GOsC Education Quality Assurance
Renewal of Recognised Qualification Report

This report provides a summary of findings of the provider's QA visit. The report will form the basis for the approval of the recommended outcome to the Policy and Education Committee.

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

Provider:	British College of Naturopathy and Osteopathy
Date of visit:	11–13 January 2022
Course reviewed:	Masters in Osteopathy (M.Ost)
	BSc (Hons) Osteopathy
	BSc (Hons) Osteopathic Medicine
	Taking into account the existing qualifications' provision previously awarded by the BCOM and ESO and from September 2021 to be awarded by BCNO Group namely the:
	Master of Osteopathy and BSc (Hons) Osteopathy (formerly awarded by the ESO)
	Masters in Osteopathy (M.Ost) and Bachelors in Osteopathic Medicine (B.OstMed) (formerly awarded by the BCOM)
Validator	University of Plymouth
Visitors:	Stephen Hartshorn, Simeon London, Philip Stephenson

Outcome of the review

Recommendation to PEC:	☐ Recommended to recognised qualification status
	☒ Recommended to recognised qualification status subject to conditions being met
	☐ Not recommended to recognised qualification status
Course start date:	September 2022

Abbreviations

APL	Advanced Prior Learning
BCNO	British College of Naturopathy and Osteopathy
BNU	Buckingham New University
BCOM	British College of Osteopathic Medicine
BoT	Board of Trustees
B.Ost	Bachelor of Osteopathy
CEO	Chief Executive Officer
CPD	Continuous Professional Development
DBS	Disclosure and Barring Service
EE	External Examiner
ESO	European School of Osteopathy
FC	Finance Committee
FtP	Fitness to Practise
FtS	Fitness to Study
GOPRE	Guidance for Osteopathic Pre-Registration Education
GOsC	General Osteopathic Council
IT	Information Technology
M.Ost	Masters of Osteopathy
NSS	National Student Survey
OEI	Osteopathic Education Institutions
OPS	Osteopathic Practice Standards
PEG	Patient Experience Group
PPE	Personal Protective Equipment
QA	Quality Assurance
RQ	Recognised Qualification
SMT	Senior Management Team
TANAHE	Teaching and Assessment for Nursing and Allied Health Educators
UoP	University of Plymouth
VLE	Virtual Learning Environment

Overall aims of the course

The BCNO Group is the merger of two existing OEIs, BCOM based in London and ESO based in Kent. Both OEIs already deliver recognised programmes. The new BCNO Group programmes will be validated by the existing BCOM validator, the UoP.

The BCNO Group outline their overall course aims as:

- **Provide students with knowledge, skills and clinical training reflective of advancing healthcare standards in osteopathy and health and its promotion;**
- **Develop students' competence in applying clinical skills to osteopathic practice;**
- **Develop the reflective, critical, leadership and analytical skills of the student, allowing them to deal in a self-directed manner with complex issues, making sound judgements in the absence of complete data, and promoting excellence in professional practice;**
- **Develop reflective practice and communication skills to develop an effective partnership with patients in a changing healthcare environment;**
- **Develop general problem-solving and research skills to allow the student to understand the evidence-based practice;**
- **Provide the students with the skills to respond positively to change (i.e. unfamiliar or unprecedented situations or problems);**
- **Enhance interpersonal skills, enabling clear communication with all audience levels;**
- **Develop the skills for autonomous practice and team-working;**
- **Develop the skills to advance knowledge and understanding by independent lifelong learning.**

Overall Summary

The BCNO Group provided detailed narrative and supporting evidence against the review criteria and addressed follow-up questions prior to the visit within the timescales identified. During the visit, all faculty, students and patients were accommodating and informative. The discussions and meetings supported in triangulating the information presented pre-visit to produce the findings in this report.

The BCNO Group newly formed governance and management structure has been implemented, and demonstrated at the visit an effective structure, with note to a cohesive SMT that spans across both sites. In preparation for the start of the BCNO Group programmes in September 2022, all policies, procedures and programme documentation will need to be developed, approved and shared with stakeholders. A clear action plan for these developments was not seen as part of the review.

Strengths and good practice

Despite the time frames involved with the merger, the BCNO Group has created a number of opportunities for staff and stakeholders to give their views and feedback on organisational changes. [1.1]

The use of online tools such as Padlet and Jamboard to facilitate curriculum development. [3.1]

The response of both BCOM and ESO in adapting their existing provision in response to COVID-19 to ensure that student teaching, learning and assessment are able to resume effectively. [3.3]

Opportunities for students to access faculty at all levels and student inclusion across the BCNO Group committees up to and including at BoT level. [4.4]

The innovative use of tools such as the University College London inclusive curriculum health check to embed the principles of inclusivity into the academic cycle. [6.2]

Areas for development and recommendations

To allow staff and stakeholders to understand the changes that are taking place, the BCNO Group should consider adopting a formal planning process and producing a holistic document which gives an overview of the plans for development and allow effective tracking of deliverables against time, cost and specification. [1.2 recommendation]

The BCNO Group should consider producing clear and timely student-facing documentation so that potential students can see the aims and outcomes of the new programmes to aid and promote recruitment opportunities. [2.1 recommendation]

The BCNO Group should consider ensuring that programme information is available to staff and students, so that they can see the structure, aims and outcomes of the new programmes. [2.2 recommendation]

The BCNO Group should consider developing a consistent approach, for students enrolling on the new programmes in September 2022, that offers all students the chance to observe/practise within wider healthcare settings. [3.2 area for development]

The BCNO Group should consider developing an integrated BCNO staff development and appraisal system, to routinely monitor staff performance, allowing all staff and teaching faculty the opportunity to take part in an annual appraisal, with subsequent personal development plans informed by teaching observations and other relevant metrics. Overall outcomes from appraisal cycles could be used to critically inform the BCNO Group faculty development strategy. [4.1 recommendation]

To ensure consistent and equitable provision for the new programmes starting in September 2022, the BCNO Group should consider ensuring that EEs evaluate student performance between both sites of delivery and annual review specifically evaluates student performance comparatively to ensure all students are prepared for and assessed consistently and equitably. [5.1 recommendation]

Conditions

The BCNO Group should prioritise the publication of BCNO Group specific policies to ensure that the governance of the Group is appropriate, accountable, consistent and transparent. Where BCNO Group specific policies are aligned to existing policies already in place, this should be made transparent and clear that these are what are in place for the BCNO courses. The BCNO Group policies should be appropriately communicated to ensure that staff, prospective students, students and stakeholders are aware of the content and expectations. The BCNO Group should produce a timetable for publication of these policies beginning with those specific to the new programmes, to ensure these are in place for September 2022. [1.4]

The BCNO group should ensure that students enrolling on their modified attendance BSc programme are provided with a clear timetable for clinic attendance for the duration of the programme of study, in preparation for the September 2022 start date. [3.1]

To ensure a clear student journey, the BCNO Group must complete the development of the details of module delivery for the BCNO Group programmes that are scheduled for delivery during the 2022-23 academic year. [7.2]

Assessment of review criteria

1. Governance and management

Commercial and financial management

1.1 an understanding of current commercial and financial issues and how these are managed

☒ **MET**

☐ **NOT MET**

Findings and evidence to support this

The BCNO Group is an established charitable trust. From September 2021 a new governance and management structure of BCNO Group has been developed following consultation with staff and stakeholders and the good practice of two existing providers trading as BCOM and ESO. When the existing programmes at the two sites are taught out consideration will be given to adopting the BCNO Group name for both sites.

The new committee structure now includes patients and students on all academic committees and should allow for greater staff, patient and clinician voice. The BoT has a wide range of experience and skills and operates with three trustee subcommittees: strategic steering, academic governance and financial oversight. There are also an additional seven academic and two business committees plus three consultation and feedback groups who report back to the SMT and BoT.

The SMT play a key role within this governance and management structure and are actively involved with all aspects of management and leadership on both sites. Staff tell us that communication is good and they have had a number of opportunities to give their views on aspects of the merger and the development of the new programmes for September 2022. There are clear communication and escalation routes for staff, students and stakeholders to feed in through the committee structure for financial, academic and business matters. The SMT is an experienced team of five, and between them hold line management responsibility for all academic and business functions. They meet informally once a week, and formally each month.

Documentation clearly sets out the operating remits, frequency of meetings and memberships of the committees. An informal evaluation scheme will operate alongside the new committee structure to support the changes implemented from September 2021. Policies specific to the BCNO Group and the new programmes have yet to be finalised so were not available for viewing at the time of this visit.

The merger proposal for the BCNO Group is based on promoting further educational growth, enhancing quality of experience and providing continued financial sustainability. Staff and stakeholders appear positively engaged with the proposal and show confidence in the governance and management teams. The BCNO Group vision is to create a larger organisation which influences the Osteopathic profession with a range of new full-time and part-time delivery models.

The ESO executive made a bid to refinance the BCNO Group lending to allow investment in both campuses for building and IT resources, infrastructure investment and to support the workforce reform and harmonisation exercise which involves some restructuring to ensure parity across both sites.

Strengths and good practice

Despite the time frames involved with the merger the BCNO Group has created a number of opportunities for staff and stakeholders to give their views and feedback on organisational changes.

Areas for development and recommendations

None identified.

Conditions

None identified.

1.2 the ability to maintain financial stability

☒ **MET**

☐ **NOT MET**

Findings and evidence to support this

The BCNO Group will generate a single set of financial accounts but trade with the two brands (ESO and BCOM). Commercial performance is reviewed and monitored by the SMT, BoT and FC. Audited accounts for 2020-2021 were not yet published at the time of the visit, but would need to be presented when they are finalised at the end of January 2022 so that an up to date external analysis of BCOM and ESO finances is available. The BCNO Group's consolidated balance sheets show a sound financial footing in terms of assets and reserves.

The BCNO Group are hoping to expand their programme portfolio including a range of non-RQ programmes and developing and expanding international partnerships currently held by ESO before the merger.

Financial models were scrutinised, challenged and approved by the FC for the external support to the new bank facility. There are a range of BCNO Group financial plans including three-year forecasts up to 2023/2024 which predict a modest profit. SMT believe they will exceed these profit figures as student numbers have been budgeted conservatively. Optimum student numbers are stated as 40 in London and 55 in Kent. The BCOM Group numbers have been below optimum level in the past. Both sites have implemented support strategies to help improve student attendance and engagement including personal tutors, student welfare and academic registry involvement. The BCNO Group have also developed an outline marketing strategy with annual aims and activities up to 2026.

Careful consideration and discussion have gone into financial allocation for areas of development but there is no clear documentation which itemises for each area; who will lead, exactly what will happen and when this will be achieved. Staff, stakeholders and students have been part of the consultation process for many of the proposed changes, but many are not aware of what will happen and when. There is an IT timeline which shows a phased approach to enable both sites to upgrade their networks and have a single digital approach to the VLE, attendance, tim etabling and an upgrade of classroom technology in six phases up to December 2023.

Strengths and good practice

None identified.

Areas for development and recommendations

To allow staff and stakeholders to understand the changes that are taking place, the BCNO Group should consider adopting a formal planning process and producing a holistic document which gives an overview of

the plans for development and allow effective tracking of deliverables against time, cost and specification. [recommendation]

Conditions

None identified.

Risk management

1.3 the use of risk management processes to ensure programme delivery can continue if issues arise

☒ **MET**

☐ **NOT MET**

Findings and evidence to support this

The risk register for the BCNO Group is reviewed by the risk committee of the SMT on a termly basis with a monthly standing item to consider any matters which will impact the risk register. Urgent matters arising between the formal meetings can be addressed in the weekly meetings of the SMT. The risk register is a live document which is formally reviewed each term. Changes to the risk register are captured by updating the register itself and saved as a new version. This has been the practice at the ESO and is being rolled over to the BCNO Group.

The BCNO Group categorises risk under the headings of; governance, operational, financial, external (European and international activities) and students. Risks are given a likelihood (A-E) and a financial impact score (0-30) then reviewed and updated quarterly by the named risk owner (for example CEO SMT). The key areas of risk identified by the BCNO Group that are rated medium to high are: financial planning and forecasting, failure to recruit sufficient student numbers, security of information and staff/student vetting, programme content of M.Ost and staff recruitment and retention.

A revised suite of policies is being developed in readiness for the new cohorts starting at the BCNO Group from September 2022. The FtP policy is one of these. Teach out agreements are in place for students registered on current programmes with ESO and BCOM. The FtP policy and procedures are embedded in admissions, registry, student welfare and clinic and academic delivery. All current students have access to FtP and FtS policies. These are reviewed annually and linked to the guidance from the GOsC. Any FtP investigations are reported annually to the GOsC via the annual report. Students on the new BCNO Group programmes will be subject to revised FtP policy with procedures largely based on existing policies.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

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Policies and processes

1.4 an understanding of culture and practices with the provider that assure a responsive and reflective management of the overall programme

☐ **MET**

☒ **NOT MET**

Findings and evidence to support this

Existing programmes have established agreements with both validating universities which are clearly defined. The new agreement with UoP has been developed through visits and meetings and both parties are very positive about the new arrangements.

A revised committee structure has been developed following consultation with staff and students. The committee structure and accompanying meeting structure will take time to embed and further reviews are planned to ensure all committees are working effectively and the meetings schedule is achievable.

Student feedback, including surveys, is managed between ESO and BCOM and their validating universities. Feedback data is reviewed, monitored and included in the programme annual report. There are plans to increase the response rate by liaising with the validating universities to dovetail results and avoid survey overload.

Student representatives receive training and support in their roles and provide a clear route for feedback both formally and informally. Student feedback is also gathered at student experience committees. Patient feedback is provided through the PEG and, from September 2021, feedback from staff and faculties has been possible through newly formed fora.

Students on existing ESO and BCOM programmes will remain subject to the policies and procedures of the individual institution. These will be revised as part of the annual review cycle. A revised suite of BCNO Group policies are being developed in readiness for the new cohorts starting at the BCNO Group from September 2022. They will be closely aligned to the central policies of the UoP. The BCNO Group policies for the new programmes starting in September 2022 are not yet developed, with the exception of the admissions policy (see 7.1).
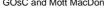
Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

The BCNO Group should prioritise the publication of BCNO Group specific policies to ensure that the governance of the Group is appropriate, accountable, consistent and transparent. Where BCNO Group specific policies are aligned to existing policies already in place, this should be made transparent and clear that these are what are in place for the BCNO courses. The BCNO Group policies should be appropriately communicated to ensure that staff, prospective students, students and stakeholders are aware of the content and expectations. The BCNO Group should produce a timetable for publication of these policies beginning with those specific to the new programmes, to ensure these are in place for September 2022.

Management Structure

1.5 the ability to demonstrate delivery of the OPS through an appropriate governance structure

☒ MET

☐ NOT MET

Findings and evidence to support this

The new governance structure has the remit to ensure academic committees monitor and review the delivery of the OPS. There is a specific programme committee responsible for the RQ programmes. In addition to this there are a number of sub-committees which review RQ development, including the academic quality and planning, academic board and the academic governance sub-committee of the BoT.

EEs play a part in the management of academic standards, and feedback from them indicate that ESO and BCOM currently provide suitable programmes to prepare students for practice and confirm osteopathic students are fit to practise and are clinically competent.

Representatives from UoP confirm they have positive communication with the BCNO Group, have visited both sites and are confident that the new programmes will be ready for the start date in September 2022.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

1.6 focus on paramount importance of patient safety and working in partnership with patients

☒ MET

☐ NOT MET

Findings and evidence to support this

Patient safety is carefully considered in the planning and delivery of the programmes. The new programmes have been set up to monitor staff student ratios and patient numbers. The new governance structure now includes feedback from patient and student experience groups in addition to more formal patient feedback forms. The formation of the patient and student experience groups will provide additional feedback, and minutes show active engagement through their meetings.

The ability to respond to potential risks relating to patient care has been highlighted as a result of COVID-19. Both sites were able to initiate a number of measures and practices that ensured the continued delivery of osteopathic healthcare within their clinics without compromising patient safety. Observations of patient treatment and clinical procedures confirmed adherence to all safety practices.

ESO and BCOM have existing FtP policies and procedures which are reviewed annually and linked to the guidance from the GOsC. Any FtP investigations are reported annually to the GOsC via the annual report.

Students on the new BCNO Group programmes will be subject to a revised FtP policy, with procedures largely based on existing policies. The BCNO Group policies in these areas are currently unavailable.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

2. Course aims and outcomes

Rounded development

2.1 the ability to demonstrate a learning path with clear and incremental progression	☒ **MET** ☐ **NOT MET**

Findings and evidence to support this

Both ESO and BCOM have existing RQ status for their current programmes. ESO, through BNU, has an expiry date of 2024. BCOM, through UoP, hasno expiry date. The existing programmes address the requirements of GOsC, and the new programmes have been developed in a similar way. All programmes are mapped to the OPS and GOPRE outcomes.

The new programmes, full- and part-time, build on the established and recognised aims of the existing M.Ost programmes at ESO and BCOM. The overall aims of the new programmes are to provide a modern programme of study and a stimulating appropriate teaching and learning environment to create a self-reflective osteopath who has the ability to work in contemporary healthcare. The graduates will understand professional and inter-professional practice in contemporary healthcare and understand their lifelong learning requirements and future career pathway. The aims are grounded in the requirements of OPS and GOsC. Good practice from the existing programmes will be embedded in the new programmes.

The new BCNO Group programmes will allow students the choice of teaching and clinical sites and electives across both sites; this could be through a one-year placement or a six-week clinic placement. The London and Kent campuses have busy osteopathic teaching clinics with a diverse patient population, allowing students to learn about different osteopathic specialities; for example, sports care and women's health.

The curriculum involves problem-based learning, scenarios and research over four years of full-time study. The teaching clinics sit alongside practical skills classes, lectures, tutorials and online learning resources. The M.Ost builds on the students' clinical experience and includes business and practice management skills, allowing the graduates choice on how to develop careers as practitioners.

The BCNO Group aims to collaborate closely with fellow OEIs and the Institute of Osteopathy, ensuring students and the profession in general is fully prepared to take full advantage of emerging opportunities and possibilities.

Strengths and good practice

None identified.

Areas for development and recommendations

The BCNO Group should consider producing clear and timely student-facing documentation so that potential students can see the aims and outcomes of the new programmes to aid and promote recruitment opportunities. [recommendation]

Conditions

None identified.

Structured approach

2.2 the use of a transparent and clear course structure, that supports the course aims

☒ **MET**

☐ **NOT MET**

Findings and evidence to support this

Staff and current students have access to web-based and electronic versions of the existing programme structures and programme specifications. Programme specifications have been produced for the new BCNO Group programmes, but these are not visible for staff and students.

The curriculum development team has been able to collaborate online and ensure effective mapping of content across levels. Documentation shows external input has been sought at each stage of the validation process.

The BCNO Group has also strengthened patient voice with representation in all academic committees and adding the PEG to the new governance structure. Minutes from the PEG confirm greater involvement and clear positive feedback from patients. Patients can use the websites for feedback, complaints or raising concerns from both current sites.

All current programmes operate in line with the validating universities processes and some minor changes and improvements have been made in response to EE reports for both ESO and BCOM.

Strengths and good practice

None identified.

Areas for development and recommendations

The BCNO Group should consider ensuring that programme information is available to staff and students, so that they can see the structure, aims and outcomes of the new programmes. [recommendation]

Conditions

None identified.

3. Curricula

Cohesive framework of content

3.1 the ability to identify a holistic programme of content that allows graduates to meet the OPS

☐ **MET**

☒ **NOT MET**

Findings and evidence to support this

The current programmes delivered by ESO and BCOM have been granted RQ status and will continue to be taught out following the introduction of the new programmes in September 2022.

Coordination of curriculum development sits with the dean of academic studies and SMT members. A broad curriculum development road map has been shared with all faculty. Further engagement has been facilitated through surveys and workshops that have enabled relevant stakeholders the opportunity to contribute effectively to the process, including EEs and external expertise from other healthcare practitioners. The use of innovative tools such as Padlet and Jamboard has enabled the curriculum development team to collaborate online and has enabled effective mapping of content across levels in a coherent and transparent manner.

The programme development process is ongoing. Key stages of completion have been broadly defined and development activities co-ordinated through a range of events including online and face-to-face methods. Although the programmes have been validated by the UoP there is still a limited understanding amongst teaching staff about what will be taught within the new programmes.

Alignment with relevant subject benchmarks, professional, statutory and regulatory bodies' standards and GOPRE is clearly detailed within the programme specification documents and additional mapping frameworks.

The BCNO Group programmes received final approval from the UoP teaching, learning and quality committee subject to conditions in October 2021. All conditions set have now been met. External input was sought at each stage of the validation process. EEs, osteopaths external to the organisation and a chartered physiotherapist were asked to contribute the development of the new programmes.

The new programmes build on current good practice. A hybrid model of delivery, in part facilitated by developmental changes introduced during recent restrictions, alongside more familiar clinical and practical sessions, offer students flexibility to manage their study whilst benefiting from face-to-face learning opportunities. Nutrition, as a key component of the current BCOM programme, is retained within the new programmes at level four and five. Other non-osteopathic modules, such as business skills and practice management and leadership on the M.Ost, and advanced skills in practice on the BSc(Hons) programme, offer students the opportunity to develop professional and practical skills needed for mentoring, delivering and receiving effective feedback, appraisals in a healthcare setting and the role of leadership in professional practice.

The pedagogical approach builds on existing practice and embraces blended case and problem based learning styles, developing students' ability to critically evaluate information and apply it, through an evidence

informed lens, to patient care. There is an appropriate balance of academic and practice-oriented content within the programme documentation, although delivery of clinical experience for students enrolled on the BSc modified attendance programme has yet to be fully planned. At present there is no timetable available to students enrolling on this programme as to when they might be expected to attend clinic across the four years of the programme.

Observation of teaching and discussions with faculty indicated that current delivery is suitably aligned to learning outcomes and embeds contextualised research and evidence-based learning. Existing practice and new programme documentation suggest that this will continue to be the case.

Strengths and good practice

The use of online tools such as Padlet and Jamboard to facilitate curriculum development.

Areas for development and recommendations

None identified.

Conditions

The BCNO group should ensure that students enrolling on their modified attendance BSc programme are provided with a clear timetable for clinic attendance for the duration of the programme of study, in preparation for the September 2022 start date.

3.2 the use of non-academic/extra curricula opportunities

☒ **MET**

☐ **NOT MET**

Findings and evidence to support this

Currently there are limited opportunities for students to undertake extra-curricular activities.

A recent physiotherapy student placement programme initiated by the Institute of Osteopathy/Heath Education England enabled some BCOM and ESO students to work alongside physiotherapy students in the BCOM clinic.Feedback indicated that this was a valued experience for both groups of students. However, not all students were able to work alongside these placement students, and it is unclear at this time if this will be continued.

Limited opportunities are also available for BCOM and ESO students to learn from other healthcare practitioners, who teach into and supervise on the existing programmes. Plans are underway to develop a general practice clinic at the ESO that will afford observation opportunities to students. BCOM are also looking into an alternative clinic setting and a multi-disciplinary clinic. However, at the time of the visit nothing had been finalised.

At the time of the visit, there was no strategy for the BCNO Group that identified their approach for students enrolling in September 2022 to gain experience in a wider healthcare setting. The BCNO Group should ensure that students enrolling on their programme have equality of provision across both sites.

Both ESO and BCOM offer a number of specialist clinics that offer undergraduate students the opportunity to broaden their understanding of osteopathy in practice. Elective options will be provided by the BCNO Group for M.Ost students to undertake specialised study in a range of applied subjects such as pain management and care of the older adult. These options will not be available to the part-time BSc(Hons) students, as it is a part-time programme.

Strengths and good practice

None identified.

Areas for development and recommendations

The BCNO Group should consider developing a consistent approach, for students enrolling on the new programmes in September 2022, that offers all students the chance to observe/practise within wider healthcare settings. [area for development]

Conditions

None identified.

3.3 the integration of educational offer

☒ **MET**

☐ **NOT MET**

Findings and evidence to support this

QA processes are defined by the validating universities' policies for partner institutions. BCOM and ESO's existing and the proposed governance and management structure allow for the effective delivery of annual QA cycles that enable close scrutiny of provision, informed by a diverse range of evidence gathered from students, faculty and EEs. Processes for curricular review are responsive and well managed. Detailed annual reports informed by a range of internal and external feedback and performance data are scrutinised at programme committee, the academic quality and planning committee and academic board. Under the UoP, the BCNO Group programmes will also be subject to annual partner subject reviews which are considered by the joint board of studies, along with the institutional action plan. Periodic review by the university takes place every six years.

The ability of both the ESO and BCOM to adapt delivery in response to changing circumstances is clearly evident in the steps taken to modify delivery as a consequence of the COVID-19 and are summarised in recent RQ annual reports. Frequent meetings of the BoT, SMT and faculty, facilitated through online fora, have enabled both providers to maintain delivery that effectively supports student learning. Return to academic and clinical delivery has been supported by the introduction of a blended approach to teaching, with online teaching, assessment and consultations, case studies and live streamed clinical encounters. Risk assessment, review of national guidelines and appropriate hygiene and PPE procedures have enabled students on both sites to continue to develop as clinicians. Students report feeling well supported throughout this period and felt that their learning opportunities have not been adversely affected.

Structures to support the development of the already validated programmes are well documented in the governance and management structure and programme annual monitoring. The development of the BCNO Group's new programmes follows the policies and processes of the UoP.

Programme delivery is clearly effective. Progression data indicates that current students at both the ESO and BCOM are able to achieve the expected outcomes broadly in line with sector standards. Where student performance has been of a concern, issues are identified and discussed at the programme and SMT level. Action is taken promptly to address any concerns raised, with measures such as student satisfaction and performance monitored to evaluate the impact of changes.

Both the ESO and BCOM have staff who combine classroom and clinic teaching, some of whom teach into a number of different modules. Faculty have access to all the programme documentation and teaching and learning resources through the respective online learning platforms. Teaching staff in both the ESO and BCOM report that there are regular opportunities to meet formally and informally. All faculty have had the opportunity to contribute to recent curriculum development by taking part in workshops led by the dean of academic studies. It is proposed that teaching faculty will have the opportunity to teach across both sites, further strengthening continuity in delivery in the future.

At the ESO, new lecturers complete institutional and departmental induction processes. New lecturers for 2021 have completed module one from the TANAHE programme to gain an understanding of professional boundaries and expectations in the role as an educator. It is proposed that new lecturers will have several teaching and learning observations conducted in their first year, although no new lecturers were available to confirm this. All faculty have access to an online employee assistance programme provided by Health Assured. In addition, they have access to the staff skills academy and have regular meetings with their heads of departments.

Strengths and good practice

The response of both BCOM and ESO in adapting their existing provision in response to COVID-19 to ensure that student teaching, learning and assessment are able to resume effectively.

Areas for development and recommendations

None identified.

Conditions

None identified.

4. Teaching and learning

Teaching outcomes

| **4.1 the ability to identify how the curriculum is translated into teaching and learning** | ☒ **MET** |
| | ☐ **NOT MET** |

Findings and evidence to support this

Both sites have effective mechanisms for the monitoring, evaluation and development of existing modules. These processes are informed by internal and NSS feedback, annual review cycles, external evaluation through EEs' teaching observations and staff development. Development plans are in place to ensure that the teaching faculty will be suitably prepared for the delivery of the new programmes.

Currently both sites take different approaches to the observation of teaching and learning although it is planned that the BCNO Group will adopt the existing method used at the ESO. Faculty feedback suggests that ESO teaching observations are more often undertaken but there is no formal process in place to monitor observations to ensure that all faculty have the opportunity to take part. Observation templates indicate that faculty are evaluated against teaching frameworks standards which refer to the OPS and the UoP teaching

framework. Post observation meetings are designed to encourage reflection and planning for enhancement where necessary.

BCOM detail their staff appraisal and development policy within their staff handbook. Staff report that they feel well supported by peers and line managers but of those met during the visit only one stated that they had experienced peer observation or received an appraisal. Discussions suggested that appraisal was typically done by request as opposed to it being a routine event. In response to current limitations BCOM supplemented classroom peer observations with peer observation of online teaching, although it is not clear if this has taken place.

ESO has recently introduced a formal appraisal system for administrative staff but has yet to do so for teaching faculty.

Formal systems of QA and continuous review of provision exist at all levels and enable monitoring and the response to issues in a timely fashion. Both sites have an open-door policy for students and staff. Students and teaching personnel are represented at different levels within the new committee structure including the academic governance committee, academic board, academic quality and planning, programme committee and the health and safety committee. Formal student feedback is gathered and is used to inform annual programme reports and subsequent planning and enhancement cycles. There have been issues identified at BCOM with regards to student engagement with this process. Steps have been proposed to increase student participation.

Students are orientated to how the curriculum and syllabus enables them to meet the OPS. Additional plans to integrate the OPS more explicitly within the clinical setting are currently being trialled at the ESO through the use of a new student clinic handbook.

Strengths and good practice

None identified.

Areas for development and recommendations

The BCNO Group should consider developing an integrated BCNO staff development and appraisal system, to routinely monitor staff performance, allowing all staff and teaching faculty the opportunity to take part in an annual appraisal, with subsequent personal development plans informed by teaching observations and other relevant metrics. Overall outcomes from appraisal cycles could be used to critically inform the BCNO Group faculty development strategy. [recommendation]

Conditions

None identified.

4.2 patient experience of teaching clinics is used to inform development of the course

☒ MET

☐ NOT MET

Findings and evidence to support this

Within the BCNO Group governance and management structure, patient representation sits within the PEG chaired by the clinic ambassador. Meetings consisting of up to four patients from each site will take place three times a year and will report to the academic quality and planning committee.

Currently, two different methods of sampling patient views are utilised between the sites. The ESO employs a patient satisfaction survey that allows patients to reflect on their experience in the clinic setting. Feedback is collated and fed back to clinic tutors, and is reviewed and discussed at the PEG. Senior managers report that, if relevant to programme delivery, patient feedback may also be shared with heads of department. BCOM utilises direct feedback to individual students from patients. BCOM students can review their feedback scores in comparison to the overall cohort, as well as any free text that is provided.

Plans exist to include patients as stakeholders in the development of the new programmes, although at the time of the visit this had not taken place.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

Quality of teaching

4.3 the use of appropriate methods to monitor the quality and consistency of teaching

☒ MET

☐ NOT MET

Findings and evidence to support this

Currently there is not a shared approach to the monitoring of the quality and consistency of teaching. Both sites employ significantly different methods of faculty evaluation and feedback (see section 4.1). Students provide feedback through annual NSS and module feedback that is employed to inform programme and site performance. Although this is used to inform annual monitoring, planning and development for the sites, programmes and modules, there is limited evidence that this data is used to inform academic faculty development, appraisal or feedback.

Staff recruitment is initiated by both current sites with final approval given by the validating universities. There is no requirement for applicants to have a teaching qualification prior to application.

Faculty development across both sites is supported through the provision of online resources, supported by some in-house developed material. Limited funding is also available to support individuals should they wish to undertake additional learning. These resources are designed to help faculty to enhance their teaching skills. However, there is no formal expectation for faculty to make use of these resources and no evidence if staff engagement is monitored. There does not appear to be any formal expectation that academic faculty undertake any structured development.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified

Conditions

None identified.

4.4 the development of a culture of student curiosity and empowerment

☒ MET

☐ NOT MET

Findings and evidence to support this

A culture of student curiosity and empowerment is clearly embedded within the existing and proposed new provision. Programme and module specifications provide strong evidence that students are supported to develop a diverse range of professional and transferable attributes that underpin the development of a critically informed approach aimed at enabling them to become safe, effective and professional autonomous practitioners.

Teaching and learning methods, such as the professional learning portfolio and clinical assessments, enable students to develop their attributes in a structured and progressive manner. Problem based learning methods sit within level four and five and support students in developing these skills prior to entering the clinic environment as student practitioners.

Teaching faculty at both sites were able to illustrate how current literature and research is integrated into their teaching. Students are encouraged to critically evaluate their own teaching and learning informally, and through the research element of both existing programmes, formally, by completing an individual research project.

An evidence informed approach to student learning is also clearly evident within the new programmes. Programme specifications and module records clearly reference and integrate evidence informed teaching and learning through the programme and module aims and learning outcomes.

Student representation can be seen within the BCNO Group committee membership. The new BCNO Group committee structure supports student representation at all levels. Students felt that they were provided with effective formal and informal routes to feedback and challenge when necessary. The open-door policy provides them with direct access to all senior faculty and all students spoken to felt that they were comfortable in doing so.

Strengths and good practice

Opportunities for students to access faculty at all levels and student inclusion across the BCNO Group committees up to and including at BoT level.

Areas for development and recommendations

None identified.

Conditions

None identified.

5. Assessment

Assessment strategy

5.1 the use of a fair and effective assessment strategy

☒ **MET**

☐ **NOT MET**

Findings and evidence to support this

There is a robust and varied assessment strategy that enables students to effectively demonstrate their development and achievement. The overarching university policies clearly define expectations for the assessment, marking and moderation of all student work. Adaptation to changing demands is evident in the sites' individual responses to COVID-19. Assessment modifications have been introduced, following consultation with external examiners and faculty, to ensure students are able to demonstrate achievement of learning outcomes in a fair and consistent manner. Monitoring of student attainment and feedback from students indicates that this has been successful.

Assessments are developed collaboratively by faculty and with the input from external expertise. All assessments are mapped to module learning outcomes, OPS and subject benchmark statement, and initial approval takes place during initial validation of the programme of study where they are benchmarked against recognised health education standards. Students are supported in declaring any additional learning needs at registration, and both sites have reasonable adjustment policies that ensure assessments are accessible and inclusive. Students report that both sites offer effective counselling and support for students who may be struggling with their studies.

Operational, programme and module specifications provide a coherent strategy for assessment of the new M.Ost and BSc(Hons) programmes and describe a diverse range of assessments that are designed to enable students to effectively demonstrate the module learning outcomes. Formative and summative assessments are offered for theoretical and practical elements of the new programmes.

EEs provide ongoing scrutiny of summative assessments and student performance on behalf of the validating organisation, and reports indicate that current assessment practice is appropriate and in line with sector standards. Assessment load for the new programmes is appropriate for the credit weighting of each unit. The assessment profile offers a clear indication of suitable level progression and development of the knowledge, skills and attributes required for osteopathic practice. Formative assessments mirror the summative assessment provision. Students are effectively prepared for assessment throughout the academic year.

The BCNO Group programmes will deliver the same assessment provision across both sites. To ensure consistency of assessment, both sites will need to undertake comparative analysis of assessment outcomes to ensure both delivery of the curriculum and its assessment are consistent and offer all students the opportunity to demonstrate their learning equitably.

Strengths and good practice

None identified.

Areas for development and recommendations

To ensure consistent and equitable provision for the new programmes starting in September 2022, the BCNO Group should consider ensuring that EEs evaluate student performance between both sites of delivery and annual review specifically evaluates student performance comparatively to ensure all students are prepared for and assessed consistently and equitably. [recommendation]

Conditions

None identified.

Assessment processes

5.2 the use of relevant assessment processes and routes of escalation

☒ **MET**

☐ **NOT MET**

Findings and evidence to support this

Assessment and marking criteria are well defined and provide students with clear guidance regarding the assessment process, and are linked to level grading descriptors. Assessments are linked to learning objectives within the module handbooks/guides and subsequently to the OPS. OPS and FtP expectations are also evident in practical and clinical assessments assessment criteria.

EE reports indicate that assessment criteria are applied with consistency. ESO assessment briefs provide students with a detailed summary of each assessment, what students can expect from the process and which learning outcomes will be measured. These are shared with students through the VLE. BCOM provides students with an overview of assessments in their module guides that include a list of module assessments and marking and assessment guidelines, although they are not as detailed. Internal moderation procedures are detailed within the validating universities policy documents. However, no evidence of internal moderation was provided.

Processes for student moderation and appeals are well documented and signposted in student handbooks and standalone academic regulations, policies and procedures. Extenuating circumstances, compensation and resit or repeat options are clearly explained, and routes for appeal are transparent. Student handbooks also clearly describe academic offences, plagiarism and how both sites manage offenses. Both sites make use of Turnitin as a means of screening written coursework for plagiarism. ESO students receive additional external academic integrity training via BNU Blackboard link to Epigeum, a provider of online courses for universities and colleges.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

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Conditions

None identified.

6. Achievement

Achievement

6.1 the ability to identify a clear structure of achievement

☒ **MET**

☐ **NOT MET**

Findings and evidence to support this

Both the BSc and M.Ost programmes have clearly defined incremental pathways and are able to demonstrate a reasonable framework for student progression. Handbooks for each of the programmes evidence a tiered structure of qualification whereby level six of the BSc Hons programme is incrementally different to level seven of the M.Ost programme. Both programmes are mapped to meet the outcome requirements of the OPS and GOPRE.

At the time of the visit, the detail of module delivery was still in development. However, this process was well advanced. As part of this process, the BCNO Group had adopted formal methods in the development of modules to ensure that they were able to take account of transferable skills and diversity. This included theadoption of good practices from other health professions and the use of University College London's inclusive curriculum health check.

The new organisation structure has been designed to effectively manage the QA cycle and, within this structure, progression data is used to inform the programme planning process. The new BSc and M.Ost programmes work within a framework for progression that has been defined by the validating university which requires progression data to be included as part of the annual reports.

Students on both sites are well supported in terms of academic and pastoral care. Students are allocated a personal tutor to support them with their learning needs, through the adoption of student support plans, and there are student welfare resources available to help manage other areas of impact on the student learning experience. Students are currently made aware of progression criteria at the start of the programme and will be provided with progress reports at regular intervals during their studies.

Meetings with existing students and student representatives indicated that they felt well supported and that there were appropriate mechanisms in place to identify and support students who were underachieving. There are a number of existing BCOM and ESO policies that formally document the mechanisms of support for students. Atthe time of the visit, these had not been agreed and signed off for the new BCNO Group programmes.

Within the new programme structures, there are modules designed to support students into clinical practice. These include modules intended to provide students with the skills to support them into business and to provide them with other transferable skills to further support them during their professional careers. At level seven, there is an additional focus on research investigation and the use of clinical audit. Students were also able to observe general practice and physiotherapy clinics, which increased their awareness and understanding of other health professions.

The BCNO Group canvassed student opinion in the development of the new BSc and M.Ost programmes. There are also student representatives who sit on a number of committees that have been established as a result of the new BCNO Group governance and management structure.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

6.2 the ability to demonstrate an inclusive approach to achievement

☒ **MET**

☐ **NOT MET**

Findings and evidence to support this

There are a range of existing policies and processes designed to help support students to achieve to their potential regardless of background. These include policies directed towards diversity, inclusion and mitigating circumstances. These policies were further aligned to the policies of the validating university. At the time of the visit, these were specific to the ESO and BCOM, and their equivalent for students undertaking the new programmes were yet to be agreed and signed off. Students at both sites are currently given practical support to access care leavers funding, hardship funding and, where necessary, access to suitable IT equipment.

During the design of the new programmes the BCNO Group have adopted tools, such as the UCL inclusive curriculum health check, in order to design a curriculum aimed at improving the learning experience of all students, including those from protected characteristic groups or from diverse backgrounds.

There are established mechanisms in place to report progress to the students at regular intervals, and during the visit we were able to evidence this through access to these reports. Where students fail to meet the requirements of full award, there is an established protocol in place whereby students are notified by the validating university. Students are also supported by the student welfare officer and the principal or academic dean in order to explore their available options.

Meetings with existing students and student representatives indicated that, where students were underachieving, interventions were both timely and appropriate. They also reported that assessments were transparent, fair and objective. Where necessary, students were made aware of, and encouraged to use, the complaints and appeals process of the validating university.

Strengths and good practice

The innovative use of tools such as the University College London inclusive curriculum health check to embed the principles of inclusivity into the academic cycle.

Areas for development and recommendations

None identified.

Conditions

None identified.

7. Student progression

Recruitment and admissions

7.1 the use of appropriate recruitment and admissions processes

☒ **MET**

☐ **NOT MET**

Findings and evidence to support this

There are existing BCOM and ESO admissions policies in place that explain the interview process and clearly set out the criteria for acceptance. These documents have been reviewed and revised into a single admissions policy for all programmes delivered by the BCNO Group. Whilst this policy has been approved and signed off by the appropriate committees, at the time of the visit it was unavailable for us to view.

The existing policies are designed to promote equality and diversity. Established interview procedures use a structured scenario-based format in order to objectively assess student potential and to ensure that prospective students understand the breadth of programmes. The interview process is designed to take account of the OPS and staff have been given training to ensure that the process is adopted in an appropriate and consistent manner.

There are existing mechanisms in place for reporting annual admissions data to both the validating university and the GOsC. Analysis of admissions has not identified a need for change in the admissions criteria, however a need to understand and compare non-standard qualifications has been identified for future consideration.

A marketing strategy has been developed for the BCNO Group which sets out a five-year plan for delivery and a budget has been set aside for its adoption. This document sets out the strategy for retaining and managing the existing brand identity of the ESO and BCOM whilst continuing to develop awareness of the BCNO Group identity. The strategy sets out a multi-channel approach to market which includes the use of audio/visual tools, social media and the use of online platforms. Examples, that have already been adopted, include the use of vignette videos that act as a conduit for the student and alumni voice.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

Student Journey

7.2 an understanding of the student journey and support available   ☐ **MET**

☒ **NOT MET**

Findings and evidence to support this

As part of the merger between the ESO and BCOM, a new governance structure has been adopted for the management of all new and existing programmes. As part of the organisation design, the BCNO Group consulted with staff, students and patients to ensure appropriate representation at all levels of the BCNO Group. The new organisation structure is well documented and sets out the terms of reference, membership and frequency of meetings in a clear and transparent way. Membership includes patient and student representation to ensure inclusivity, and terms of reference are structured to ensure appropriate cross site representation.

Transition arrangements for BNU students have been agreed between the ESO, BNU and UoP to ensure that students are suitably supported so that they are able to complete their programme of study.

An exit strategy has been agreed with BNU for students currently enrolled on the existing ESO programmes. All students are expected to progress on the ESO programme, and, if successful, will be awarded a BNU degree. For students who interrupt their studies, those who have completed study at level four and five will be given the option to APL onto the BCNO Group programme, and those studying at level six and seven will have a personalised programme of study working to the BNU learning outcomes and, if successful, will be awarded a BNU degree.

Students continuing with the BNU programme will be governed under the existing BNU QA processes. ESO will continue to follow existing annual monitoring and reporting cycles whilst adopting UoP QA policies for newly enrolled students.

Upon initial enquiry, prospective students are provided with programme information by the admissions team. The BCNO Group websites offer information on the content of existing programmes, which include detailed descriptions of module content, information related to time commitment and information on teaching and assessment. However, at the time of the visit this online information was not available for the new BCNO Group BSc and M.Ost programmes.

Induction processes are designed to identify and align student expectation. Programme handbooks provide information on the breadth of the programmes but at the time of the visit, module descriptors were still in development. Equality and diversity statements are available on the BCNO Group websites and existing policies are designed to promote equality and diversity.

As part of the BCNO Group risk management strategy, risks to the student journey are identified and recorded in risk assessment documentation and are regularly monitored and revised to reflect any changes. Student results are ratified by internal assessment boards and external assessment boards with EE representation. Progression rates are regularly reviewed and areas for development are recorded and reported as part of the annual monitoring cycle.

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Existing programmes clearly map out the student journey through the programme handbooks and the detailed module descriptors. Programme handbooks have been developed for the new BSc and M.Ost programmes but details of module delivery are still in development.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

To ensure a clear student journey, the BCNO Group must complete the development of the details of module delivery for the BCNO Group programmes that are scheduled for delivery during the 2022-23 academic year.

8. Learning resources

Resource strategy

8.1 the use of a diverse and appropriate offering of accessible resources

☒ **MET**

☐ **NOT MET**

Findings and evidence to support this

Programme delivery is currently supported through the use of an online learning platform where students are able to access programme literature. This includes lecture materials, programme documentation, lecture videos, toolkits and additional learning resources. Students are able to download lecture materials onto digital devices and annotate these materials during lectures. They also have access to the online resources of the partner university and access to subscription services via the BCNO Group libraries.

Lecture capture offers the students the opportunity to return to previous taught lecture materials and offers students who are unable to attend, for example for COVID-19 related reasons, to access lecture sessions remotely.

As part of the merger, a budget has been set aside in order to upgrade and standardise the technology infrastructure, and an IT plan has been published which sets out a high-level plan for the main areas of delivery in the short to medium term.

Clinics were adapted during the pandemic to allow for remote observation of patient consultations via a secure network. These remote observations were undertaken with appropriate patient consent which they were informed could be withdrawn at any time. Some patient consultations are currently being run using telemedicine technologies.

The BCNO Group offers a short-term laptop loan service which is operated out of the group's library faculties. Where necessary, students are supported by the BCNO Group to access hardship funding and,

during the 2020-2021 academic year, approximately 30 students were successfully directed to appropriate hardship funding schemes.

Lecture capture can be used to review and revise lecture content as part of a QA cycle and teaching, and learning observations are conducted for both classroom and online teaching in order to monitor and improve the quality of teaching. Both students and faculty are given IT support in order that they can make best use of available technologies.

Meetings with students and student representatives indicated that they were happy with the technology facilities at both campuses. Clinic management software is used to capture student clinic hours and patient numbers. At the London clinic, students use software to capture clinical audit data and it is intended that this be adopted across the BCNO Group for new programmes.

Strengths and good practice

None identified.

Areas for development and recommendations

None identified.

Conditions

None identified.

Non-academic provisions

8.2 the ability to identify clinical practice and education opportunities

☒ **MET**

☐ **NOT MET**

Findings and evidence to support this

The BCNO Group operates two clinics sited in London and Kent. Both have good facilities offering well equipped treatment rooms where patients pay a subsidised rate for treatment. Whilst patient services at both sites are largely directed towards the provision of general osteopathic treatment, there are specialist clinics at each site providing clinical services that include paediatrics, sports, women's health, headache, diagnostic ultrasound and performing arts.

Local marketing campaigns are designed to help ensure that patient numbers are maintained at a good level. Patient numbers are regularly monitored and used to inform marketing strategies which are subsequently adapted to meet identified requirements. Interviews with students and student representatives indicated a high level of satisfaction with the facilities and faculty support. They also stated that they had access to a variety of patients and a diversity of clinic practice opportunities which included access to general practice and physiotherapist run clinics.

During observed lectures, tutors were able to demonstrate a range of teaching methods which included the use of technology and clinical models, good use of research and critical thinking and reinforced learning through reflection on previous learning and clinical experiences.

It was evident during discussions with tutors and students that learning from the classroom was being reinforced in clinical practice and students were encouraged to bring experiences from clinic back to the

classroom where they could discuss them with tutors and peers. Within the clinic environment, students were well supported in their interactions with patients and there are mechanisms in place to provide the student with both formal and informal feedback on their performance in clinic.

Discussions with teaching and student groups indicated that there is a good level of pastoral care at both campuses. Students have access to personal tutors, student welfare support, access to counselling services and online access to the student assistance programme, which is a 24/7 service provided by Health Assured. Existing policies and procedures help direct students towards appropriate support services, however these have yet to be reconciled for participants of the new BCNO Group programmes.

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

20.09.15Report on BCOM Equality Diversity and Religion Survey September 2020

20.11.20 POOT for BCOM

201028_SEG1-minutes

2019-20 EE Reports and Responses UoG and Bucks

2019-20 GOsC-BCOM Annual Report

2020 Policy Schedule - Health and Care Liability - Final

2020_21_Clinic Timetable Weekly Overview_v1

2020-21_Programme Handbook_BUCKS

2021 22_Guidance notes for teaching observations_2.1

2021 22_Teaching Observation Form Clinic_v2.1

2021 22_Teaching Observation Form Lectures_v2.1

2021 22_Teaching Observation Form_Feedback Examples_v2.1

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20210607 Risk register

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Admissions Policy and Procedure 2020 - 030720

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Annual_Award_Report_19-20 D Robbins v BCOM

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Annual_Subject_Report_19-20 D Robbins (1)

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Articles of Association 2021

Assessment Briefs

Assessment Rubric

audit

audit GOsC

Barefoot Email -Renzo Molinari _ Laurie Hartman ticket links

BCNO Consolidated BalanceSheet Projection

BCNO Group Programme Specification for the BSc(Hons) in Osteopathic Medicine

BCNO Group COA 21-22

BCNO Group Course Development

BCNO Group Course Development Faculty Comms

BCNO Group Current.RiskReg 10-21

BCNO Group Curriculum Development Roadmap 2021_v1.0

BCNO Group Danish Income Forecast 21-22

BCNO Group Governance and Management structure

BCNO Group MOst Income Forecast

BCNO Group MOst structure Graphic

BCNO Group Programme Specification for the Most

BCNO Modules of Leadership

BCNO Risk Register

BCNO visit agenda V5 (names)

BCNO_ModuleRecords_MOst&BSc(Hons)Osteopathy_2021-22 (2) with staff jan 2022

BCNO_OperationalSpec_BSc(Hons)Osteopathy_2021-22 (2) jan 2022

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BCOM 2019-20 FCCA REPORT

BCOM Feedback to Students

BCOM feedback to students from patients

BCOM- GOsC report_Student Fitness to Practise

BCOM Maidstone site visit report 19102021

BCOM MOst AP-Programme-Quality-Handbook-20.21-UK (8)

BCOM Professional-Practice-Handbook-2021-22

BCOM reports for student feedback and progression (final progression 2020-21. student survey 2020)

BCOM Resource Statement 2021

BCOM update on contingency plan_

BCOM_ 2019-20 Annual Monitoring Report

BCOM_ Student data-2020

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BNCO Group Governance and Management Structure 2021

BNU Exit Strategy

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Board Presentation_Kent Progression Data 10.21

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BUCKS MOst Programme Module Changes - February 2020

BUCKS MOst Programme Module Changes - Nov 2020 Summary

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Course Dev HoD Workshops to Date

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Course Development Survey and Themes

Course Development Workshops Summary

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Covid 19 Student Guidelines

Covid Secure Risk Assessment

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Departmental Update Form

Document

Educational Planning Document - ESO

Educator Roles and Responsibilities

EE_ M. Cotinho_Subject Report

Emerging from Lockdown Plans

ESO AIR 2019-20

ESO GOsC Annual Report Template 2019 -V0.3

ESO GOsC AR Report 2019-20 111220

ESO M.Ost Programme Spec

ESO MOstProgramme Handbook 2021-22 (Partners)_FINAL

ESO Operations Manual Rebranded Sept-21 Final

ESO OPS and SBS Mapping

ESO Presentation 2019 Enrolment Year 2 - 4

ESO Reasonable Adjustments and Special Considerations Policy_Jan21

ESO update on Contingency Plan

ESO Year 2 Clinic Handbook

Example of Covid Response- ESO

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External Examiner Report

External Examiner Reports

External Examiner2

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Final Module Document and Specifications

Final version Governance and Management Structure2021

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INTERNAL MINUTES OF AWARD ASSESSMENT BOARD 15 JULY 2021

INTERNAL MINUTES OF SUBJECT ASSESSMENT PANEL ON 13 JULY 2020

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Kent progression Data

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Marketing -Moving from BCOM&ESO to BCNO Group

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MeadowsS_Osteopathy_19 20_GREEN

Mini Clinical Examination mCEx 2020-21 Year 3 Year 4 Specialist

Minutes of Joint Board of Studies held on Wednesday 13 January 2021 (002)

MINUTES OF MOst PROGRAMME COMMITTEE MEETING HELD ON FRIDAY 5 MARCH 2021

modified attendance- clinical years

Module Impact Assessment Template

Module Impact Form Template

Module Most05-Clinical Diagnosis & Pathology

MOST5018 Biomechanics feedback

MOST5021 exercise physiology feedback

MOST6015 psychology feedback

MOST7004 Practice management feedback

MOST7011 research dissertation feedback

MOstAP Programme Quality Handbook 20.21 UK

New Faculty Training for Assessment and feedback

New Patient Evaluation

no_detriment_-_exceptional_regulations_

NSS Strategy Paper

OFS+CommsPlan

Opportunities to work alongside other healthcare professionals

OS414 Module Impact Form

OS415 Module Impact Form

OS415_GOT_2021

OS416 Module Impact Form

OS522 Module Impact Form

OS523 Core Knowledge - Pathophysiology II

OS523 Module Impact Form

OS524 Module Impact Form

OS525 Module Impact Form

OS525_PR2

OS526 Module Impact Form

OS526 Professionalism and Identity

OS527 Module Impact Form

OS633 Module Impact Form

OS634 Module Impact Form

OS635 Module Impact Form

OS635 PR1_Case Present_hp_tk

OS635_PR2_

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OS637 Module Impact Form

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Safeguarding Policy

Sample Agenda for Senior Management Team

Sample Agenda Showing Safeguarding

Sample of Awarding Board Letter BNU

Sample of Modules reports

Sample of Student surveys

Sample of Transcripts BNU

Screenshot from CRM

Senior Management Team JD

Sfaff Training Skills Full Course List

Single_Equality_review document 2020

Strategic Planning Additional Documentation

Student Absence Management Plan

Student Complaints Policy and Procedure (V3)

Student data TEMPLATE 2019-20 (to go with GOsC AR) Final

Student Disciplinary Policy and Procedures

Student Feedback

Student Fitness to Study Policy

Student Journey Mapper level

Student Rep Handbook

Student Reps Training

Study and wellbeing Policy

Study and wellbeing Policy-BCOM

Study Skills Handbook

Summary of the ESO International Programme

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TanaHE UK POSTCARD

Teaching and Assessment for Nursing and Allied Health Educators

Teaching and Learning Covid Educational Planning Document

Teaching and Learning Observation form Sample 1

Teaching and Learning Observation form Sample 2

Teaching and Learning Survey Result Students

Transferable Skills Summary

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UoG Programme Handbook 2019-20

UoP Stage 1

UoP Stage 2

UoP Student Welfare Policy

UOP Student_Complaints_Procedure

UpdateOnConditions_BCNO_MOst&BSc(Hons)_Osteopathy jan 2022

Workshop A_ Communication & Patient Partnership

Workshop C_ Safety & Quality in Practice

Year 2-3 Communication