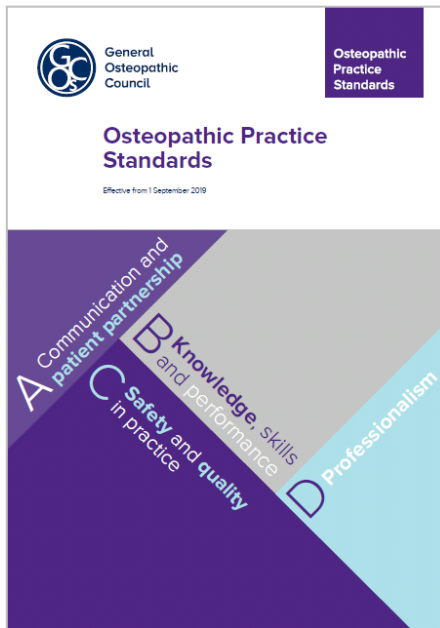
- We are interested in ensuring that only those graduated meeting the OPS are awarded 'recognised qualifications'.
- We are interested in how institutions:
  - *Identify issues*
  - *Manage issues*
  - *Monitor issues*

Which may impact on the delivery of the OPS



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# Reference points



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# Aims of QA process

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- Put patient safety and public protection at the heart of all activities
- Ensure that graduates meet the standards outlined in the Osteopathic Practice Standards by meeting the reference points outlined
- Support self-sustaining quality management and governance in ensuring quality
- Identify and sustain good practice and innovation to improve the student and patient experience



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# Aims of the QA process

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- Identify concerns at an early stage and help to resolve them effectively without compromising patient safety or having a detrimental effect on student education
- Facilitate effective, constructive feedback
- Identify areas for development or any specific conditions to be imposed upon the course providers
- Promote equality and diversity in osteopathic education.



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